

**KS3 ART CURRICULUM**

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 7 &amp; Nurture group</b>	<b>The Human Body</b> <ul style="list-style-type: none"> <li>Classical Paintings</li> <li>Contemporary art</li> <li>Drawing the body</li> <li>Painting the figure</li> <li>Black history month</li> </ul>	<b>The Portraits</b> <ul style="list-style-type: none"> <li>Proportions of the face</li> <li>Changing the face</li> <li>Artist focus - Cezanne</li> </ul>	<i>Art/ICT</i> <b>Popular Culture</b> <ul style="list-style-type: none"> <li>Pop Art</li> <li>Photo to cartoon</li> <li>Large scale painting</li> </ul>	<i>Design/Craft</i> <b>Historical Costume design</b> <ul style="list-style-type: none"> <li>Costume Drawing</li> <li>Costume Design</li> <li>Mask making papier Mache/ mod rock</li> </ul>	<b>From nature to form.</b> <ul style="list-style-type: none"> <li>Drawing from nature</li> <li>Willow sculpture</li> <li>textiles</li> </ul>	<b>Our environment</b> <ul style="list-style-type: none"> <li>Landscape painting</li> <li>Japanese brush work</li> <li>water colours</li> </ul>
<b>Year 8</b>	<b>The Human Body</b> <ul style="list-style-type: none"> <li>Classical Paintings</li> <li>Contemporary art</li> <li>Drawing the body</li> <li>Painting the figure</li> <li>Black history month (artist focus)</li> </ul>	<b>The Portrait</b> <ul style="list-style-type: none"> <li>Different styles of Portraits</li> <li>Proportions</li> <li>Collage</li> <li>Artist focus Cezanne</li> </ul>	<i>Art/ICT</i> <b>Popular Culture</b> <ul style="list-style-type: none"> <li>Pop art</li> <li>From photo to cartoon</li> <li>Large scale painting</li> </ul>	<i>Design/Craft</i> <b>historical Costume design</b> <ul style="list-style-type: none"> <li>theatre design</li> <li>Fashion Drawing</li> <li>Mask making</li> <li>Model making</li> </ul>	<b>From Nature to Form</b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Willow Paper Mache'</li> <li>textiles</li> </ul>	<b>Our Environment</b> <ul style="list-style-type: none"> <li>Landscape painting</li> <li>Japanese brush work</li> <li>Water colours</li> </ul>
<b>Year 9</b>	<b>The Human Body.</b> <ul style="list-style-type: none"> <li>Classical Paintings</li> <li>Contemporary art</li> <li>concepts on art and the body</li> <li>Painting the figure</li> <li>Black history month</li> <li>artist focus</li> </ul>	<b>Identity</b> <ul style="list-style-type: none"> <li>Self Portraits</li> <li>Cultural Identity</li> <li>Changing the face.</li> </ul>	<b>From nature to patterns</b> <ul style="list-style-type: none"> <li>Print making</li> <li>Self-directed project</li> </ul>	<i>Design/Craft</i> <b>Historical Costume design</b> <ul style="list-style-type: none"> <li>Various projects</li> <li>Theatre Design</li> </ul>	<b>Cultural Craft</b> <ul style="list-style-type: none"> <li>Batik</li> <li>Block printing</li> <li>Tie dye</li> </ul>	<b>Urban Environment</b> <ul style="list-style-type: none"> <li>Landscape drawings</li> <li>Urban identity</li> <li>Photography</li> <li>Graffiti</li> </ul>

## Humanities

HUMANITIES	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<b>Humanities Curriculum</b>  <b>Years 7 - 9</b>	<b><u>GEOGRAPHY – TROPICAL STORMS</u></b>  → Key Ideas  → Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.  → Tropical storms have significant effects on people and environments	<b><u>RE - PREJUDICE</u></b>  → Key Ideas  → Prejudice and discrimination can be found in many aspects of life and throughout History  → There are many types of discrimination and methods to respond to prejudice.  → Exploring how different people of faith have used the teachings of their respective religions to challenge racial discrimination.	<b><u>HISTORY – ENGLAND V FRANCE</u></b>  → Key Ideas  → Exploring the key events that have helped create the rivalry between these two great nations.  → Comparing similarities and differences between England and France and what impact this had on the relations between them.	<b><u>GEOGRAPHY – GLOBAL WARMING</u></b>  → Key ideas  → There are a lot of questions regarding the cause in changes in weather patterns in recent years  → Exploring the possible causes of climate change and the local and global Impacts of these changes  → Consider ways that people can change to limit further climate change from occurring	<b><u>RE – THE ENVIRONMENT</u></b>  → Key Ideas  → Examining ways in which religions and world views express beliefs about the natural world in which we live.  → Exploring religious and non-religious teaching about the world and humans’ place in it and how it can affect attitudes towards caring for the environment	<b><u>HUMANITIES - Exploring the developments of modern Britain in a Specific Decade</u></b>  → Examining and assessing the changes in: Transport, Entertainment, Technology, work and home, Politics, religion and conflict in Britain and compare it to the UK today

