

# QMGS Key Stage 3 Curriculum Topics 2020-21



## Ethos:

Queen Mary's Grammar School believes that the Quality of Education experienced by students is driven by a curriculum in its broadest sense: the entirety of a student's learning experience, in lessons and beyond. We aim to design and embed a curriculum that is planned and sequenced to develop in our highly academic students the knowledge and skills necessary for their future roles in society, while ensuring that the balanced curriculum offer is accessible to all.

Subject	Year 7	Year 8	Year 9
<b>Art</b>	<p><b>September – February: Pop Art</b></p> <p>Through investigating Pop Art pupils are introduced to basic drawing skills, Knowledge of colour theory and the history of Pop Art as well as some of the artists from the movement. Observational, creative thinking, research and evaluation skills are covered in this unit to help develop the foundations of the curriculum.</p> <p><b>February – July: Insects</b></p> <p>By using the theme of 'Insects', pupils develop their knowledge of proportions and symmetry before reflecting on their roles within art. They will look into new art techniques of paper cutting to create art by using inspiration from current artists. Pupils will develop a further understanding of how an idea develops through a project to an end outcome, and how this can be linked to a theme.</p>	<p><b>September – February: Landscapes</b></p> <p>Art History is the back bone for this unit by looking at and theory behind landscape art and looking into a number of landscape artists in detail. Pupils have the opportunity to experiment with techniques introduced to them throughout the project. Using several different mediums to develop a range of techniques to assist pupils with an individual Landscape to conclude the topic.</p> <p><b>February – July: Portraits</b></p> <p>Pupils will be developing their skills of analysing art further in this unit through the study of Portraits through art history. Facial proportions, observational skills and different art medium experiments will assist pupils in developing their own portrait. Pupils demonstrate inspiration from the techniques explored and artists studied throughout the unit.</p>	<p><b>September – February: Natural Forms</b></p> <p>By looking at a range of natural forms, pupils build on their observational skills in a range of art mediums in more detail. Pupils will develop further knowledge of artists work and be able to show their clear understanding of this through their own mixed media art piece at the end of the project.</p> <p><b>February – July: Illustration</b></p> <p>Through the study of more contemporary art styles and supporting artists, pupils explore their creative ideas through the form of illustration. New techniques and art mediums are introduced by reflecting and building on the key art elements introduced from year 7 onwards. Pupils concrete their knowledge of layout, colour, composition and creativity heavily in this unit to produce a personal final outcome to conclude the project.</p>
<b>Biology</b>	See below for Year 7 Science	<p>Term 1: Exchange - Gas Exchange Systems &amp; Digestion. Reactions: Photosynthesis and Respiration.</p> <p>Term 2. Genes, Variation, Inheritance. Evolution.</p> <p>Term 3. Ecosystems, Interdependence. Measuring our World.</p>	<p>Term 1: Cell Biology. Eukaryotes &amp; Prokaryotes. Animal and plant cells. Specialisation. Differentiation.</p> <p>Term 2: Microscopy. Division and the cell cycle. Stem cells. Transport in cells. Osmosis. Active transport.</p> <p>Term 3: Organisation. Digestive system. Heart and blood vessels. CHD. Health issues.</p>

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<p><b>Chemistry</b></p>	<p>See below for Year 7 Science</p>	<p>Pupils are taught a range of topics covering a number of key concepts:</p> <ol style="list-style-type: none"> <li>1) Substances and mixtures</li> <li>2) Simple chemical reactions</li> <li>3) Solubility</li> <li>4) Earth and atmosphere</li> <li>5) Limestone</li> <li>6) Formulae and equations</li> <li>7) CREST Bronze award</li> </ol> <p>A key feature is the development of not only theoretical understanding but also practical skills.</p>	<p>Pupils are taught a range of topics covering the a number of key concepts:</p> <ol style="list-style-type: none"> <li>1) Periodic table</li> <li>2) Chemical reactions</li> <li>3) Metals</li> <li>4) Rates</li> </ol> <p>A key feature is the development of not only theoretical understanding but also practical skills.</p>
<p><b>Design &amp; Technology</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b></p> <p>Chocolate Moulds: Vacuum forming. Competition with link to Food Technology.          Ear-Phone Cable Tidy: Iterative design challenge.          Laser cut acrylic and use of CAD (2D Design)          Pen Holder: Use of acrylic and the laser cutter together with hand tools. Use of jigs to ensure accuracy, quality and speed of production.          SMART Thermometer: SMART materials and aluminium sheet. Bending jigs for accuracy          Timber and Manufactured Board Project: Design and make a method of storing keys.          Electronics: Soldering simple PCBs. An introduction to components and soldering.          Graphics: Oblique drawing and orthographic projection          House Competition: Design a product for the shop at the National Memorial Arboretum.          