



Key Stage 3 Curriculum – Autumn Term 2019

ART

Autumn Term	Skills and Knowledge to Develop
YEAR 7 • Van Gogh / Texture	<p><u>Specific descriptions of skills relating to tasks set:</u></p> <p>Students will explore visual texture. Students will explore the relationship between creating visual surface and mark making. Students should be able to choose appropriate visual textures to represent surfaces within their work. Students should use a tonal range to successfully describe form and shape within their visual observations. Students should show texture and surface within their visual observations. Students should record their observations using a range of visual mediums, techniques and processes. Students should research the work of others through practical investigation of process, technique and mediums. Students should annotate their research and developing ideas in response to the study of Van Gogh. Students should be able to apply knowledge of complimentary colours to their work. Students should explore composition and colour palette to help refine their ideas and practical work. Students should refine and reflect in their books as they experiment and learn to exploit materials, processes and techniques. Students should show the connections made with the work of others in their personal outcomes. Students should show that their response is supported by their research, development, exploration and refinement. Students should respond individually and present work that is independent, creative and exciting.</p>
YEAR 8 • Mythological Creatures: Pixar Character Development Project	<p><u>Specific descriptions of skills relating to tasks set:</u></p> <p>Students will learn about the different stages of Pixar production and artist's roles within an animation production. Students will understand what a Mythological Creature is and be able to differentiate between animal hybrids and human/ animal hybrids. Drawings will have a range of tones and outlines will be created with a gentle pencil pressure before adding tone.</p>

	<p>Student's drawings of Myth Creatures will be created using a full range of tones.</p> <p>Students should demonstrate an understanding of how to develop a character from their initial drawings.</p> <p>Final design work should demonstrate an understanding of texture and complimentary colours and how these can be used to make certain elements stand out.</p> <p>Students should be able to understand what 'in situ' means and to apply this to their character and composition.</p> <p>Paint/colour work should demonstrate control. Paint will be within the lines and will be applied evenly.</p> <p>Students should respond individually and present work that is independent, creative and exciting.</p> <p>Students will be able to evaluate their work as it progresses.</p>
<p>YEAR 9</p> <ul style="list-style-type: none"> • Surrealism and advertising – Salvador Dali/ Magritte/ Man Ray 	<p><u>Specific descriptions of skills relating to tasks set:</u></p> <p>Students should be able to recognise and talk about the work of Salvador Dali/ Magritte and Man Ray.</p> <p>Students should be able to critically evaluate other's work.</p> <p>Students should know what Surrealism is and be able to explain it.</p> <p>Students should understand what Juxtaposition, scale and metamorphosis is and be able to apply one or all of them to their own surreal ideas.</p> <p>Students should create a montage within their development.</p> <p>Student's compositions must be original and show development and continuing refinement.</p> <p>Students should be able to work to an advertising brief to give their initial ideas a focus.</p> <p>Students work should develop and refine as they progress through the project.</p> <p>A range of painting techniques should be demonstrated using sufficient skill that the paint has been applied with control.</p> <p>Students should not go over their lines when shading or painting unless this is specifically meant as an expressive element.</p> <p>Students should use a tonal range to successfully describe form and shape within their visual observations.</p> <p>Students should record their observations using a range of visual mediums, techniques and processes.</p> <p>Students should be able to annotate and evaluate their own and others' work using subject specific vocabulary.</p> <p>Students should respond individually and present work that is independent, creative and exciting.</p>

