QMGS Key Stage 3 Curriculum Topics

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 Wire Sculpture 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 artist. 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 clay 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 Ms Teams) 2. e-Safety 3. Spreadsheets 4. Computational Thinking 5. Databases 6. 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. In addition, they will have developed skills in computational thinking while learning to code in Kodu.	Students are working towards an 'Entry Level Computer Science' qualification. The course consists of four internally assessed (externally moderated) examinations and a Programming Project (coding in Python). Further details can be found at: Entry Level - Computer Science - R354 (from 2016) - OCR. The two topic areas are broken into: 1. Computer Systems 2. Computational Thinking **Our pupils will have the skills to do the following by the end of Year 8:** This course provides students with opportunities to become familiar with how computer technology works and a look at what goes on 'behind the scenes'. Through the introduction of	**Our pupils will have gained knowledge of the following by the end of the course (Year 9):** Students are working towards the 'Microsoft Office Specialist' qualification. This qualification gives students the necessary skills to proficiently use the main applications of Microsoft Office. Students must undertake three practical examinations (Ms PowerPoint, Ms Word and Ms Excel). These practical examinations will take place in a virtual environment on the school computers where students will demonstrate their skills learnt against a range of different questions and scenarios. **Practical Topics:** Word Processing Presentations

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		computational thinking, algorithms and programming, this course will help students develop their problem-solving skills. 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.	Databases **Our pupils will have gained knowledge of the following by the end of the course (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 Microsoft Office Specialist qualification. This is the only qualification endorsed by Microsoft itself.
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. 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. Food Technology: An introduction to practical food technology at Farchynys during the summer term 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 gained knowledge of the following by the end of Year 8:** Textiles: Introduction to compliant materials STEM Challenges: Iterative design challenges tackled in teams (includes work on structures) Food Packaging: Design and making package for a slice of pizza 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 Food Technology: A practical food session in the summer term. Formal Test: December and May	**Our pupils will have gained knowledge of the following by the end of Year 9:** Pewter Casting: Designing jewellery influence by shapes in nature Product Models: Using EPS Styrofoam to produce scale 1:1 ergonomic prototype models 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 Food Technology: A practical food session in the summer term 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.

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	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	**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 create a packaging net • 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	**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: • 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 **reading, writing** and **speech** by means of an introductory unit	In Year 8, students will: • 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 **fiction** by writing creatively in prose • study **non-fiction** by writing about their knowledge of media concepts and applications • 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	In Year 9, students will: • study **Shakespearean drama** by reading and writing about *Julius Caesar* • study **fiction** by writing in the short story form • study **nineteenth century fiction** by reading and writing about a range of short stories and extracts from before 1914 • 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 **modern narrative fiction** by reading and writing about *Liccle Bit* by Alex Wheatle

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	• study **modern narrative fiction** by reading and writing about *Ghost* by Jason Reynolds • study **non-fiction** by reading and writing about media literacy • 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 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.	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.	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. 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 /common irregulars - être/avoir/il y a. Definite and indefinite articles	**Our pupils will have gained knowledge of the following by the end of Year 8:** Present tense – er/ir/re verbs + reflexives/il faut/common irregulars including pouvoir and	**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

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	and formation of singular and plural nouns and adjectives. Possessive adjectives. Negative ne…pas + question formation. Use of on. Numbers – 2 million + dates. Vocabulary topics include introducing yourself/class items + instructions/where you live/family/home/pets/festivals/clothes/describing people/weather/sport + free time activities **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	vouloir. Perfect and immediate future tenses. Avoir expressions. Imperatives. Partitive articles. Demonstrative adjectives. Comparatives. Direct object pronouns. 2 verbs together. Vocabulary topics include shopping for food + drink/countries/transport/town + location/school life + technology/family life/staying in a French family/eating out and menus/rail and air travel/clothes/parts of the body and illness **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. Use comparatives and adverbs. Carry out purchases in shops/describe their leisure activities/describe medical problems and seek help and advice	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. 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 **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? Amazing Places Tectonic Hazards Fieldwork- Our local area (Geographical Skills) Coastal Landscapes **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:** Extreme Environments Population Resource Management Before the Flood **Our pupils will have the skills to do the following by the end of Year 8:**	**Our pupils will have gained knowledge of the following by the end of Year 9:** Geography in the News Climatic Hazards Factfulness Decision Making Exercise- ‘Slums of Hope or Slums of Despair?’ **Our pupils will have the skills to do the following by the end of Year 9:**

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	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. Fieldwork skills- collecting and presenting primary data on a local area issue.	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).	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
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 British India: East India Company, Duleep Singh 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, Afro-Caribbean Britain: Notting Hill
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 drinks 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	**Our pupils will have gained knowledge of the following by the end of Year 8:** 1. Eating: 3 meals a day/Chinese food/ordering food and drink/eating fruit, vegetables, meats 2. Holiday: interesting places/weather and climate/transport/nationality 3. About a person: appearance/routine/a person's room/favourite clothes and colour 4. Home area: My town/Directions/My house/Parents' jobs/Weekend Plan 5. Buying things: supermarket shopping/clothing shopping/at a market/buying gifts	**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

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	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:** 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 write simple texts (Approx. 30-60 characters) from memory without support	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 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 text with moderate difficulty (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	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／can use 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 approx. 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.

