**KS3 CURRICULUM - YEAR 7**

| SUBJECT | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | Origins and Myths<br>Key 'over-arching' question: How are heroes created in literature? How have Greek myths and legends shaped modern stories? | A Christmas Carol<br>Key 'over-arching' question: Why did Charles Dickens write A Christmas Carol? What contextual factors impacted his writing? | Non-Fiction writing<br>Key 'over-arching' question: What are the key features of non-fiction texts? How are texts persuasive? | Cultural Poems<br>Key 'over-arching' question: What is the power that poetry holds? | Cornish Short Stories<br>Key 'over-arching' question: What are the key concepts in a fiction text? How do I effectively craft my own writing? | Play Text: Frankenstein<br><br>Key 'over-arching' question: What are the features of a play text and how does these differ to prose? |
| Maths | Sequences<br>• Describe and continue sequences<br>• Linear and non-linear sequences<br>• Term-to-term rules<br>• Find missing terms<br>Algebraic notation and substitution<br>• 1 and 2-step function machines with numbers and algebra<br>• Find a function<br>• Substitution<br>Expressions and equations<br>• Equality and equivalence<br>• Related facts<br>• Collecting terms<br>• Solve 1 and 2-step equations | Place value, ordering and rounding<br>• Write integers in numerals and in words<br>• Intervals on a number line<br>• Place value for decimals<br>• Compare and order integers and decimals<br>• Round to powers of 10, to the nearest integer and to decimal places<br>• Powers of 10 and numbers in standard form<br>Four operations<br>• Add and subtract integers and decimals<br>• Multiply and divide by 10, 100, 1000, 0.1 and 0.01<br>• Multiply and divide integers and decimals<br>• Order of operations<br>Averages and range<br>• Mean, median, mode and range<br>Rounding and estimation<br>• Round to 1 significant figure<br>• Round to 2 or more significant figures<br>• Estimate answers to calculations | Graphing data<br>• Pictograms<br>• Bar charts, dual bar charts, composite bar charts<br>• Coordinates in the first quadrant<br>• Scatter graphs, correlation and lines of best fit<br>• Time series<br>• Non-linear relationships<br>Fractions, decimals and percentages<br>• Tenths, hundredths, thousandths, fifths, quarters and eighths<br>• Number lines with fractions and decimals<br>• Understand percentages<br>• Convert between fractions, decimals and percentages<br>• Equivalent fractions<br>• Compare and order fractions<br>• Fractions as division | • Directed number and number lines<br>• Compare and order directed numbers<br>• Calculations that cross zero<br>• Directed number and zero pairs<br>• Add and subtract directed numbers<br>• Multiply and divide directed numbers<br>• Order of operations with directed numbers<br>• Use a calculator with directed numbers<br>Fractions and percentages of amounts<br>• Fraction of an amount<br>• Use a fraction to find the whole<br>• Percentage of an amount (non-calculator and calculator methods)<br>• Percentage increase and decrease<br>Perimeter and area<br>• Convert metric units of length<br>• Perimeter of a polygon and of compound shapes<br>• Area of rectangles, parallelograms, triangles and trapezia<br>• Solve problems with area and perimeter | Speed, distance and time<br>• Convert between milliseconds, seconds, minutes and hours<br>• Convert between hours, days, months and years<br>• Solve problems with tables, timetables, time and calendars<br>• Calculate speed, distance and time<br>• Solve problems with speed, distance and time<br>• Draw and interpret distance-time graphs<br>Properties of numbers<br>• Multiples, factors and prime numbers<br>• Write a number as a product of prime factors<br>• Square, cube and triangular numbers<br>• Square roots and cube roots<br>• Highest common factor (HCF) and lowest common multiple (LCM) | Adding and subtracting fractions<br>• Simplify fractions<br>• Convert between mixed numbers and improper fractions<br>• Add and subtract fractions with the same denominator and with any denominators<br>• Add and subtract improper fractions and mixed numbers<br>Angles and polygons<br>• Draw and measure line segments and angles<br>• Understand and use geometric notation<br>• Angles around a point, angles on a straight line, vertically opposite angles<br>• Angles in triangles and quadrilaterals<br>• Solve problems with angles<br>• Parallel and perpendicular lines<br>• Angles in parallel lines |