DESIGN & TECHNOLOGY

Autumn Term	Skills and Knowledge to Develop	Local events/attractions that allow parents the opportunity to support your hard work
<p>YEAR 7 & 8</p> <p>Students rotate subjects, but will complete a range from the following projects over the 2 years:</p> <ol style="list-style-type: none"> 1. Cubeture – drawing skills 2. Health & Safety— Food room skills 3. Door Hanger— Wood 4. Robots— Lego Mindstorms 	<ul style="list-style-type: none"> • Within the workshop — Basic workshop health and safety. Materials knowledge and properties such as hard/soft woods, thermos plastics and thermosetting plastics. • Within the food room — A basic level of understanding of hygiene. An good understanding of health and safety (knife skills) and by demonstration — use of cooking equipment and processes (use of hob). Basic introduction to CAD/CAM — using 2D design/vinyl cutter • Basic programming — Lego Mindstorms 	<p>Design Museum London.</p> <p>BBC Bitesize.</p> <p>Doddle.</p>
<p>YEAR 8</p> <p>Students rotate subjects, but will complete the following 4 projects over the year:</p> <ol style="list-style-type: none"> 5. Pendent — Cad/2D techsoft and Metals 6. Staple Foods — Staple food groups 7. Eco-Pod — Google Sketchup 8. Rucksack Light — Plastics and Electronics 9. Clock Design 10. Travel game 	<ul style="list-style-type: none"> • Within the workshop — developing use of hand tools and process when using woods. Materials knowledge and properties of metals — ferrous/non-ferrous. • Within the food room — A good knowledge and demonstration of equipment selection and developing of skills such as knife skills when making staple foods including wheat and flour. • 3D designing — Google SketchUp • An introduction to electronic circuits and the soldering process including health and safety. • Developing CAD/CAM skills — using 2D design/laser cutter. 	<p>Design Museum London.</p> <p>Google SketchUp is free to download at home.</p> <p>BBC Bitesize.</p> <p>Doddle.</p>

<p>YEAR 9</p> <p>Students rotate subjects, but will complete the following 4 projects over the year:</p> <ol style="list-style-type: none"> 1. Trinket Box —Woods 2. Consumer Foods — Multicultural and celebration Foods 3. Pop-Up Book — Paper engineering 4. Amplifier — Electronics 	<ul style="list-style-type: none"> • Within the workshop — Independence when selecting tools and processes to work with woods. • Within the food room — proficient use of cooking equipment and processes to be able to cook multicultural foods. • An introduction to basic paper engineering and graphical skills. • Proficient use of soldering irons and the soldering process/electronics to build a working circuit. 	<p>Design Museum London.</p> <p>BBC Bitesize.</p> <p>Robert Sabuda website for pop-up book inspiration.</p> <p>Doddle.</p>
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DRAMA

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <ul style="list-style-type: none"> • Topic: Introduction to Drama/Pantomime 	<p>Creating:</p> <ul style="list-style-type: none"> • Work co-operatively within a group. • Give valuable input on ideas, listen to others. • Stay focused at all times. • Work on strategies that assist the process of learning lines. • Experiment with physical and vocal skills in order to develop and rehearse a character. • Develop a strong piece of theatre a Pantomime style. <p>Performing:</p> <ul style="list-style-type: none"> • Sustain a character’s posture and use of accurate gestures throughout a performance. • Sustain a character’s accent or vocal quality. • To not corpse (laugh). • Use slapstick comedy and placards within a pantomime performance. • Perform scripted dialogue with confidence. • Use performance space well to add meaning to the audience. <p>Responding:</p> <ul style="list-style-type: none"> • Use technical terms keyword spellings when giving feedback. • Identify improvements in own work. • Identify improvements for others work. • Identify at least strengths for own work. • Identify at least strengths for others work. • Ensure that all feedback has reasoning.

<p>YEAR 8</p> <ul style="list-style-type: none"> • Topic: Characterisation 	<p>Creating</p> <ul style="list-style-type: none"> • Work co-operatively within a group. • Give valuable input on ideas, listen to others. • Stay focused at all times during the rehearsal process. • Creating character profiles and understand how it helps to perform a fully crafted character. • Use hot seating as an effective tool to create character. • Respond/ use a stimulus effectively, suggesting effective ideas for potential drama. <p>Performing</p> <ul style="list-style-type: none"> • Perform a fully crafted character using the five elements that create a good character (Facial Expressions, Gesture, Posture, Movement and Voice). • Use the performance space well with strong awareness of positioning on stage. • Projection throughout a whole performance with clear diction / accent, emotion and tone. • Sustain a character throughout a performance with no corpse (laughing). • Participate in a choreographed movement section with confidence and conviction. • Consider characters given circumstances and their super-objective whilst performing. <p>Responding</p> <ul style="list-style-type: none"> • Identify strengths and areas for improvement in another groups performance. • Evaluate a performance using key drama terms/ key word spellings. • Self-evaluate identifying strengths and areas for improvement within my own performance. • Understand what an objective and super-objective is. • Experience being a member of the audience, observing closely and commenting on the quality of a performance. • Responding to scaffold questions effectively when completing written evaluations.
<p>YEAR 9</p> <ul style="list-style-type: none"> • Topic: Theatre Styles and Techniques 	<p>Creating:</p> <ul style="list-style-type: none"> • Using specific techniques connected to related styles. • Teamwork. • Communicating and compromising. • To experiment within rehearsals in order to make necessary adaptations in order to create strong theatre. • Sustain focus throughout an entire performance. • Strategies of learning lines ready for performance. • Creating aims and intentions. <p>Performing:</p> <ul style="list-style-type: none"> • Sustain character and focus throughout a whole performance.

