QMGS Key Stage 3 Curriculum Topics 2021-22

Academically-Ambitious and Accessible to All

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
Art	September – February Pop Art 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. February - July Insects 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.	September – February Landscapes 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. February – July Portraits 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.	September – February Natural Forms 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. February – July Cultural art Through the study of art from around the world and different cultures and beliefs, pupils explore their creative ideas through the research and exploration of a series of different cultural art forms. New techniques and art mediums are introduced while reflecting and building on the key art elements introduced from year 7 onwards. Pupils develop their knowledge of art from around the world and the work of associated artists, designers and crafts people to produce a personal final outcome to conclude the project.
Biology	See below for Year 7 Science	Term 1: Exchange - Gas Exchange Systems & Digestion. Reactions: Photosynthesis and Respiration.	Term 1: Cell Biology. Eukaryotes & Prokaryotes. Animal and plant cells. Specialisation. Differentiation.

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		Term 2. Genes, Variation, Inheritance. Evolution. Term 3. Ecosystems, Interdependence. Measuring our World.	Term 2: Microscopy. Division and the cell cycle. Stem cells. Transport in cells. Osmosis. Active transport. Term 3: Organisation. Digestive system. Heart and blood vessels. CHD. Health issues.
Chemistry	See below for Year 7 Science	Pupils are taught a range of topics covering a number of key concepts: 1) Substances and mixtures 2) Simple chemical reactions 3) Solubility 4) Earth and atmosphere 5) Limestone 6) Formulae and equations 7) CREST Bronze award A key feature is the development of not only theoretical understanding but also practical skills.	Pupils are taught a range of topics covering the a number of key concepts: 1) Periodic table 2) Chemical reactions 3) Metals 4) Rates A key feature is the development of not only theoretical understanding but also practical skills.
Computing	**Our pupils will have gained knowledge of the following by the end of Year 7:** 1. Introduction to our computer network and Microsoft Office 365 (Including teams) 2. e-Safety 3. Spreadsheets 4. Databases 5. Websites 6. What is a computer system? 7. Hardware and Software 8. Programming using Kodu **Our pupils will have the skills to do the following by the end of Year 7:** 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.	Students are working towards a Cambridge International Examinations IGCSE in ICT taken at the end of Year 9. The course is all exam based. Further details can be found at: http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/. The main topics covered each year are shown below. **Year 8** 1. Word processing 2. Presentations 3. Databases 4. Spreadsheets part 1 5. Theory sections 1-6 **Year 9** 1. Spreadsheets part 2 2. Websites 3. Mail merge	**Our pupils will have gained knowledge of the following by the end of the course (Year 9):** This year students are not working towards the IGCSE in ICT that Year 8 are doing. Due to the pandemic it was decided a more suitable course was the below: Since Year 8 students have been working towards an Entry Level Certificate in Computer Science. Further details can be found here: https://www.ocr.org.uk/Images/313155-specification-entry-level-computer-science-r354.pdf. 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).

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	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.	4. Theory sections 7-10 **Our pupils will have the skills to do the following by the end of Year 9:** Be very proficient users of technology who are confident and independent 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. Finally, we spend a lot of time building the study skills, resilience and confidence needed in students to help them successfully complete our course formal examinations and we hope take this forward to help them succeed in Year 10 and 11.	**Our pupils will have gained knowledge of the following by the end of the course (end of Year 9):** 1. Computer hardware 2. Computer software 3. Computer memory and storage 4. Moral, legal, cultural and environmental concerns 5. Computational logic 6. Algorithms 7. Programming techniques 8. Data representation 9. Programming a project including: ✓ Planning a solution ✓ Developing a solution ✓ Testing a solution ✓ Evaluating the success of the solution In addition, at the end of Year 9 (after completion of the ELC course) we plan to do a unit on spreadsheets and websites similar to the IGCSE course content as we believe these topics will interest and benefit our students in their future studies. **Our pupils will have the skills to do the following by the end of the course (end of Year 9):** 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.
Design & Technology	**Our pupils will have gained knowledge of the following by the end of Year 7:** Chocolate Moulds: Vacuum forming. Competition with link to Food Technology.	**Our pupils will have gained knowledge of the following by the end of Year 8:** Textiles: Introduction to compliant materials	**Our pupils will have gained knowledge of the following by the end of Year 9:** Pewter Casting: Designing jewellery influence by shapes in nature