Formal Tests: December and May</p> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 8:</b></p> <p>Textiles: Introduction to compliant materials          STEM Challenges: Iterative design challenges tackled in teams (includes work on structures)          Sublimation Printing: Design and making a set of coasters for a family event          Graphics: Isometric drawing and orthographic projection. Simple rendering          Bracelet: An iterative design project developing a bracelet by experimenting with paper, card, aluminium and acrylic.          IKEA Project: Design and make a scale model of a product that extends the range of garden items sold by IKEA.          House Competition: Design a product for a teenager in the style of JJD Furniture          Formal Test: December and May</p> <p><b>Our pupils will have the skills to do the following by the end of Year 8:</b></p> <ul style="list-style-type: none"> <li>• Textiles: Pinning, tacking stitching and machine stitching</li> </ul>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b></p> <p>Pewter Casting: Designing jewellery influence by shapes in nature          Pizza Cutter: Using Styrofoam to produce a scale 1:1 prototype model of an ergonomic pizza cutter          Post-Modern Clock: Design and make a clock based on the Post-Modern design era          PICAXE Control Technology: Solder a circuit and then programme the microchip          Graphics: Perspective drawing and orthographic projection          House Competition: Design a product for the home in the style of Alessi          Mini-NEA: Students will be given a context. They will then work independently within a set time period. They will work through the iterative design process completing the NEA.          Examination: 90 minute examination in the summer term.</p> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b></p>

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	<ul style="list-style-type: none"> <li>• Marking out on wood, metal and polymer</li> <li>• Drawing in oblique</li> <li>• Producing an orthographic projection</li> <li>• Using machines such as the band facer, scroll saw, pillar drill</li> <li>• Using hand tools such as coping saw, tenon saw, file, metal snips</li> <li>• Electronic soldering</li> </ul>	<ul style="list-style-type: none"> <li>• How to sublimation print</li> <li>• Iterative designing</li> <li>• How to draw in isometric</li> <li>• How to roll copper into a bracelet</li> <li>• Thermoforming using an oven</li> <li>• The use of prototypes to develop a product</li> <li>• The use of 3D models to design a product</li> </ul>	<ul style="list-style-type: none"> <li>• Advance electrical soldering</li> <li>• Programming a microchip to embed intelligence into a circuit</li> <li>• Vacuum forming</li> <li>• Pewter casting</li> <li>• How to draw in perspective</li> <li>• One point perspective drawing</li> <li>• Two point perspective drawing</li> <li>• The ability to work as an iterative designer in the mini-NEA project</li> <li>• The ability to work independently in the miniNEA project</li> <li>• The ability to be innovative and creative: Post modern clock, Alessi house competition and miniNEA</li> </ul>
<p><b>English</b></p>	<p>The English department instructs students in four areas:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Spoken Communication</li> <li>• Literacy (or accuracy in spelling, punctuation and grammar)</li> </ul> <p>The curriculum visits and revisits the skills related to these areas regularly, each time in a novel form. The intent is for students to develop the independence that will serve them well at GCSE.</p> <p>In Year 7, students will:</p> <ul style="list-style-type: none"> <li>• study <b>modern narrative fiction</b> by reading and writing about <i>The Boy in the Striped Pyjamas</i> by John Boyne</li> </ul>	<p>In Year 8, students will:</p> <ul style="list-style-type: none"> <li>• study <b>Shakespearean drama</b> by reading and writing about <i>The Tempest</i></li> <li>• study <b>modern narrative fiction</b> by reading and writing about <i>The Fire-Eaters</i> by David Almond</li> <li>• study <b>nineteenth century fiction</b> by reading and writing a range of short stories on the theme of crime</li> <li>• study <b>non-fiction</b> by writing about their reading and learning</li> <li>• study <b>modern drama</b> by reading and writing about <i>An Inspector Calls</i> by J.B. Priestley</li> <li>• study <b>narrative and lyric poetry</b> by reading and writing poems in a variety of forms and traditions</li> </ul>	<p>In Year 9, students will:</p> <ul style="list-style-type: none"> <li>• study <b>modern narrative fiction</b> by reading and writing about <i>Of Mice and Men</i> by John Steinbeck</li> <li>• study <b>fiction</b> by writing in the short story form</li> <li>• study <b>Shakespearean drama</b> by reading and writing about <i>Julius Caesar</i></li> <li>• study <b>narrative and lyric poetry</b> by reading and writing poems in a variety of forms and traditions which range from Homer to Twitter</li> <li>• study <b>non-fiction</b> by reading and writing on the theme of the history and diversity of English</li> <li>• study <b>nineteenth century fiction</b> by reading and writing about a range of short stories from before 1914</li> </ul>