	<ul style="list-style-type: none"> • Using posture, gesture, movement, voice and facial expressions to perform a fully crafted character. • Practically demonstrate techniques connected to the style of Physical Theatre. • Practically demonstrate techniques connected to the style of Expressionism. • Projecting voice throughout a whole performance with clear diction / accent and tone. • Perform with confidence and conviction. • Use space effectively to convey meaning to an audience. <p>Responding:</p> <ul style="list-style-type: none"> • Contribute to group discussions reflecting on live performance material seen. • Highlight strengths and areas for improvement within self - performance. • Highlight strengths and areas for improvement within other groups work. • Use accurate drama terminology. • Detailed evaluation and self-reflection, giving specific examples.
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ENGLISH

Autumn Term	Skills and Knowledge to Develop	Local events / attractions that allow parents the opportunity to support your hard work
<p>YEAR 7</p> <p>As topics are rotated, students will cover all skills needed but at different times of the year with a range of: different novels, non-fiction, plays, poetry, Shakespeare and 19th Century literature. These skills incorporate the three strands of English: speaking and listening, reading and writing.</p>	<p>Autumn 1 assessment: writing to describe in the form of a narrative.</p> <p>Autumn 2 assessment: reading – 19th century fiction text.</p> <p>Spring 1 assessment: writing a description using a picture or title stimulus.</p> <p>Spring 2 assessment: reading – fiction, the modern novel text.</p> <p>Summer term assessment: reading and writing non-fiction based.</p> <p>Speaking and listening through the year to: Build confidence Use a range of contexts Show short presentations, individually and in groups.</p>	<p>Straw Bear storyteller for all Year 7 and 8. Follow up cultural events in the town.</p>

	The library course followed to encourage independent reading.	
<p>YEAR 8</p> <p>As topics are rotated, students will cover all skills needed but at different times of the year with a range of: different novels, non-fiction, plays, poetry, Shakespeare and 19th Century literature. These skills incorporate the three strands of English: speaking and listening, reading and writing.</p>	<p>Autumn 1 assessment: writing to describe in the form of a narrative.</p> <p>Autumn 2 assessment: reading – reading, the modern novel text.</p> <p>Spring 1 assessment: writing a description using a picture or title stimulus.</p> <p>Spring 2 assessment: reading – fiction, older fiction text.</p> <p>Summer term assessment: reading and writing non-fiction based.</p> <p>Speaking and listening through the year to: Build confidence Use a range of contexts Show short presentations, individually and in groups.</p> <p>The library course followed to encourage independent reading.</p>	<p>Straw Bear storyteller for all Year 7 and 8.</p> <p>Follow up cultural events in the town.</p>
<p>YEAR 9</p> <p>As topics are rotated, students will cover all skills needed but at different times of the year with a range of: different novels, non-fiction, plays, poetry, Shakespeare and 19th Century literature. These skills incorporate the three strands of English: speaking and listening, reading and writing.</p> <p>At the end of Year 9, suggestions made for revision guides / resources / websites in preparation for GCSE.</p>	<p>Autumn 1 assessment: writing to describe in the form of a narrative.</p> <p>Autumn 2 assessment: reading – modern non-fiction text.</p> <p>Spring 1 assessment: writing a description using a picture or title stimulus.</p> <p>Spring 2 assessment: reading – fiction, the modern novel text.</p> <p>Summer term assessment: reading and writing non-fiction based.</p> <p>Speaking and listening through the year to: Build confidence Use a range of contexts</p>	

	Show short presentations, individually and in groups.	
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GEOGRAPHY

Autumn Term	Skills and Knowledge to Develop
YEAR 7 • Africa	To gain an appreciation of the scale of the continent of Africa. To learn about the culture of different groups of people living in Africa. To understand what physical processes have shaped Africa. To contrast different ecosystems in Africa.
YEAR 8 • Plate Tectonics	To discover how our planet has changed since its formation. To explain the processes that are continuously changing our planet. To locate volcanoes and earthquakes using longitude and latitude. To describe the global distribution of volcanoes and earthquakes. To learn about volcano, earthquake and tsunami case studies. To construct a piece of informative writing about a tsunami event.
YEAR 9 • Development	To describe the inequalities between countries at differing levels of development. To know what indicates varying levels of development, e.g. a country's GDP. To learn how people in Bangladesh live their day-to-day lives. To appreciate how people in Low Income Countries improve their lives. To understand what is meant by the term 'emerging economy'. To understand how development differs within a country.