## Physical Education & Sports

Years	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<ul style="list-style-type: none"> <li>• Through exploring, developing and consolidating a range of skills and actions, students will show greater consistency and quality in their application to tasks and games played</li> <li>• Students will select and apply these skills and competencies demonstrating technical correctness, precision, control and accuracy</li> <li>• Students will select and apply strategies as individuals and in teams, consistently, co-operatively and effectively, showing appropriate knowledge and understanding</li> <li>• Students will develop and demonstrate the ability to analyse, question and comment on their learning and that of others in the pursuit of increased understanding and improved performance</li> </ul>					
<b>KS3</b>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>• Hockey</li> <li>• Rugby</li> <li>• Football</li> <li>• Tchoukball</li> </ul>		<b>Table tennis</b> <ul style="list-style-type: none"> <li>• Singles</li> <li>• Doubles</li> <li>• Officiating</li> </ul>	<b>BMX / Swimming/ Fitness (TBC)</b>	<b>Striking and fielding</b> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Baseball</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Shot putt</li> <li>• Javelin</li> <li>• Discus</li> <li>• Long &amp; triple jump</li> <li>• Running - long &amp; short distance</li> </ul>
<b>Nurture group</b>	<b>Table tennis</b> <ul style="list-style-type: none"> <li>• Singles</li> <li>• Doubles</li> <li>• Officiating</li> </ul>	<b>Fitness</b> <ul style="list-style-type: none"> <li>• Individual challenge</li> <li>• Team challenge</li> <li>• Circuit training</li> <li>• Cardio vascular training</li> </ul>	<b>Net / wall games</b> <ul style="list-style-type: none"> <li>• TBC</li> </ul>	<b>Invasion games</b> <ul style="list-style-type: none"> <li>• Hockey</li> <li>• Rugby</li> <li>• Football</li> <li>• Tchoukball</li> </ul>	<b>Striking and fielding</b> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Baseball</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Shot putt</li> <li>• Javelin</li> <li>• Discus</li> <li>• Long jump</li> <li>• Triple jump</li> <li>• Running - long &amp; short distance</li> </ul>