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	<ul style="list-style-type: none"> <li>● study <b>nineteenth century narrative fiction</b> by reading and writing about <i>A Christmas Carol</i> by Charles Dickens</li> <li>● study <b>non-fiction</b> by reading and writing on the theme of animals in the media</li> <li>● study <b>narrative and lyric poetry</b> by reading and writing poems in a variety of forms and traditions</li> <li>● study <b>Shakespearean drama</b> by reading and writing about <i>A Midsummer Night's Dream</i></li> <li>● study <b>fiction</b> by writing creatively in prose</li> </ul> <p>At the end of each unit there is an assessment which is used to inform future teaching and identify those students who will benefit from a literacy support intervention which sees students taught in a small group with an experienced teacher.</p> <p>Our expectations for students include:</p> <ul style="list-style-type: none"> <li>● regularly presenting on their reading and learning</li> <li>● reading independently both at home and in fortnightly reading lessons</li> <li>● producing lengthy written work.</li> </ul>	<p>At the end of each unit there is an assessment which is used to inform future teaching and identify those students who will benefit from a literacy support intervention which sees students taught in a small group with an experienced teacher.</p> <p>Our expectations for students include:</p> <ul style="list-style-type: none"> <li>● regularly presenting on their reading and learning</li> <li>● reading independently both at home and in fortnightly reading lessons</li> <li>● producing lengthy written work.</li> </ul>	<p>At the end of each unit there is an assessment which is used to inform future teaching and identify those students who will benefit from a literacy support intervention which sees students taught in a small group with an experienced teacher.</p> <p>Our expectations for students include:</p> <ul style="list-style-type: none"> <li>● regularly presenting on their reading and learning</li> <li>● reading independently both at home and in fortnightly reading lessons</li> <li>● producing lengthy written work</li> <li>● using discussion to learn independently.</li> </ul>
<p><b>French</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b></p> <p>Present tense of ER verbs + reflexives/common irregulars - être/avoir/aller/faire/prendre/</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 8:</b></p> <p>Present tense – er/ir/re verbs + reflexives/common irregulars including pouvoir and vouloir/immediate future/perfect tense of</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b></p> <p>Present, perfect with avoir + être, imperfect, immediate future and future, and conditional</p>

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<p>manger/il y a. Introduction of perfect tense and immediate future. Definite and indefinite articles and formation of singular and plural nouns and adjectives, including possessives and position. Partitive articles. Negatives + question formation. Use of on. Numbers – 2 million + dates/ times.</p> <p>Vocabulary topics include introducing yourself/class items + instructions/saying where you live/family/home/describing pets with colours/clothes/describing people/weather/sport + free time activities including instruments/town/directions/school subjects, times/food/household jobs</p> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b></p> <p>Handle the singular persons of the verb.</p> <p>Spell out words in the TL. Ask as well as answer questions. Listen/speak/read/write/translate into and out of the TL on the topics covered. Awareness of cognates. Spot patterns in grammar and vocabulary formation. Use common sense to infer meaning. Predict language to be heard in listening exercises. Proofread to spot mistakes. Successfully learn vocabulary. Give simple opinions. Persevere in difficult sentences. Show intuition to deduce meaning of new words. Predict language to be heard in listening exercises. Proofread to spot mistakes. Successfully learn vocabulary using various methods. Be independent learners</p>	<p>regular + irregular verbs with avoir + être/imperfect tense/future tense. Avoir expressions.</p> <p>Disjunctives. Numbers – 1000. Comparatives and superlatives. 3rd person direct object pronouns. Negatives plus, jamais, rien, personne. 2 verbs together.</p> <p>Vocabulary topics include appearance and personality/free time/relationships/daily routine/shopping/food + drink/technology/transport holiday accommodation + activities/life abroad/diet + exercise/illness/weather + environment/school life + uniform/careers</p> <p><b>Our pupils will have the skills to do the following by the end of Year 8:</b></p> <p>Present and understand ideas in the present, past and future. Recognise the imperfect tense.</p> <p>Use comparatives/superlatives and adverbs.</p> <p>Carry out purchases in shops/describe their leisure activities/describe medical problems and seek help and advice</p>	<p>tenses of all types of verb, formation and usage. Use of the infinitive. Si clauses. Depuis.</p> <p>Subject, direct and indirect object, reflexive, disjunctive pronouns and position, adjectival formation and position including demonstratives. Connectives. Ce qui, ce que.</p> <p>Passive voice in present tense.</p> <p>Topics include family/use of technology/free time activities/customs and festivals/home and town/volunteering and healthy eating/environment and poverty/holidays and travel/French regions/school subjects and life at school/university and careers</p> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b></p> <p>Write extended passages or letters. Deal with a variety of reading and comprehension activities, including answering in the target language. Create language for spoken purposes, including role-play, photocard description and general conversation. Translate to and from the target language. Spell words spoken to them with minimal error.</p>
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	through the above and use of a dictionary/reference materials		