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	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 **Our pupils will have the skills to do the following by the end of Year 7:** • Marking out on wood, metal and polymer • Drawing in oblique • Producing an orthographic projection • Using machines such as the band facer, scroll saw, pillar drill • Using hand tools such as coping saw, tenon saw, file, metal snips • Electronic soldering	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 **Our pupils will have the skills to do the following by the end of Year 8:** • Textiles: Pinning, tacking stitching and machine stitching • How to sublimation print • Iterative designing • How to draw in isometric • How to roll copper into a bracelet • Thermoforming using an oven • The use of prototypes to develop a product • The use of 3D models to design a product	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. **Our pupils will have the skills to do the following by the end of Year 9:** • Advance electrical soldering • Programming a microchip to embed intelligence into a circuit • Vacuum forming • Pewter casting • How to draw in perspective • One point perspective drawing • Two point perspective drawing • The ability to work as an iterative designer in the mini-NEA project • The ability to work independently in the miniNEA project • The ability to be innovative and creative: Post modern clock, Alessi house competition and miniNEA
English	The English department instructs students in four areas:	In Year 8, students will:	In Year 9, students will:

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	• Reading • Writing • Spoken Communication • Literacy (or accuracy in spelling, punctuation and grammar) 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. In Year 7, students will: • study **modern narrative fiction** by reading and writing about *Ghost* by Jason Reynolds • study **nineteenth century narrative fiction** by reading and writing about *A Christmas Carol* by Charles Dickens • study **non-fiction** by reading and writing on the theme of animals in the media • study **narrative and lyric poetry** by reading and writing poems in a variety of forms and traditions • study **Shakespearean drama** by reading and writing about *A Midsummer Night's Dream* • study **fiction** by writing creatively in prose 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	• study **Shakespearean drama** by reading and writing about *The Tempest* • study **modern narrative fiction** by reading and writing about *Boy Everywhere* by A.M. Dassu • study **nineteenth century fiction** by reading and writing about a range of short stories and extracts from before 1914 • study **non-fiction** by writing about their reading and learning • study **modern drama** by reading and writing about *An Inspector Calls* by J.B. Priestley • study **narrative and lyric poetry** by reading and writing poems in a variety of forms and traditions 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. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently.	• study **Shakespearean drama** by reading and writing about *Julius Caesar* • study **fiction** by writing in the short story form • study **narrative and lyric poetry** by reading and writing poems in a variety of forms and traditions which range from Homer to Twitter • study **non-fiction** by reading and writing on the theme of the history and diversity of English • study **nineteenth century fiction** by reading and writing about a range of short stories and extracts from before 1914 • study **modern narrative fiction** by reading and writing about *Liccle Bit* by Alex Wheatle 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. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently.

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	taught in a small group with an experienced teacher. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently.		Students in Year 9 also sit an end-of-year exam, which is a summative assessment of their learning at key stage 3.
French	**Our pupils will have gained knowledge of the following by the end of Year 7:** Present tense of ER verbs + reflexives/common irregulars - être/avoir/aller/faire/prendre/ 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. 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	**Our pupils will have gained knowledge of the following by the end of Year 8:** Present tense – er/ir/re verbs + reflexives/common irregulars including pouvoir and vouloir/immediate future/perfect tense of regular + irregular verbs with avoir + être/common imperfect tense phrases. Avoir expressions. Imperatives. Demonstratives. Numbers – 1000. Comparatives and superlatives. Direct object pronouns. Negatives plus, jamais, rien, personne. 2 verbs together. Vocabulary topics include shopping for food + drink/countries/transport/school trips/staying in French families/school life + technology/family life/eating out and menus/rail and air travel/clothes/parts of the body and illness/holiday activities	**Our pupils will have gained knowledge of the following by the end of Year 9:** Present, perfect with avoir + être, imperfect, immediate future and future, and conditional tenses of all types of verb, formation and usage. Use of the infinitive. Si clauses. Depuis. Subject, direct and indirect object, reflexive, disjunctive pronouns and position, adjectival formation and position including demonstratives. Connectives. Ce qui, ce que. Passive voice in present tense. 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