**PSHE Curriculum**

KS3	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>PSHE – Personal Social Health Education</b>  <b>YEARS 7-9</b>	<p><b>Refugees &amp; Asylum Seekers</b></p> <ul style="list-style-type: none"> <li>-What is a refugee</li> <li>-Migration Push and Pull</li> <li>-Case Study: students’ personal experiences Syria</li> <li>- Facts and Fiction</li> <li>-Refugees and the media</li> <li>-<b>Assessment: My opinion of the Refugee Issue is....</b></li> <li>- Case Study: Kinder transport</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Futures Theatre Group: Sexting, Pornography &amp; Young people</li> <li>-Remembrance and Grief</li> <li>- Bullying</li> <li><a href="https://www.kidpower.org/library/article/prevent-bullying/?gclid=CIWEpd7tjckCFYLnwgodc6kGbw">https://www.kidpower.org/library/article/prevent-bullying/?gclid=CIWEpd7tjckCFYLnwgodc6kGbw</a></li> <li>-Positive relationships: animals <a href="http://www.rspca-breakingthechain.org.uk/">http://www.rspca-breakingthechain.org.uk/</a></li> <li>-Positive relationships: families</li> <li>- <b>Assessment: What makes a positive relationship?</b></li> <li>-Positive relationships: self</li> <li>- Present Giving and receiving</li> </ul>	<p><b>Sex Education</b></p> <ul style="list-style-type: none"> <li>- Feelings and Emotions</li> <li>- Friendship</li> <li>Qualities/Difficulties with Friendships (including partners)</li> <li>- Conception &amp; Contraception</li> <li>- Making relationships work</li> <li>- Getting on with parents and carers</li> <li>- Making responsible &amp; informed (STIs)</li> <li>Decisions includes contraception)</li> <li>-<b>Assessment: Why do we have Sex Ed in Schools?</b></li> <li>- Negotiation Skills/ Talking About Choice &amp; Consent</li> </ul>	<p><b>Drugs</b></p> <p><b>WK1</b> What is a drug: prescription/ non-prescription? Students will learn:</p> <ul style="list-style-type: none"> <li>• about the safe use of prescribed and over the counter medicines</li> <li>• the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction</li> </ul> <p><b>WK2</b> Beauty &amp; fitness: Impact of Smoking, Alcohol, and non-prescription drugs Students will learn:</p> <ul style="list-style-type: none"> <li>• <i>actual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse</i></li> </ul> <p><b>WK3</b> Relationships: The Impact of Alcohol, students should:</p> <ul style="list-style-type: none"> <li>• be able to give some reasons about how illegal drug use may affect people’s lives e.g. physically, emotionally, legally, financially etc.</li> </ul> <p><b>WK4 Assessment: Are all drugs the same?</b> - Breaking the habit</p> <p><b>WK5 Bad Habits</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>• <i>begin to understand the personal and social risks and consequences for themselves and others of making different decisions – dependency and habits &amp; help</i></li> </ul>	<p><b>Response to Traumatic Experiences:</b> e.g. 7/7 bombing, London / Manchester attacks, Grenfell, and any recent incidents</p> <p><b>Anti-extremism work</b></p>	<p><b>Democracy, Voting, EU referendum, etc.</b></p> <p><b>Current affairs link tbc</b></p>

## English Curriculum

Year Group	Year 7	Year 8	Year 9
<b>Autumn Term</b>	<b>Prose</b> (Studying the Novel)  <b>Harry Potter and the Philosopher’s Stone</b>	<b>Prose</b> (Studying the Novel)  <b>Hunger Games</b>	<b>Prose</b> (Studying the Novel) “A Christmas Carol”  <b>Developing Writing Skills</b> - Writing to Argue / Describe
	<b>Assessments:</b>  1) Writing to describe  2) How does <u>NAME OF AUTHOR</u> present the development in the character of <u>NAME OF CHARACTER</u> in <u>NAME OF NOVEL</u>	<b>Assessments</b>  1) Writing to describe  2) How does <u>NAME OF AUTHOR</u> present the development in the character of <u>NAME OF CHARACTER</u> in <u>NAME OF NOVEL</u>	<b>Assessments</b>  To replicate the extract questions of the type in GCSE English literature
<b>Spring Term</b>	<b>Drama</b>  Shakespeare - Macbeth	<b>Drama</b>  An Inspector Calls	<b>Drama</b>  Shakespeare – Romeo and Juliet
	<b>Assessments</b>  1) Writing to inform/explain  2) Analyse how Shakespeare presents the theme of evil in Macbeth	<b>Assessments</b>  1) Writing to inform/explain  2) Analyse how <u>NAME OF PLAYWRIGHT</u> Presents the theme of <u>GIVE THEME</u> in <u>NAME OF PLAY</u>	<b>Assessments</b>  1) Write a speech from a citizen of Verona persuading the Capulets and the Montagues to stop their feud  2) Analyse how Shakespeare presents the theme of love in the Balcony Scene
<b>Summer Term</b>	<b>Poetry</b>  War Poetry	<b>Poetry</b>  World Poetry	<b>Poetry</b>  Conflict
	<b>Assessments</b>  1) Writing to describe  2) Explore how <u>NAME OF POET</u> presents strong emotions in <u>GIVE NAME OF POEM</u>	<b>Assessments</b>  1) Writing to describe  2) Explore and compare how <u>NAME OF POET</u> presents strong emotions in <u>GIVE NAMES OF 2 POEMS</u>	<b>Assessments</b>  1) Writing to persuade/argue  2) Explore and compare how <u>NAME OF POET</u> presents strong emotions in <u>GIVE NAMES OF 2 POEMS</u> – from the Conflict poems in reformed GCSE.