<b>Geography</b>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b>            What is Geography?            Amazing Places            Tectonic Hazards            Settlement            Farchynys Fieldwork            The Geography of the UK</p> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b>            Cartographical skills including latitude and longitude, efficient use of atlases and settlement patterns. Use of Ordnance Survey maps including use of 1:50,000 maps, four and six figure grid references, measuring distances, gradient/contours/spot height, and identifying features. Use of maps in association with photographs to identify links.            Graphical skills including bar charts and line graphs. Plot information on axes where scales are provided.</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 8:</b>            Extreme environments            Population and Resources            Coasts            Climate Change            Young Geographer of the Year (theme tbc)</p> <p><b>Our pupils will have the skills to do the following by the end of Year 8:</b>            Cartographical skills including coastal features and population distribution/density. Use of Ordnance Survey maps including use of 1:25,000 and 1:50,000 maps            Graphical skills including bar charts, line graphs, pyramids and isoline maps (including contours and gradients). Plot information on axes and set own scales.            Numerical and statistical techniques including measures of central tendency, percentage increases/decreases, describe bivariate data (including correlations).</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b>            Geography in the News            Climatic Hazards            Factfulness            Decision Making Exercise</p> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b>            Use of atlas maps based on different scales and themes including population distribution, population movements and transport.            Graphical skills including bar charts, line graphs and proportional area maps. Plot information on a range of graphs independently. Interpret and extract information from a range of maps, graphs and charts.            Numerical and statistical skills including measures of central tendency and dispersion. Presentation of bivariate data including describing the nature of relationships. Identify strengths and weaknesses of using different types of data presentation</p>
<b>History</b>	Introduction to History skills The Romans The Norman Conquest Medieval English life The Crusades Islamic Empires	The Tudors The English Civil Wars The English Republic, Restoration & Glorious Revolution Witches , Plagues, Fires Trans-Atlantic slave trade British Empire Industrial Revolution	Depth study: The First World War International Peace? The Inter-war Years Outbreak of World War II Campaign for Equality: Female suffrage, USA civil rights, N. Ireland

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<p><b>ICT/ Computer Science</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to our computer network and Microsoft Office 365 (Including teams)</li> <li>2. e-Safety</li> <li>3. Spreadsheets</li> <li>4. Databases</li> <li>5. Websites</li> <li>6. What is a computer system?</li> <li>7. Hardware and Software</li> <li>8. Programming using Kodu</li> </ol> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b> By the end of Year 7 students will be confident users of all the basic features of spreadsheet and database software and be able to confidently create a website using a web authoring package. In addition, they will have developed skills in computational thinking while learning to code in Kodu and developed a foundation knowledge of computer architecture, hardware and software.</p>	<p><b>Our pupils will have gained knowledge of the following by the end of the course (Year 9):</b></p> <p>This year students are not working towards the IGCSE in ICT as they will have their lessons without computer access.</p> <p>From January 2021 students will be working towards an Entry Level Certificate in Computer Science. Further details can be found here: <a href="https://www.ocr.org.uk/Images/313155-specification-entry-level-computer-science-r354.pdf">https://www.ocr.org.uk/Images/313155-specification-entry-level-computer-science-r354.pdf</a>. In brief the students will sit 4 exam board set tests (marked by the school and moderated by the exam board OCR) and complete one piece of coursework (a programming project – marked by the school and moderated by the exam board OCR).</p> <p><b>Our pupils will have gained knowledge of the following by the end of the course (end of Year 9):</b></p> <ol style="list-style-type: none"> <li>1. Computer hardware</li> <li>2. Computer software</li> <li>3. Computer memory and storage</li> <li>4. Moral, legal, cultural and environmental concerns</li> <li>5. Computational logic</li> <li>6. Algorithms</li> <li>7. Programming techniques</li> <li>8. Data representation</li> <li>9. Programming a project including:</li> </ol>	<p>Students prepare of a Cambridge International Examinations IGCSE in ICT taken normally at the end of Year 9. This year to allow extra preparation time it will be November 2021. The course is all exam based. Further details can be found at: <a href="http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/">http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/</a>. Students started this course in Year 8, the main topics covered this year are shown below.</p> <p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b></p> <ol style="list-style-type: none"> <li>1. Spreadsheets</li> <li>2. Databases</li> <li>3. Websites</li> <li>4. ICT theory topics as homework in preparation for IGCSE ICT theory examination.</li> </ol> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b> Be very proficient users of technology who are confident and independent is in both using and learning new skills on the computer. Students develop this as a skill for life via their preparation and practice to take the IGCSE examinations. Via the IGCSE theory topics they develop a sound foundation knowledge of computer architecture, hardware and software, software development, ICT applications at home and work, and e-Safety.</p>