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	Our pupils will have the skills to do the following by the end of Year 7: Handle the singular 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. Give simple opinions. Persevere in difficult sentences. Show intuition to deduce meaning of new words. Proofread to spot mistakes. Be independent learners through the above and use of a dictionary/reference materials	**Our pupils will have the skills to do the following by the end of Year 8**: Present and understand ideas in the present, past and future. Recognise the imperfect tense. Use comparatives and adverbs. Carry out purchases in shops/describe their leisure activities/describe medical problems and seek help and advice	**Our pupils will have the skills to do the following by the end of Year 9:** 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.
Geography	**Our pupils will have gained knowledge of the following by the end of Year 7:** What is Geography? (Geographical skills) Amazing Places Tectonic Hazards Fieldwork- Our local area UK Geography Prisoners of Geography **Our pupils will have the skills to do the following by the end of Year 7:** 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.	**Our pupils will have gained knowledge of the following by the end of Year 8:** Before the Flood Population and Resources Extreme Environments Young Geographer of the Year (theme tbc) Coastal Landscapes **Our pupils will have the skills to do the following by the end of Year 8:** 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.	**Our pupils will have gained knowledge of the following by the end of Year 9:** Climatic Hazards Factfulness Geography in the News Decision Making Exercise- ‘Slums of Hope or Slums of Despair?’ The Almighty Dollar **Our pupils will have the skills to do the following by the end of Year 9:** 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.

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	Graphical skills including bar charts and line graphs. Plot information on axes where scales are provided. Fieldwork skills- collecting and presenting primary data on a local area issue.	Numerical and statistical techniques including measures of central tendency, percentage increases/decreases, describe bivariate data (including correlations).	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
History	Introduction to History skills The Romans <u>The Medieval World:</u> Dark Ages & local History The Norman Conquest Medieval English life (political & social) The Crusades Islamic Empires World Civilisations (non-Euro centric)	<u>The Early Modern World:</u> The Tudors The English Civil Wars The English Republic, Restoration & Glorious Revolution Witches , Plagues, Fires Trans-Atlantic slave trade British Empire Migration to & from Britain & Windrush	<u>The Modern world- the 20th Century:</u> Industrial Revolution & local history Depth study: The First World War Political Ideologies International Peace? The Inter-war Years Outbreak of World War II The Holocaust Campaign for Equality: Female suffrage, USA civil rights, N. Ireland
Mandarin	**Our pupils will have gained knowledge of the following by the end of Year 7:** 1. Basic greetings and introducing a person 2. Family and pets, Christmas, Chinese New Year and time expression 3. Hobbies 4. School life 5. Food and drink Grammar: 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 to say what activities you can do and cannot do/can use 喜欢, 不喜欢，爱，不爱 to express simple opinion. **Our pupils will have the skills to do the following by the end of Year 7:**	**Our pupils will have gained knowledge of the following by the end of Year 8:** 1. Holiday: interesting places/weather and climate/transport/nationality 2. About a person: appearance/routine/a person's room/favourite clothes and colour 3. Home area: My town/Directions/My house/Parents' jobs/Weekend Plan 4. Shopping experience: buying fruit and vegetables/shopping for clothes and shoes/online shopping/Buying souvenirs 5. Travelling in China Grammar: Can apply conjunctions 也，还，但是，虽然…但是，因为…所以，要是 / can express past tense using verb+了 / can express future tense using 要，想，会/Can apply fixed structures 一边…一边，又…又 / can apply intensifiers such as 非常，十分，有一点儿 / Can apply correct measure words/can arrange	**Our pupils will have gained knowledge of the following by the end of Year 9:** 1. My life: Talk about yourself, family, friends and routines/Talk about changes in someone's life 2. School Life: Talk about school subjects/Describe school location and facilities /Talk about a typical school day/Talk about exchanges 3. Leisure Activities: Describe sports activities /Talk about extra-curricular activities/Talk about how you socialise with family and friends 4. Around the World: Describe the four seasons and climate of different places / Talk about famous monuments around the world and transportation 5. Shopping: Talk about shopping experiences at different places /Know how to order things /Express your views on different ways of shopping Grammar: can express past tense using 过 / can express future tense using 打算，计划 / can use