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			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 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: 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.	Pupils follow the MyMaths for KS3 2C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers: 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.	Pupils follow the MyMaths for KS3 3C text book, available through Kerboodle and supplemented by drfrostmaths.com. This covers: 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.
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.	In year 8 the music curriculum is taught through 3 main projects: **Blues/ Scales/Musicals.** Each topic further develops performing, composing and listening/appraising skills. The lessons continue to be highly practical with more emphasis now however on developing keyboard skills.	In year 9 the music curriculum is taught through 3 main projects: **Reggae/ Film Music/ and a final project** where pupils choose the main area of focus. **<u>Performing:</u>** Keyboard technique is developed using more demanding repertoire which involves more

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	Performing: 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. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir. **Composing:** Various composing activities are completed including writing a fanfare & developing improvisatory skills on their wind instruments. Musical notation is taught so that all pupils have an understanding of how rhythm and pitch are written on a treble clef stave. **Listening/appraising:** Pupils are encouraged to develop their appraising skills through a series of listening activities completed during the year. Homework consists mainly of instrumental practice, however some theory tasks are also set.	**Performing:** 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 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 blues & pentatonic scales; using Sibelius software. **Listening & appraising:** These skills are further developed by listening to music and answering questions linked to each project. Theory exercises are also set.	independence between the 2 hands and more complex chord patterns. Bass clef notation is taught. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir/orchestra/jazz band **Composing tasks involve:** Composing a reggae piece (including chord sequence, melody & bass line on Sibelius); composing a Djembe piece; composing a 'junk' percussion piece; writing a theme & variations. **Listening & appraising:** These skills are developed further by listening to music and answering questions linked to each project. Theory HW tasks are also set.
PE	Rugby • Passing • Receiving • Tackling • Rucking Hockey	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking

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	• Dribbling • Passing • Receiving • Tackling • Shooting Cricket • Batting • Bowling • Fielding 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	• Positional play Hockey • Dribbling (Indian) • Passing (Slapping) • Receiving • Tackling (Jab) • Shooting (Hitting) • Positional play Cricket • 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	• Kicking • Positional play Hockey • Dribbling • Passing • Receiving • Tackling • Shooting (Backhand) • Positional play] • 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

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	• Testing • Safety in the pool area • Basic 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	• Forehand and Backhand Serve (with spin) and Increased Speed and Accuracy • Singles/Doubles – Tactics 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 • 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	**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

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		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 and some pupils research very advanced concepts such as neutron star formation.	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. 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	<u>Relationships & Sex Education</u> • The Next Five Years – and Beyond! • Healthy Relationships • Introduction to Consent • Emotional Literacy • Life and Relationships Online • Overcoming Friendship Issues <u>Media Literacy</u> • Devices and Social Media – Responsible Use • My Digital Tattoo • Disinformation and Misinformatin <u>Health & Wellbeing</u>	<u>Relationships & Sex Education</u> • Introduction to Protected Characteristics • Protected Characteristics Continued • Managing Conflict • Slurs • Bullying • Behaviour in Context <u>Media Literacy</u> • Influencers and Parasocial Relationships • YouTube • Conspiracy Theories	<u>Health & Wellbeing</u> • Menstrual Wellbeing • Vaping • The Anti-Depressant Lifestyle • First Aid: The Recovery Position <u>Careers & Finance</u> • Transferable Skills • Introduction to Unifrog • Budgeting <u>Relationships & Sex Education</u> • Respectful Relationship Behaviours

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	• Puberty & Hygiene • Nutrition • First Aid: CPR <u>Citizenship & Politics</u> • Community and Active Citizenship • Introduction to Parliament and Democracy <u>Careers & Finance</u> • My Values, Strengths & Experiences • Managing Assets	<u>Citizenship & Politics</u> • Our History, Our Future: Participating in Democracy • Mock House of Commons Debate 1 • Mock House of Commons Debate 2 <u>Careers & Finance</u> • Identifying Values & Aligning Actions • The Journey to Your Career <u>Health & Wellbeing</u> • First Aid: the Primary and Secondary Surveys	• Freedom & Capacity to Consent • Bereavement <u>Media Literacy</u> • 'Clout', Reliance On and Addiction to Social Media • Harmful Content • A Free Press <u>Citizenship & Politics</u> • Mock Election 1 • Mock Election 2 • The UK Justice System
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 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)	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) 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)	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 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)

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Science	**The Year 7 Science curriculum will be taught as three distinct sciences (chemistry, biology and physics).** **Within chemistry**, pupils will learn two topics: 'Matter' and 'Reactions'. **Within biology**, pupils will learn two topics: 'Organisms' 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 some reflexives, stem-changes, common irregulars ser/estar/ir/tener/hacer and the impersonal verbs gustar/encantar. Near future. Definite and indefinite articles and formation of singular and plural nouns and adjectives, including possessives. Asking questions. Numbers – 100 + dates. 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	**Our pupils will have gained knowledge of the following by the end of Year 8:** Present tense/immediate future/preterite tense of regular verbs + irregulars/reflexives/stem-changes/key irregulars – ser/ir/hacer/ver. Some examples of 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	**Our pupils will have gained knowledge of the following by the end of Year 9:** 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

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	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.	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.	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.