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		<ul style="list-style-type: none"> <li>✓ Planning a solution</li> <li>✓ Developing a solution</li> <li>✓ Testing a solution</li> <li>✓ Evaluating the success of the solution</li> </ul> <p><b>Our pupils will have the skills to do the following by the end of the course (end of Year 9):</b> This course is an excellent preparation for further study of Computer Science at GCSE level. The topics covered in Year 10 and 11 are the same but in much greater depth.</p>	
<b>Mandarin</b>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b></p> <ol style="list-style-type: none"> <li>1. Basic greetings and introducing himself</li> <li>2. Family and pets, Christmas, Chinese new year and time expression</li> <li>3. Hobbies</li> <li>4. School life</li> <li>5. Food and drink</li> </ol> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b> Listening: Understand short simple sentences or dialogue (approx 10 characters) on a few familiar topics and pick out the main points, spoken slowly and clearly e.g. understand 我家有两只狗。 / 在学校我有很多朋友。 / 星期一我有音乐课。 / 早饭我吃面包，喝牛奶。</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 8:</b></p> <ol style="list-style-type: none"> <li>1. Holiday: interesting places/weather and climate/transport/nationality</li> <li>2. About a person: appearance/routine/a person's room/favourite clothes and colour</li> <li>3. Home area: My town/Directions/My house/Parents' jobs/Weekend Plan</li> <li>4. Shopping experience: buying fruit and vegetables/shopping for clothes and shoes/online shopping/department store/shopping in China</li> <li>5. Travelling in China: travelling in Beijing/Xi'an/Shanghai/celebrating New Year in Guangzhou</li> </ol> <p><b>Our pupils will have the skills to do the following by the end of Year 8:</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b></p> <ol style="list-style-type: none"> <li>1. My life: Talk about your summer holiday/Introduce a person/talk about your family/family reunion events /Talk about you and your friends' everyday life/compare you and your friend/Talk about changes in someone's life</li> <li>2. School Life: Talk about school subjects/Describe school location and facilities /Talk about a typical school day/exchange activity/extra- curricular activity/interesting event happened in school /Compare schools of different areas/countries</li> <li>3. Leisure Activities: Describe sports facilities in your area and what sports you like doing /Talking about what extra-curricular activity you</li> </ol>

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<p><b>Speaking:</b> Can take part in a simple conversation with a few of linguistic errors on current topic by using a few of basic structures and sentence patterns (with some notes)</p> <p><b>Reading:</b> Can understand a longer sentence (Approx. 20 characters) made up of familiar language on a current topic; can translate short simple sentences (Approx. 10 characters) into English, can read a paragraph of 40-60 characters on the familiar topics confidently e.g. 我叫小明，我是中国人。我住在北京。我和家人一起住。我家有四口人，爸爸，妈妈，弟弟和我。我有一只小鸟，我的弟弟有一只小猫。我喜欢唱歌，弟弟喜欢做运动。我们星期天一起做运动。</p> <p><b>Writing:</b> Can translate and write a few short simple texts (Approx. 20-50 characters) from memory without grammatical structures support, using simple sentences from a few familiar topics. e.g. 我叫小明，我是中国人。我住在北京。我和家人一起住。我家有四口人，爸爸，妈妈，弟弟和我。我有一只小鸟，我的弟弟有一只小猫。我喜欢唱歌，弟弟喜欢做运动。我们星期天一起做运动。</p> <p><b>Grammar:</b> can use connectives 和，也，因为，可是/can use time phrases， e.g. 今天，星期一，早上/can use modal verb 会 and verbs such as 喜欢，要，有</p>	<p><b>Listening:</b> Understand spoken passages or dialogues of approx. 30 words on familiar topics with different structures, spoken clearly and more slowly than normal native speaker speed, e.g. 心美和家人一起住在英国的西北部。她的爸爸在中学里当英文老师，妈妈是一个工程师。</p> <p><b>Speaking:</b> Can give a short-prepared talk (Approx. 2 minutes) to expressing opinions with little difficulty by using a variety of structures on a range of topics (with some notes), can answer questions in full sentences on familiar topics</p> <p><b>Reading:</b> Can understand longer texts of approx.80-100 characters, which may contain a few unpredictable elements; can translate a moderate text (Approx. 50 characters) into English. e.g. 心美和家人一起住在英国的西北部。她的爸爸在中学里当英文老师，妈妈是一个工程师。他们家的房子很大，有八个房间。爸爸的书房里有很多书，心美最喜欢那间书房了。她常常去那里看书。他们的房子旁边就有一个大公园和博物馆。心美常常周末和朋友在公园里玩滑板。心美喜欢住在那个地方。她觉得他们是快乐的一家人。</p> <p><b>Writing:</b> Can translate and produce a range of longer texts (Approx. 50-80 characters) in an appropriate style on a few of familiar topics, and can apply a good range of vocabulary. e.g. 去年我去了法国。虽然我觉得法国非常漂亮，但是法国的天气不好。除了购物，我还吃了很多法国菜。法国菜又好吃有便宜。我喜欢</p>	<p>are taking part in and why/Talking about how you socialise with family, friends and classmates</p> <p>4. Around the World: Describe the four seasons / Compare the climate in different places / Talk about famous monuments around the world /Talk about transportation</p> <p>5. Shopping: Talk about shopping experiences at different places /Know how to order things at a café' / have a conversation at a shop/Express your views on different ways of shopping</p> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b></p> <p><b>Listening:</b> Understand extended speech of moderate length approx.50 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed</p> <p><b>Speaking:</b> Can answer questions using full sentences confidently in role plays/can talk about a photo card on familiar topics for about two mins/can present a familiar topic for about 2 mins/can maintain a conversation by using a range of language and structures (without notes)/can use vocabulary as building blocks such as conjunctions to form longer sentences/can express opinions with justification/can sustain a conversation by asking questions and providing extra details</p>