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	Listening: Understand short simple sentences or dialogue on familiar topics and pick out the main points when spoken slowly and clearly Speaking: Can take part in a simple conversation using basic structures and sentence patterns Reading: Can understand a long sentence (Approx. 20 characters) made up of familiar language / can translate short simple sentences (Approx. 10 characters) into English, can read a paragraph of 40-60 characters on familiar topics Writing: Can translate and simple texts (Approx. 30-60 characters) from memory without support	words in the right order to form sentences/ know where to place time and location words **Our pupils will have the skills to do the following by the end of Year 8:** Listening: Understand spoken passages with longer sentences on familiar topics, spoken clearly and more slowly than normal native speaker speed Speaking: Can give a short-prepared talk (Approx. 2 minutes) using a variety of structures on a range of topics (with some notes), can answer questions in full sentences on familiar topics Reading: 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. Writing: Can translate and produce a range of longer texts in an appropriate style on familiar topics (50-100 characters) from memory without support, and can apply a good range of vocabulary	conjunctions 虽然…但是，不但…而且还，除了…以外, 还，如果…就 / can compare using …比…更…/can use modal verbs 应该 / can apply intensifiers such as 超级, …极了，一点儿都不 **Our pupils will have the skills to do the following by the end of Year 9:** Listening: Understand extended speech of moderate length arrpox.50 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed Speaking: Can speak confidently in role plays, describing photocards and presentation /can express opinions with justification & sustain conversations by asking questions and adding extra details Reading: Can retrieve information from a passage of 100-150 characters on familiar topics with exceptionally able pupils reading 200-character passages confidently /develop a vocabulary base of 300 characters. Writing: Can write a long passage of 75 -150 characters on a familiar topic without notes
Maths	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	Pupils follow the MyMaths for KS3 2C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers all the *usual suspects* for a KS3 scheme of work: further developing algebraic skills to solve multi-step	Pupils follow the MyMaths for KS3 3C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers all the *usual suspects* for a KS3 scheme of work: further developing algebraic skills to solve tough problems

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	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 *usual suspects* 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.	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.	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.
Music	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. The KS3 scheme of work aims at developing performing, composing and listening/appraising skills. **<u>Performing:</u>** By the end of year 7, all pupils will have played solo and ensemble pieces on their chosen wind instrument. They will also have started learning basic keyboard skills. The opportunity is given for parents to pay for extra instrumental lessons which will enable some to sit instrumental exams.	In year 8 the music curriculum is taught through 3 main projects: Blues music/ Scales/Musicals. Each topic further develops performing, composing and listening/appraising skills. The lessons continue to be highly practical with more emphasis now on developing keyboard skills. **<u>Performing:</u>** Each project contains various differentiated performing challenges. Those who opted to continue with their wind instrument learn with a peripatetic instrumental teacher and also play with the Training Band. They are encouraged to bring their instruments	In year 9 the music curriculum is taught through 3 main projects: Reggae/ Film Music/ and a final project where pupils choose the area of focus ….performing/composing or research & presentation. **<u>Performing:</u>** Keyboard repertoire now involves more independence between the 2 hands and more complex chord patterns. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir/orchestra/jazz band