HISTORY

Autumn Term	Skills and Knowledge to Develop
YEAR 7	<ul style="list-style-type: none"> • Key historical terms such as chronology, evidence, inference, cause and consequence, change and continuity. • An understanding of how the local area has changed over time.
YEAR 8	<ul style="list-style-type: none"> • Students will learn about the causes of the Reformation and the consequences of the religious changes that happened during the 16th century. • They will need to learn keywords such as Reformation, Catholic, Protestant etc. as well as key dates. These will be supplied for students.

YEAR 9	<ul style="list-style-type: none"> • Students will learn about the Industrial Revolution and effect it had upon people's lives. • They will also learn about the causes of the First World War. • Students will be given keywords and dates to learn in class to help them prepare for upcoming assessments.
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MATHEMATICS

Autumn Term	Skills and Knowledge to Develop
YEAR 7 <ul style="list-style-type: none"> • Introductions to secondary mathematics. • Properties of Shape • Place Value • Multiples, Factors, Primes and Squares. • Comparing and Summarising Data • Writing with Algebra 	<ul style="list-style-type: none"> • Problem solving with number • Problem solving with shape • Problem solving with timestables • Using scientific calculators • Properties of triangles • Describing quadrilaterals • Tessellations • 3D shapes and prisms • Digits and Words • Comparing Numbers • Number Scales • Multiply by 10, 100 and 1000 • Dividing by 10,100 and 1000 • Alternative number systems • Multiples of numbers and terms • Factor pairs • Prime numbers • Finding highest common factor • Finding prime factors • Square numbers and square roots • Finding the median and mode averages • How to calculate the mean average • Mean average and range • Stem and leaf diagrams • Comparing stem and leaf diagrams • Diagrams with Algebra • Collecting like terms • Multiplying and dividing with algebra • Writing expressions with algebra • Substituting numbers into expressions • Finding the unknown
YEAR 8 <ul style="list-style-type: none"> • Numbers and the number system. • Calculating. • Exploring Fractions, Decimals and 	<ul style="list-style-type: none"> • use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem. • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures).

<p>Percentages.</p> <ul style="list-style-type: none"> • Proportional Reasoning. • Algebraic Proficiency: Visualising. 	<ul style="list-style-type: none"> • interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer. • apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative. • use conventional notation for priority of operations, including brackets, powers, roots and reciprocals. • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 or $\frac{3}{8}$). • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations). • identify and work with fractions in ratio problems. • understand and use proportion as equality of ratios. • express a multiplicative relationship between two quantities as a ratio or a fraction. • use compound units (such as speed, rates of pay, unit pricing). • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts. • relate ratios to fractions and to linear functions. • plot graphs of equations that correspond to straight-line graphs in the coordinate plane. • identify and interpret gradients and intercepts of linear functions graphically. • recognise, sketch and interpret graphs of linear functions and simple quadratic functions. • plot and interpret graphs and graphs of non-standard (<i>piece-wise linear</i>) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed.
<p>YEAR 9</p> <ol style="list-style-type: none"> 1. Calculating. 2. Visualising and Constructing. 3. Algebraic Proficiency: Tinkering. 4. Calculating Space. 	<ul style="list-style-type: none"> • calculate with roots, and with integer indices. • calculate with standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer. • use inequality notation to specify simple error intervals due to truncation or rounding. • apply and interpret limits of accuracy. • use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle). • use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line. • construct plans and elevations of 3D shapes. • understand and use the concepts and vocabulary of identities. • know the difference between an equation and an identity. • simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$ • argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments.