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		<p>跟朋友一起去度假。明年我想去中国，因为我会说中文。</p> <p>Grammar: Can apply conjunctions 也, 还, 但是, 虽然...但是, 因为...所以, 如果...就 / can express past tense using verb+了 / can express future tense using 要+verb, 想+verb, 会+verb / Can apply fixed language structures 一边...一边, 又...又 / can apply intensifiers such as 非常, 十分, 比较, 有一点儿</p>	<p>Reading: Can read a text of 150 - 200 characters of familiar topics/have a vocabulary base of around 400-500 words/can translate a short passage of 50 words of Chinese of a familiar topic to proper English confidently/can deal with unfamiliar text using existing knowledge e.g. 我叫大山。我今年十八岁, 是一个大学生。我在上海戏剧学院上学。我每天六点半起床, 七点半坐地铁去学校, 九点开始上课。我和家人住在上海的东边, 离学校非常远。每天坐地铁去学校都要一个小时, 所以我每天都很累。但是在地铁上可以和朋友说说话, 我很喜欢。我们上午一般都是学习戏剧, 学习怎么演戏。下午可以参加唱歌和跳舞的课程。虽然我的每一天都真的很忙碌, 很累, 但是我觉得很开心。</p> <p>Writing: Can write a long passage of 125-150 characters of a familiar topic without note/can translate from English to Chinese and write down 50-60 characters without notes E.g. 我的家里有三个人, 爸爸、妈妈和我。我的爸爸爱说话, 有他在, 你会觉得快乐。我的妈妈很努力, 而且还很会做饭, 大家都说她做的饭菜很好吃。但是我觉得妈妈有时候对我太严厉。还有我的爷爷, 虽然他不和我们住在一起, 但是住得很近。有时候爷爷会来我家给我们做晚饭。我在学校里学习不错, 还会唱歌, 每天都很快乐。这就是我的家。我们是快乐的一家人。</p> <p>Grammar: can express past tense using 了 and 过 / can express future tense by using 要, 想, 会, 打算, 计划 / can use conjunctions 虽然...但是, 不但...而且还, 除了...以外, 还, 如果...就, 要是</p>
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			...就, / can compare by using ...比...更.../can use modal verbs 应该 / can apply intensifiers such as 超级, ...极了, 特别, 一点儿都不
<b>Maths</b>	<p>The ethos of Mathematics at QMGs in every year of school education is to provide students with a way to understand the world, as well as to develop the knowledge and resilience necessary to pursue mathematics at a higher level. Students will encounter a variety of problems to help them recognise that Maths permeates into all aspects of life, form an appreciation of the beauty of Mathematics, and develop a sense of curiosity and discovery around the subject. Pupils follow the MyMaths for KS3 1C text book, available through Kerboodle and supplemented by drfrostmaths.com . This covers all the <i>usual suspects</i> for a KS3 scheme of work: introductory algebra, shape and space, data handling, number work. The lessons cover all the fundamental skills so that any gaps in a pupil's knowledge, from primary school, are filled. The ability to reason mathematically is extended through access to problem solving activities in lesson. Students discuss how to select appropriate methods and techniques to unfamiliar problems, and begin to move between different numerical, algebraic, and geometric representations.</p>	<p>Pupils follow the MyMaths for KS3 2C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers all the <i>usual suspects</i> for a KS3 scheme of work: further developing algebraic skills to solve multi-step equations and further investigation of formulae, shape and space extending to including similar triangles, constructions, data handling and probability and the continued practise of number work. The lessons develop all the fundamental skills and expand on the pupils learning from Year 7. Students further develop their mathematical reasoning, and become more independent in selecting techniques to non-routine problems and fluent in moving between different numerical, algebraic, and geometric representations.</p>	<p>Pupils follow the MyMaths for KS3 3C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers all the <i>usual suspects</i> for a KS3 scheme of work: further developing algebraic skills to solve tough problems involving complex algebraic fractions, in shape and space developing an understanding of trigonometry and begin to explore the circle theorems, in probability work with independent and mutually exclusive events, and understand linear and quadratic graphs, equations and sequences. These lessons further develop fluency in fundamental skills, mathematical reasoning, and the ability to solve increasingly more sophisticated (multi-step) problems, ready for GCSE.</p>
<b>Music</b>	<p>In year 7, all boys receive a musical instrument on free loan for 12 months. Boys have the option of choosing either trumpet, trombone, baritone or clarinet. Everybody learns together in their form groups and by the end of the year it is hoped that all will have developed some basic instrumental</p>	<p>In years 8 &amp; 9, the music curriculum is taught through various projects, each developing performing, composing and listening/appraising skills. The lessons continue to be highly practical with more emphasis now on keyboard skills. Year 8 projects....Blues music/ Dance music/ Scales Year 9 projects....Reggae/ Theme &amp; Variations/ Ostinato patterns</p>	

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	technique and an understanding of proper musical notation.		