## Food Technology

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Nurture</b>	Hygiene and safety Equipment Nutrients Balanced Diet Breakfast Eat well plate	Pack lunch Salads Quick meals	<b>(World food)</b> Foods from different cultures Chinese American French- Shrove Tuesday (Pancake Day) Mexican Spanish English Italian		<b>Cake making and basic decorating</b> Creaming method Whisking method Rubbing in method Melting method All in one Basic piping skills	<b>Summer Foods</b> Barbeque safety Seasonal fruits and vegetables Party foods
<b>Year 7 and 8</b>	Hygiene and safety Equipment Evaluation Eat well plate Nutrients Balanced Diet Breakfast Egg	Packaging and labelling Shop bought vs home made Bread making Garnishes and finishing techniques	<b>(World food)</b> Food from different cultures Chinese Mexican American French- Shrove Tuesday (Pancake Day) Spanish Afro- Caribbean English Italian		<b>Cake making and basic decorating</b> Creaming method Whisking method Rubbing in method Melting method All in one Making butter cream and royal icing. Basic piping skills	<b>Summer Foods</b> Barbeque safety Seasonal fruits and vegetables Party foods
<b>Year 9</b>	Hygiene and safety Equipment Evaluation Eat well plate Nutrients Balanced Diet Breakfast Egg	Sauces pasta Fish Food preservation Sustainability	<b>(World food)</b> Food from different cultures Chinese Mexican American French- Shrove Tuesday (Pancake Day) Spanish Afro- Caribbean English Italian		<b>Cake making and basic decorating</b> Creaming method Whisking method Rubbing in method Melting method All in one Making butter cream and royal icing. Basic piping skills	<b>Summer Foods</b> Barbeque safety Seasonal fruits and vegetables Party foods Methods of cooking

## ICT CURRICULUM

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	<b>KS3 Computer Science:</b> School Network, Email and VLE	<b>KS3 Computer Science:</b> Story telling using presentation tools	<b>KS3 Computer Science:</b> E Safety	<b>KS3 Computer Science:</b> Spreadsheets	<b>KS3 Computer Science:</b> Technology basics: Hardware & Software	<b>KS3 Computer Science:</b> Programming basics with Scratch
Year 8	<b>KS3 Computer Science:</b> Introduction to 3D Games Programming using Kodu	<b>KS3 Computer Science:</b> Introduction to computer graphics and animation Creating for the Internet: Animation for the world wide web	<b>KS3 Computer Science:</b> Website design and development.	<b>KS3 Computer Science:</b> Sound, Music and Video editing	<b>KS3 Computer Science:</b> Algorithms, Sequences & Flowcharts Programming with Scratch	<b>KS3 Computer Science:</b> Understanding Binary More programming with Scratch
Year 9	<b>KS3 Computer Science:</b> OCR Entry Level Certificate in Computer Science R354 <b>Strand:</b> Hardware, Software and logic	<b>KS3 Computer Science:</b> OCR Entry Level Certificate in Computer Science R354 <b>Strand:</b> Computer Programming	<b>KS3 Computer Science:</b> OCR Entry Level Certificate in Computer Science R354 <b>Strand:</b> Trends in Computing	<b>Functional Skills:</b> Research skills (Online/Offline) Word Processing Desktop Publishing Presentation	<b>Functional Skills:</b> Spreadsheet Exam practice and preparation Functional Skills test	<b>Functional Skills:</b> Exam practice and preparation Functional Skills test

### ENTRY LEVEL COMPUTING AT A GLANCE

This qualification consists of one unit, which is broken down into three strands.

**Hardware, Software and Logic**  
24 marks (30% of qualification)

OCR-set end-of-item tests, each approx. 15 minutes in duration, to be taken after teaching a topic

+

**Programming**  
40 marks (50% of qualification)

Programming task  
Internally assessed, externally moderated

+

**Trends in Computing**  
16 marks (20% of qualification)

Presentation  
Internally assessed, externally moderated

All these strands must be submitted along with a total mark across the strands out of 80.