	<ul style="list-style-type: none"> • translate simple situations or procedures into algebraic expressions or formulae. • identify and apply circle definitions and properties, including: tangent, arc, sector and segment. • calculate arc lengths, angles and areas of sectors of circles. • <i>calculate surface area of right prisms (including cylinders).</i> • calculate exactly with multiples of π • know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures.
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MODERN FOREIGN LANGUAGES

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <p><u>French</u></p> <ul style="list-style-type: none"> • Introductions & greetings • Formal & Informal Register • Numbers 1-31 • Months of the year • Birthdays • Avoir/(être) • Alphabet & Spelling • Gender • Pets • Family members • Negative with ne...pas • Talking about family members using 3rd person • Christmas (Cultural) <p><u>German</u></p> <ul style="list-style-type: none"> • Introductions & greetings • Formal & Informal Register • Numbers 1-31 • Months of the year • Birthdays • Haben/sein • Alphabet & Spelling • Gender • Pets • Family members • Negative with kein • Talking about family 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Introduce themselves and greet people. • Say how they are and ask others the same question. • Understand the concept of register and use this accordingly. • Give their birthday and age. • Count to 31 in French. • Recite months in French. • Have a basic understanding of avoir. • Say the alphabet and spell their name. • Begin to understand gender. • Recall pet vocabulary. • Recall family member vocabulary. • Give information about family members including the use of ne...pas. • Describe family members using 3rd person verbs. • Have a basic understanding of phonics. • Develop pronunciation. • Respond to familiar language including questions. <p>Students should be able to:</p> <ul style="list-style-type: none"> • Introduce themselves and greet people. • Say how they are and ask others the same question. • Understand the concept of register and use this accordingly. • Give their birthday and age. • Count to 31 in German. • Recite months in German. • Have a basic understanding of haben/sein. • Say the alphabet and spell their name. • Begin to understand gender. • Recall pet vocabulary. • Recall family member vocabulary. • Give information about family members including the use of kein. • Describe family members.

<p>members using 3rd person</p>	<ul style="list-style-type: none"> • Have a basic understanding of phonics. • Develop pronunciation. • Respond to familiar language including questions.
<p>YEAR 8</p> <p><u>French</u></p> <ul style="list-style-type: none"> • Food • Weights & Amounts • Buying food • Recipes • Past tense with Avoir. • Time phrases • Opinions <p><u>German</u></p> <ul style="list-style-type: none"> • School Subjects • Times and days of the week • Opinions on school subjects • Past tense with Haben. • Unification Day (Cultural) • Clothes • Gender • Colours • Adjective Agreement • School uniform 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Recall food vocabulary including breakfast and dinner items. • Know the verbs manger, prendre & boire in their full paradigm. • Use negative structures ne...pas and ne...rien. • Understand and use the partitive article. • Recall weights and amounts vocabulary. • Use of de with quantities. • Understand and use the past tense with avoir. • Use time phrases correctly to refer to present and past time frames. • Give opinions confidently. • Create and perform a dialogue buying food in a shop. • Understand a genuine French recipe. • Use infinitives. • Write short sentences in response to photo card stimulus. <p>Students should be able to:</p> <ul style="list-style-type: none"> • Recall school subject vocabulary. • Give their opinions on school subjects using a variety of phrases. • Recall days of the week. • Use adjectives to describe subjects. • Use time phrases to say when you learn a subject. • Understand and use the past tense with haben and past participles lernen and finden. • Give opinions in the past tense. • Talk about their school life in detail, confidently including the aspects of grammar listed above. • Recall clothing and colour vocabulary. • Use adjective agreement confidently and accurately. • Understand gender. • Describe what they wear at home and in school as their uniform. • Create their own school uniform. • Translate a short passage from English into German on the topic of school.
<p>YEAR 9</p> <p><u>French</u></p> <ul style="list-style-type: none"> • Jobs and future plans • What you must/should do 	<p>Students should: -</p> <ul style="list-style-type: none"> • Be able to describe jobs and use in masculine and feminine forms. • Be able to use modal verbs. • Talk about what you used to do by using the imperfect tense. • Discuss your future and past.