<b>PE</b>	Swimming Basketball Volleyball Badminton Rugby Union Hockey Cricket Athletics Tennis	Swimming Basketball Volleyball Badminton Rugby Union Hockey Cricket Athletics Tennis	Swimming Basketball Volleyball Weights/Cardio Rugby Union Hockey Cricket Athletics Tennis
<b>Physics</b>	See below for Year 7 Science	<p><b>Our pupils will have gained knowledge and skills in the following areas by the end of Year 8:</b></p> <ul style="list-style-type: none"> <li>• Sound including wave idea and speed measurement techniques. Simple speed calculations are extended with echoes for example. It's the easiest post Year 7 KS3 Physics unit so is a good starter for students to feel comfortable but it stretches them later on with echo calculations for example.</li> <li>• Light including ray diagrams and analysis. Simple KS2 observations are extended as we try to allow pupils to model refraction for example (which can stretch to university level research for the most able)</li> <li>• Forces including Hooke's Law and numerous mathematical methods. This unit builds into a highly mathematical challenge so builds on the echoes calculations from Sound.</li> <li>• Space including pupil presentations on the Solar System and beyond. This is open ended</li> </ul>	<p><b>Our pupils will have gained knowledge and skills in the following areas by the end of Year 9:</b></p> <ul style="list-style-type: none"> <li>• Motion including graphical and mathematical methods of analysis. This builds on the year 8 Forces work in terms of algebraic manipulation for example. It's essential to help prepare students for GCSE but generally avoids vector treatments which students are generally not ready to deal with yet. Of course, we have extension materials available for students who show unusually advanced capabilities.</li> <li>• Electricity including many practical based activities using various electrical meters. This builds on KS2 and Yr 7 including parallel circuit analysis, multimeter use and modelling. Also equation use is frequent which re-enforces maths skills from the previous unit.</li> <li>• Magnetism including an electromagnet based practical assessment. This follows on naturally from the electricity unit and involves more complex electromagnetic circuit diagrams.</li> </ul>

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		and some pupils research very advanced concepts such as neutron star formation.	And also more extended writing as there has been a lack of this in earlier units in favour of developing mathematical and diagrammatic skills. <ul style="list-style-type: none"> <li>Energy including pupil presentations on electrical generation methods. Pupils should learn from mistakes made with their year 8 Space presentations and develop those soft skills further. Some content will overlap with Geography's teaching here. This unit works well here as we start GCSE after the KS3 Exam with the Energy unit to keep them motivated through June and July.</li> </ul>
<b>PSHEE</b>	Mental Health: Mindfulness, gratitude, neuroplasticity Diversity and Discrimination: Neurodiversity, dementia Character Education: Disagreeing respectfully Careers: Strengths and personality, behaviours for work, knowledge and skills Citizenship: First aid, parliament, local government Media Safety: Digital tattoo RSE: Healthy relationships, sexuality and gender identity, coming out	Mental Health: The anti-depressant lifestyle Diversity and Discrimination: Hate Crime Financial Literacy: Earning money, personal budgeting Character Education: Conflict resolution Careers: Behaviours for work Citizenship: First Aid, mock House of Commons debate Media Safety: Things you see online RSE: Puberty, the menstrual cycle, pressure and bullying	Mental Health: The adolescent brain, grief and bereavement Diversity and Discrimination: Disability, extremism Financial Literacy: Tax, public spending, gambling Careers: The journey to a career Citizenship: First aid, mock election, County Lines and crime reporting Media Safety: Sharing content online, sexting RSE: Consent, safe sex
<b>Religion, Philosophy &amp; Ethics</b>	A. Existential Questions (the nature of truth, the nature of belief, worldviews) B. The Metaphysics and Existence of God (what is "God"? Does God exist?) C. Philosophy (Possible worlds semantics; truth; divine paradoxes; miracles; religious morality in the Bible and Koran; the relevance of Scripture; religious radicalism; morality in Christianity, Judaism, Islam and Sikhism;	A. Theism (The causes of belief; the nature of Scripture; the Kalaam Cosmological Argument; reasons for belief in God) B. Secularism (the nature of secularism; arguments in favour of secularism; atheism) C. Humanism (Blasphemy; Humanism) D. Tradition and Change (Idolatry; Revelation; Authority; Traditionalism and Progressivism)	A. Epistemology & Metaphysics (the nature of knowledge and reality; the Allegory of the Cave; Propositions and Truth; The Ethics of Lying - why is lying wrong? The conscience in theism and secularism; The Ontological Argument) B. The Christian Worldview (Basic facts; the tripartite theory of human history; Original Sin, Grace, Love, Free Will; the Fall of Man; the