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	All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir. **Composing:** Various composing activities are completed including developing improvisatory skills. Musical notation is taught so that all pupils have an understanding of how rhythm and pitch are written in music. **Listening/appraising:** Pupils are encouraged to develop their appraising skills through a series of listening activities completed during the year. Theory HW tasks are also set.	to school and to use them in the projects where appropriate. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir/orchestra **Composing involves:** Writing blues lyrics; composing a short scalic tune; improvising on pentatonic scales; using Sibelius software. **Listening & appraising:** These skills are developed by listening to music and answering questions linked to each topic. Theory HW tasks are also set.	**Composing tasks involve:** Composing extended chord sequences; composing a set of variations on a theme; using Sibelius software. **Listening & appraising:** These skills are developed by listening to music and answering questions linked to each topic. Theory HW tasks are also set.
PE	Rugby • Passing • Receiving • Tackling • Rucking Hockey • Dribbling • Passing • Receiving • Tackling • Shooting Cricket • Batting • Bowling • Fielding	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking • Positional play Hockey • Dribbling (Indian) • Passing (Slapping) • Receiving • Tackling (Jab) • Shooting (Hitting) • Positional play Cricket	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking • Kicking • Positional play Hockey • Dribbling • Passing • Receiving • Tackling • Shooting (Backhand) • Positional play]

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	Volleyball • Set • Dig • Throw to serve Badminton • Serve (forehand) • High clearance • Forehand • Backhand Table tennis • Forehand Push • Backhand Push • Grip • Forehand Serve Basketball • Passing • Receiving • Dribbling • Defending • Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area • Basic strokes and breathing techniques	• Batting – Introduction of Shot Selection • Bowling – Bowling to Plans • Fielding – Diving/Rolling Volleyball • Set • Dig • Serve (under arm) • Positional play Badminton • Serve (backhand) • High Clearance • Forehand • Backhand • Smash • Singles tactics Table tennis • Forehand Push/Smash • Backhand Push/Smash • Grip • Forehand and Backhand Serve with Increased Speed and Accuracy Basketball • Passing • Receiving • Dribbling • Defending • Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area	• Formations • Short/Long corners Cricket • Batting – Match Scenarios - Plan • Bowling - Variations • Fielding – Difficulty increased through increased speed/distance Volleyball • Set • Dig • Serve (over arm) • Spike • Positional play • Team work Badminton • Serve (long/short) • High Clearance • Forehand • Backhand • Smash (Backhand) • Dropshot • Doubles play Table tennis • Forehand Push/Smash – Topspin/Backspin • Backhand Push/Smash – Topspin/Backspin • Grip • Forehand and Backhand Serve (with spin) and Increased Speed and Accuracy • Singles/Doubles – Tactics Basketball • Passing • Receiving • Dribbling • Defending

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		• More advanced strokes and breathing techniques	• Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area • More advanced strokes and breathing techniques Water Polo
Physics	See below for Year 7 Science	**Our pupils will have gained knowledge and skills in the following areas by the end of Year 8:** • 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. • 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) • 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. • Space including pupil presentations on the Solar System and beyond. This is open ended	**Our pupils will have gained knowledge and skills in the following areas by the end of Year 9:** • 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. • 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. • Magnetism including an electromagnet based practical assessment. This follows on naturally from the electricity unit and involves more complex electromagnetic circuit diagrams.

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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. • 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.
PSHEE	Mental Health: Introduction to mental health education, mindfulness, gratitude, thinking patterns Physical health: Personal hygiene Diversity and Discrimination: Neurodiversity, autism awareness Financial literacy: Making the most of your money Character Education: Introduction to conflict prevention and resolution Careers: Strengths, interests and personality, behaviour for interviews, knowledge vs skills Citizenship: First aid, parliament, local government Media Safety: Fact, fiction and bias RSE: Sexuality and gender identity, coming out	Mental Health: The anti-depressant lifestyle Physical health: Dental health Diversity and Discrimination: Hate crime and discrimination Financial Literacy: Earning money, personal budgeting, saving Careers: Behaviours for work, workplace culture Citizenship: First Aid, mock House of Commons debate Media Safety: Speaking up and speaking out online RSE: Puberty, the menstrual cycle, pressure and bullying	Mental Health: The adolescent brain, healthy and unhealthy coping strategies, grief and bereavement Diversity and Discrimination: Disability awareness, extremism, radicalisation and terrorism Financial Literacy: Borrowing, gambling Careers: The journey to a career Citizenship: First aid, mock election Media Safety: Sexting RSE: Sexism, assessing readiness for a sexual relationship, consent, safe sex
Religion, Philosophy & Ethics	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	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,