<p><u>German</u></p> <ul style="list-style-type: none"> ● Music <ul style="list-style-type: none"> ○ Types of Music ○ Opinions & Justifications ○ Instruments ○ Music Festivals ○ Songs ● Hören + gern ● Word order with conjunctions ● Pronouns ● Seit + present tense ● Frequency expressions ● Time, Manner, Place ● Comparative Adjectives ● Past tense with haben & sein ● Separable verbs ● Future tense ● Questions 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Recall key vocabulary on the topic of music including, instruments, opinions and types of music. ● Give opinions about music taste and justify them. ● Use time phrases confidently. ● Use subject pronouns to say ‘I like it’. ● Understand and use seit + present tense. ● Use the past tense with haben and sein (sein is only Set’s 1 & 2). ● Use comparative adjectives confidently. ● Understand and use separable verbs (Set’s 1 & 2 only). <p>Produce and perform a dialogue on the topic of music (Set’s 1 & 2 using all 3 tenses, Set 3 to use present and past tenses only).</p>
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MUSIC

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <p>Autumn Term 1 Choir of the Year</p> <p>Autumn Term 2 Keyboard and notation (projects will alternate where there are shared groups)</p>	<p>During this project, students will be working in a group to create a performance for the choir of the year competition.</p> <p>The aims of this project are:</p> <ul style="list-style-type: none"> ● To complete a baseline assessment of students’ abilities and skills in music. ● To introduce students to group singing ● To introduce students to the following key terminology: pitch, dynamics, structure, ensemble, choir, harmony, melody, solo, performance, syllabic, melismatic. <p>During this project, students will be learning how to read staff notation and how to play the keyboard.</p> <p>Students will be learning:</p> <ul style="list-style-type: none"> ● How to read notes in the treble stave ● Where the notes are on the keyboard ● Note lengths ● How to play in time with others ● Keywords: stave, keyboard, quaver, crotchet, minim, semi-breve, flat, sharp, treble clef, bass clef.

<p>Autumn Term 2 Instruments of the orchestra</p>	<p>During this project students will be learning about the different families and instruments used in an orchestra. Students will be learning:</p> <ul style="list-style-type: none"> • The four musical families in the orchestra • Which family each instrument belongs to and why • The characteristics and sound qualities of different instruments • Keywords: Orchestra, dynamics, instrument, percussion, string, woodwind, brass (students will also learn the instrument names of all the instruments commonly used in an orchestra).
<p>YEAR 8 Autumn term 1 Blues Music</p> <p>Autumn Term 2 Blues bands</p>	<p>The aims of this project are:</p> <ul style="list-style-type: none"> • To learn about the origins of the blues. • To learn about the different parts to a blues song (including chords, bass, riffs, lyrics and improvisation). • To perform a 12 bar blues using chords and walking bass line. • Some of the keywords students will learn in this project: Chord, triad chord, walking bass line, improvisation, riff, flat (b), oral tradition. <p>The aims of this project are:</p> <ul style="list-style-type: none"> • To learn how to compose some lyrics in a blues style. • To learn how to improvise using the blues scale • To learn how to create a blues performance in a band • Keywords: triad, conjunct, disjunct, minor, major, accent, shuffle, imitation, rhythm, texture.
<p>YEAR 9 Autumn term 1 Reggae Music</p> <p>Autumn Term 2</p>	<p>The aims of this project are:</p> <ul style="list-style-type: none"> • To learn about the origins of the Reggae music. • To understand the different parts to a Reggae song (including chords, bass line, riffs and melody). • To perform the Reggae song. • To compose a bass riff in a Reggae style. • Keywords: chord, triad, off-beat/back beat, riff/Bass riff, syncopation, Rastafarian, call and response, backing singers, dubbing, rubato, band, solo <p>In this project, students will have the opportunity to develop an understanding of how music in films helps to create a certain atmosphere and how it can reflect the action on screen. By the end of this unit students will have written a piece of film music with a partner.</p> <p>The aims of this project are:</p> <ul style="list-style-type: none"> • To learn composition skills to help create a piece of film music • To learn about how music can be used to create a different mood/atmosphere • To learn about how music can be used to create a certain character/event/place • To create a short piece of music to accompany a scene. • Key words: leitmotif, chromatic, underscoring, Mickey-Mousing, glissando, drone, pedal, ostinato, triadic, disjunct.