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	<p>D. The Jewish Worldview (Truth and Authority; The Torah and Moses; the Patriarchs; Circumcision and Covenant)</p> <p>E. Hermeneutics (What words mean; Religious Fundamentalism; Context; Extremism)</p> <p>F. The Koran (The History and message of the Koran; Submission; The Friends and Enemies of God; Shirk, sin and paradox; The Clatterer) Toleration (The meaning of "tolerance"; racism and intolerance)</p>	<p>E. The Koran (The Koran in the Modern World; The Koran and Science; The Koran and Tolerance; The Koran and Equality.) Dharmic Religion (Hinduism and Sikhism)</p>	<p>hermeneutics of the Genesis Creation Myth; the Stanford Prison Experiment)</p> <p>Jesus Christ (Jesus's Childhood; Jesus's Mission and Messianism; Jesus's Death and Resurrection)</p>
<p><b>Science</b></p>	<p><b>The Year 7 Science curriculum will be taught as three distinct sciences (chemistry, biology and physics).</b></p> <p><b>Within chemistry</b>, pupils will learn three topics: 'Particles &amp; Their Behaviour', 'Atoms &amp; the Periodic Table' and 'Separation Techniques'.</p> <p><b>Within biology</b>, pupils will learn three topics: 'Cells', 'Organisation &amp; Organ Systems' and 'Reproduction'.</p> <p><b>Within physics</b>, pupils will learn three topics: 'Waves (Sound)', 'Forces' and 'Light'.</p> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b></p> <p>Safe and effective laboratory practice; develop an investigative approach within a more formal scientific manner</p>	<p>See the curriculum for each of the separate Sciences</p>	<p>See the curriculum for each of the separate Sciences</p>
<p><b>Spanish</b></p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 7:</b></p> <p>Present tense (plus negative) of AR/ER/IR verbs plus reflexives, stem-changes/common irregulars ser/estar/ir/tener/hacer and the impersonal verbs gustar/encantar/hacer falta. Definite and indefinite articles and formation of singular and</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 8:</b></p> <p>Present tense/immediate future/preterite tense of regular verbs/reflexives/stem-changes/key irregulars – ser/ir/hacer/ver.</p>	<p><b>Our pupils will have gained knowledge of the following by the end of Year 9:</b></p> <p>Present, preterite, imperfect, immediate future and future, and conditional tenses of all types of verb, both in formation and usage.</p>

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	<p>plural nouns and adjectives, including possessives and position. Asking questions. Numbers – 31 + dates/times.</p> <p>Vocabulary topics include introducing yourself/class items + instructions/talking about where you live + are from, and describing family and pets, including colours/school subjects, times, uniform and meals/describing home and activities at home/describing town and weather/use of free time including sports and household jobs</p> <p><b>Our pupils will have the skills to do the following by the end of Year 7:</b></p> <p>Handle all six persons of the verb. Spell out words in the TL. Ask as well as answer questions. Listen/speak/read/write/translate into and out of the TL on the topics covered. Awareness of cognates. Spot patterns in grammar and vocabulary formation. Use common sense to infer meaning. Predict language to be heard in listening exercises. Proofread to spot mistakes. Successfully learn vocabulary.</p>	<p>Impersonal verbs quedar and doler.</p> <p>Demonstratives. 3rd person direct and indirect object pronouns. Disjunctives. Numbers – 1000. Adverbs of frequency. Position of pronouns. Se puede and use of infinitive.</p> <p>Vocabulary topics include gifts and invitations/buying food and eating healthily/buying clothes and what to wear/what people do on holiday/cinema and other leisure outings/health problems and remedies</p> <p><b>Our pupils will have the skills to do the following by the end of Year 8:</b></p> <p>Present and understand ideas in the present, past and future. Recognise the imperfect tense.</p> <p>Use comparatives/superlatives and adverbs.</p> <p>Carry out purchases in shops/describe their leisure activities/describe medical problems and seek help and advice</p>	<p>Subject, direct and indirect object, reflexive, disjunctive, demonstrative pronouns and position, Adjectival formation and position.</p> <p>Connectives.</p> <p>Topics include family/use of technology/free time activities/customs and festivals/home and town/volunteering and healthy eating/environment and poverty/holidays and travel/Spanish regions/school subjects and life at school/university and careers</p> <p><b>Our pupils will have the skills to do the following by the end of Year 9:</b></p> <p>Write extended passages or letters. Deal with a variety of reading and comprehension activities, including answering in the target language. Create language for spoken purposes, including role-play, photocard description and general conversation. Translate to and from the target language. Spell words spoken to them with minimal error.</p>
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