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	Scripture; religious radicalism; morality in Christianity, Judaism, Islam and Sikhism; D. The Jewish Worldview (Truth and Authority; The Torah and Moses; the Patriarchs; Circumcision and Covenant) E. Hermeneutics (What words mean; Religious Fundamentalism; Context; Extremism) 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)	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)	Grace, Love, Free Will; the Fall of Man; the hermeneutics of the Genesis Creation Myth; the Stanford Prison Experiment) Jesus Christ (Jesus's Childhood; Jesus's Mission and Messianism; Jesus's Death and Resurrection)
Science	**The Year 7 Science curriculum will be taught as three distinct sciences (chemistry, biology and physics).** **Within chemistry**, pupils will learn two topics: 'Particles in action' and 'Reversible and irreversible reactions'. **Within biology**, pupils will learn two topics: 'Cells, tissues & Organs' and 'Reproduction'. **Within physics,** pupils will learn two topics: Electricity and Magnetism' and 'Forces and Energy' **Our pupils will have the skills to do the following by the end of Year 7:** Safe and effective laboratory practice; develop an investigative approach within a more formal scientific manner. Correctly and safely use a Bunsen Burner, Microscope, separation techniques and build electrical circuits to investigate relationships in current and voltage	See the curriculum for each of the separate Sciences	See the curriculum for each of the separate Sciences
Spanish	**Our pupils will have gained knowledge of the following by the end of Year 7:** Present tense (plus negative) of AR/ER/IR verbs plus reflexives, stem-changes/common irregulars	**Our pupils will have gained knowledge of the following by the end of Year 8:**	**Our pupils will have gained knowledge of the following by the end of Year 9:**

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	ser/estar/ir/tener/hacer and the impersonal verbs gustar/encantar. Definite and indefinite articles and formation of singular and plural nouns and adjectives, including possessives and position. Asking questions. Numbers – 31 + dates/times. Vocabulary topics include introducing yourself/class items + instructions/describing family and pets, including colours/ weather/use of free time including sports and music/local area and home, including household jobs/places in town/directions/school and subjects **Our pupils will have the skills to do the following by the end of Year 7:** 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. Be independent learners through the above and use of a dictionary/reference materials.	Present tense/immediate future/preterite tense of regular verbs + irregulars/reflexives/stem-changes/key irregulars – ser/ir/hacer/ver. Future tense/conditional tense of regular verbs and irregulars. Present continuous. Perfect tense/imperfect tense. Negative expressions. Impersonal verb doler. Demonstratives. 3rd person direct and indirect object pronouns. Disjunctives. Numbers – 1000. Adverbs of frequency. Position of pronouns. Se puede and use of infinitive. Vocabulary topics include diet and health/Holidays/Internet and TV/fashion/daily routines/relationships/global issues/important places in Spanish-speaking world. **Our pupils will have the skills to do the following by the end of Year 8:** Present and understand ideas in the present, past and future in Listening/Reading/Speaking and Writing. Recognise + form the imperfect tense. Use comparatives/superlatives and adverbs.	Present, preterite, imperfect, perfect, immediate future and future, and conditional tenses of all types of verb, both in formation and usage. Subject, direct and indirect object, reflexive, disjunctive, demonstrative pronouns and position, Adjectival formation and position. Connectives. 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 **Our pupils will have the skills to do the following by the end of Year 9:** 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.