PHYSICAL EDUCATION

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <p>Students are taught in mixed gender, mixed ability classes and will cover a range of challenging activities designed to develop key life skills. These skills will be taught through a sporting context. Various outwitting, team work, leadership and independent topics are covered.</p>	<p>Students learn about 'ME in PE'. Five different strands of the PE curriculum, each with a range of different key life and employability skills.</p> <ul style="list-style-type: none"> • Physical ME – Through various outwitting activities students learn how exercise affects the body. Students develop resilience, self-motivation, evaluation and integrity. • Leading ME – Through various leadership and team work activities students learn how to be independent inquirers as well develop key leadership qualities. Communication, evaluation, empathy and organisation are skills taught through 'Leading Me' • Healthy ME – Through a range of activities students develop a wider understanding about how to lead healthy and active lifestyles, both through physical activity and discussion around healthy eating. • Creative ME – Students develop their ability to be innovative, creative and work with others. Gymnastics, dance and trampolining activities allow students to be creative in their movements and routines. <p>Thinking ME – In all activities students are encouraged to develop a deeper understanding of topics through active listening and questioning.</p>
<p>YEAR 8</p> <p>Students are taught in either mixed gender, mixed ability classes or single gender activities. They will cover a range of challenging activities designed to develop key life skills learned in year 7. These skills will be taught through a sporting context. Various outwitting, team work, leadership and independent topics are covered.</p>	<p>Year 8 begin to develop a more comprehensive understanding of the key life skills being taught. Students have the opportunity to develop key leadership skills further by taking active leadership roles within lessons.</p> <p>Students are provided with opportunity to further develop key terminology and are introduced to key terms that may be used in KS4 sport options.</p> <p>Students learn about 'ME in PE'. Five different strands of the PE curriculum, each with a range of different key life and employability skills.</p> <ul style="list-style-type: none"> • Physical ME – Through various outwitting activities students learn how exercise affects the body. Students develop resilience, self-motivation, evaluation and integrity. • Leading ME – Through various leadership and team work activities students learn how to be independent inquirers as well develop key leadership qualities. Communication, evaluation, empathy and organisation are skills taught through 'Leading Me' • Healthy ME – Through a range of activities students develop a wider understanding about how to lead healthy and active lifestyles, both through physical activity and discussion around healthy eating.

	<ul style="list-style-type: none"> • Creative ME – Students develop their ability to be innovative, creative and work with others. Gymnastics, dance and trampolining activities allow students to be creative in their movements and routines. • Thinking ME – In all activities students are encouraged to develop a deeper understanding of topics through active listening and questioning.
<p>YEAR 9</p> <p>Students are generally taught in single gender groups. They cover a range of challenging activities designed to develop key life skills learned in year 7 and 8. Students are also given the opportunities to put into practice their leadership skills by actively being involved in leading primary school sporting events. Various outwitting, team work, leadership and independent topics are covered.</p>	<p>Year 9 students pay particular attention to developing key terminology and area encouraged to pursue PE and Sport as an option for KS4. Leadership skills are further developed by planning, organising and leading a range of primary sports festivals.</p> <p>Students actively lead parts of their lesson and are encouraged to take an active role in organising other students. Lessons are set up in a way to enable students to take greater ownership of what they are learning.</p> <p>Students learn about 'ME in PE'. Five different strands of the PE curriculum, each with a range of different key life and employability skills.</p> <ul style="list-style-type: none"> • Physical ME – Through various outwitting activities students learn how exercise affects the body. Students develop resilience, self-motivation, evaluation and integrity. • Leading ME – Through various leadership and team work activities students learn how to be independent inquirers as well develop key leadership qualities. Communication, evaluation, empathy and organisation are skills taught through 'Leading Me' • Healthy ME – Through a range of activities students develop a wider understanding about how to lead healthy and active lifestyles, both through physical activity and discussion around healthy eating. • Creative ME – Students develop their ability to be innovative, creative and work with others. Gymnastics, dance and trampolining activities allow students to be creative in their movements and routines. • Thinking ME – In all activities students are encouraged to develop a deeper understanding of topics through active listening and questioning.

Religious Education

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <ul style="list-style-type: none"> • Key Beliefs 	<p>In Religious Education, students will learn the key beliefs and practices of the six major religions; Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Students will build on their knowledge of religions and practice the important skills of explanation, comparing and contrasting, evaluating different viewpoints about matters of religions.</p>

<p>YEAR 8</p> <ul style="list-style-type: none"> Animal Rights 	<p>The Animal Rights module explores religious views about eating meat, experimenting on animals, preserving wildlife and how we use animals in society. Students will practice the key skills of evaluation and analysis through learning about the ethics of Animal Rights. In addition, students will compare and contrast different religious views about animals and draw personal conclusions about their own views.</p>
<p>YEAR 9</p> <ul style="list-style-type: none"> Islam 	<p>Students will gain knowledge of Islam and will cover a number of topics including:</p> <p>History of Islam, Prophet Muhammad (pbuh), prayer, worship, the Five Pillars, the veil, Islam in the media and Islam and terrorism.</p> <p>Students will build their critical analysis skills and evaluation skills in discussing a number of ethical topics to do with equality, media and lifestyle choices while exploring topical Islamic news stories.</p>