MATHS CURRICULUM

	Year 7	Year 8	Year 9
<b>Autumn Term 1</b>	<u>Calculating</u> Working with positive and negative numbers Number skills and calculations (Pi 1 Unit 1) The four operations – (Pi 1 Unit 2)	<u>Number properties</u> calculations Number properties and calculations (Pi 2 Unit 1) Factors, multiples , LCM, HCF	<u>Indices /Algebra 1</u> Use index laws to simplify expressions Write large and small numbers using standard form (Theta ( $\theta$ ) 3, unit 1 ) Expressions and formulae (Unit 2 Pi 3 and Theta ( $\theta$ ) )
<b>Autumn Term 2</b>	<u>Analysing and displaying data</u> Display and analyse data (Pictogram, bar chart, tally charts) Find the mean, mode and median for simple data Fraction/decimal and percentages (Unit 1: Pi 1 )	<u>Dealing with data</u> Collecting data Display and analyse data (Pictogram, bar chart, tally charts) Fraction/decimal and percentages Find the mean, mode and median for grouped data (Unit 3: Pi 3 and Theta ( $\theta$ ) )	<u>Statistics/Multiplication Reasoning Unit 3;1</u> Planning a survey Collecting data Display and analyse data Scatter diagram Averages from frequency table Multiplication Reasoning Unit 3;1 (Unit 3: Pi 3 and Theta ( $\theta$ ) )
<b>Spring Term 1</b>	<u>Angles and lines</u> Recognise parallel and perpendicular Lines (Pi 1) Describe angles using the words; reflex, straight, obtuse, acute and right.	<u>Geometry of 2D and 3D Shapes</u> identify alternate and corresponding angles Pi 3 (Chapter 5;1) Measure and drawing nets Surfaces area	<u>Geometry of 2D and 3D Shapes</u> Work with interior and exterior angles in line and shapes Constructions (Unit :5 Theta 3) Bisect lines and angles Use Pythagoras Theorem
<b>Spring Term 2</b>	<u>Ratio and proportion</u> Simplify Ratio proportion Decimals and measure	<u>Multiplication Reasoning Unit 7</u> Using ratio Using proportion Measures and conversion	<u>Equation, inequalities and proportionality</u> Solving equation Proportion Simultaneous Equations Inequalities
<b>Summer Term</b>	Probability Number properties and calculations (Pi 1 Unit 1) Decimals and measure Fractions and percentages Graphs Projects	Probability Number properties and calculations (Pi 2 Unit 1) Fractions and percentages Sequence/graphs Projects	Functional Skills Probability (Unit:9) (Unit 9: Pi 3 and Theta ( $\theta$ ) ) Polygons and transformations( unit 10) Algebraic and real graphs Functional Skills/ Projects



Design and Technology

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Years 7 - 9	<p><b>Health &amp; Safety</b> <i>Personal Logo</i></p> <p>Safety in the workshop Tools &amp; Equipment Design Process Personal identity Realisation Evaluation</p>	<p><b>Designing for self</b> <i>Personalised Photo frames</i></p> <p>H &amp; S Materials – Woods:- Hardwoods / Softwoods Manmade boards Types of wood joints Fixings - PVA / Staples / Nails / Screws</p> <p>Finishing techniques Acrylic paints varnishes</p>	<p><b>Designing for end users</b> <i>Desk/Task Light</i></p> <p>Influential Designers Working drawings Design movements e.g. Art Deco Force &amp; Motion Levers (Classes &amp; applications) Mechanisms (Rotary, Linear, Electrical safety. Conductors/ Insulators Five R's – Recycle/Refuse/Reuse/R educe/Rethink Sustainability Finishing techniques – Varnishes/Paints/Waxes etc.</p>	<p><b>Designing for others</b> <i>Board games</i></p> <p>Research into existing games. Introduction to Manufacturing Design ideas Selection / rejection Final Design Plastic processes- Vacuum forming / Blow moulding / Line bending / Injection moulding etc. Realisation Evaluation</p>	<p><b>Designing to a brief</b> <i>Body adornment</i></p> <p>Influential Designers Working drawings Computer Aided Designing / Computer Aided Manufacturing CAD/CAM Materials – Metals – Ferrous/Non-Ferrous Manufacturing processes: - Calendaring/Extrusion/Castin g etc. Realisation Evaluation</p>	<p><b>Designing for others</b> <i>Electronic sounds</i></p> <p>Understanding Electronics Characteristics of Electronic components PCBs Packaging designs &amp; Selection. Health &amp; Safety Soldering Quality control Packaging</p>