SCIENCE

Autumn Term	Skills and Knowledge to Develop
<p>YEAR 7</p> <ul style="list-style-type: none"> Forces Electricity Energy Waves Matter Reactions Earth Organisms Ecosystems Genes 	<ul style="list-style-type: none"> Identify interaction pairs in complex situations. Explain the link between non-contact forces, contact forces, and interaction pairs. Make predictions about pairs of forces acting in unfamiliar situations. Make predictions about pairs of forces acting in unfamiliar situations. Calculate energy requirements for various situations, considering diet and exercise Suggest different foods needed in unusual situations, for example, training for the Olympics Explain why an athlete needs more energy from food using data provided Explain what is meant by supersonic travel Describe sound as the transfer of energy through vibrations and explain why sound cannot travel through a vacuum Evaluate particle models that explain the properties of substances Use data about particles to predict and explain differences in properties such as density Design and explain a new representation for the particle model Justify the use of specific metals and non-metals for different applications Compare chemical reactions to physical changes Compare the different layers of the Earth in terms of their properties Interpret data about the elements that make up the Earth's crust

	<ul style="list-style-type: none"> • Explain in detail the hierarchy of organisation in a multi-cellular organism, using a range of examples • Explain how the different tissues in an organ, and the different organs in an organ system function together • Interpret information to explain the functions of several organ • Explain the link between food chains and energy • Explain how variation gives rise to different species • Critique a claim that a particular characteristic is inherited or environmental • Explain why a food web gives a more accurate representation of feeding relationships than a food chain
<p>YEAR 8</p> <ul style="list-style-type: none"> • Forces • Electricity • Energy • Waves • Matter • Reactions • Earth • Organisms • Ecosystems • Genes 	<ul style="list-style-type: none"> • Explain the effect of drag forces and friction in terms of forces • Explain why drag forces and friction slow things down in terms of forces • Interpret the motion of objects subject to drag forces and friction • Explain how magnets can be used • Compare magnetic field lines and a magnetic field • Explain how a compass works. • Compare the work done in different scenarios and by different machines • Explain how conservation of energy applies in one example • Evaluate results (including random and systematic errors) and suggest how the experiment can be improved • Explain, in terms of frequency, why we use ultrasound for cleaning and physiotherapy • Explain the link between a microphone and a loudspeaker • Evaluate locations for the use of waves to generate electricity • Use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains • Compare the pros and cons of fuels in terms of their products of combustion • Explain changes in the levels of carbon dioxide using stages of the carbon cycle • Use equations to explain processes that exchange carbon dioxide into and out of the atmosphere • Explain how the actions of the ribcage and diaphragm lead to • inhaling and exhaling • Explain the similarities and differences between the bell jar and the breathing system • Explain the uses of the products from anaerobic respiration • Explain the differences between the two types of respiration • Evaluate data collected, showing awareness of potential sources of random and systematic errors • Explain how natural selection leads to evolution • Explain how scientists know that organisms have changed over time • Create an evolutionary family tree, and present reasoned arguments to justify the structure of the tree

YEAR 9

- Cells
- Organisation
- Particles
- Atoms and the Periodic Table

- Develop scientific thinking: understand how methods develop, use a variety of models, make predictions, solve problems, develop scientific explanations and understanding, consider ethical issues, explain every day applications of science, evaluate evidence and risks, review and communicate results.
- Experimental skills and strategies: develop hypotheses, plan experiments, test hypotheses, check data, explore phenomena, select appropriate methods/techniques and equipment, make observations, evaluate methods, carry out experiments reliably and safely.
- Analysis and evaluation: present observations and other data using appropriate methods, translate data, complete calculations and mathematical analysis, make estimations, interpret results/observations, present reasoned explanations, communicate scientific rationale, conclusions, methods and evaluations, be objective, accurate and precise.
- Scientific vocabulary: use correct scientific vocabulary, terminology and definitions, recognise the importance of scientific terminology and quantities, use the correct SI units, use prefixes, powers of ten and orders of magnitude, interconvert units and use appropriate significant figures in calculations.