| Science | Biology<br>✓ Intro lab safety and practical technique<br>✓ Variable in science<br>✓ Science writing<br>✓ Observing cells<br>✓ Using the microscope<br>✓ Plant and animal cells<br>✓ Specialised cells<br>✓ Microorganisms<br>✓ Movement of substances<br>✓ Levels of organisation<br>✓ Skeleton | Physics<br>✓ Energy stores<br>✓ Energy transfers<br>✓ Conservation of energy<br>✓ Thermal transfer<br>✓ Energy in food<br>✓ Introduction to forces<br>✓ Balanced and unbalanced<br>✓ Investigating friction<br>✓ Levers and moments<br>✓ Buoyancy<br>✓ Gravity, mass and weight<br>✓ | Chemistry<br>✓ Particle Model<br>✓ Brownian motion<br>✓ States of Matter<br>✓ Density<br>✓ Melting and Freezing<br>✓ More Changes of State<br>✓ Diffusion<br>✓ Atoms and elements<br>✓ Compounds<br>✓ Chemical Formula<br>✓ | Chemistry<br>✓ Chemical Reactions<br>✓ Physical reactions<br>✓ Word equations<br>✓ Conservation of mass<br>✓ Burning Fuels<br>✓ Thermal decomposition<br>✓ Acids and Alkalis<br>✓ Indicators and pH<br>✓ Neutralisation<br>✓ Making salts<br>✓ | Physics<br>✓ Waves<br>✓ Types of waves<br>✓ Sound waves<br>✓ The Ear<br>✓ How light travels<br>✓ Shadows<br>✓ Absorption of light<br>✓ Reflection<br>✓ Refraction<br>✓ The eye<br>✓ Dispersion and colour<br>✓ | Biology<br>✓ Adolescence<br>✓ Reproductive system - female<br>✓ Reproductive system - male<br>✓ Menstrual cycle<br>✓ Fertilisation and implantation<br>✓ Development of the foetus<br>✓ Plant reproduction<br>✓ Food chains and webs<br>✓ Ecosystem and biodiversity<br>✓ |
| Computing | Digital Life at HCC<br>• Purposeful iPad use and digital workflows<br>• Responsible online behaviour<br>• Privacy and digital footprints<br>• Misinformation and source reliability | Digital Life at HCC<br>• File management and digital organisation<br>• Creating digital guidance for younger pupils<br>• Planning, producing and refining digital media | Swift Playgrounds<br>✓ Sequencing commands and reading code<br>✓ Variables and program state<br>✓ Repetition and loops | Swift Playgrounds<br>✓ Selection and conditions<br>✓ Decomposition and debugging<br>✓ Applying programming constructs to challenges | Computer Systems<br>• Inputs, processes and outputs<br>• Hardware and software<br>• Roles of components within a system | Computer Systems and Physical Computing<br>• CPU, RAM and ROM<br>• micro:bit inputs, outputs and sensors<br>• Data logging and real-world problem solving |
| History | The Norman Conquest – Why was 1066 a year of crisis? How did William gain control in England?<br><br>Contenders to the throne; battles; William's problems; How did William control England? | Medieval England – What was life like in Medieval England? How did Medieval kings solve their problems?<br><br>Village life; religion; justice; Thomas Becket; Magna Carta; the Peasants Revolt | Early Modern England – Why was religion such a big issue of the age? How did Elizabeth make England more powerful?<br><br>Henry VIII'S great matter; religion; Elizabeth I – Mary Queen of Scots and The Spanish Armada; Roanoke | Civil War – Why was the 17th Century a turning point in English history?<br><br>King James; causes of the Civil War; how did life change; Oliver Cromwell; Restoration | Empire – Britain and Axum – How powerful was the British Empire? How important was the Aksum Empire?<br><br>The British Empire and the significance of it; importance of Aksum – Religion and golden age; Kingdom of Kush | Ancient Cornwall – Why is Cornwall different and how did it become a part of England?<br><br>Ancient Cornwall; Life in Ancient Cornwall; placenames; saints; kings; King Arthur. |
| Geography | Essential geography; An introduction to key concepts, how our earth has changed, our global climate, an introduction to development and population. | What is development?<br><br>How do we measure development? | Structure of the Earth<br><br>Earths tectonic plate boundaries<br><br>Volcanoes | Africa – plate tectonics, wildlife crime, colonialism and population demographics. | Coasts – weathering and erosion, landforms, coastal | Weather and climate |

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| | | Sustainable<br>Development Goals | | | management.<br>OS maps. | |
| RE | How do people in Cornwall express their spirituality through the arts? | How do people in Cornwall express their spirituality through the arts? | Why and how to the Buddha's teachings have meaning to people today? | Why and how to the Buddha's teachings have meaning to people today? | Why was Jesus so radical? | Why was Jesus so radical? |
| PE | Fundamental Movement Skills through:<br>Rugby<br>Netball<br>Badminton<br>Football<br>Hockey<br>Gymnastics | | Challenge through:<br>Football<br>Badminton<br>Hockey<br>Fitness<br>Gymnastics<br>Dance<br>Handball | | Self-Management & Responsibility through:<br><br>Athletics<br>Cricket<br>Rounders<br>Softball | |
| MFL<br>Spanish | Mi vida (part 1)<br>Introducing yourself and saying how you feel<br>Saying where you lare from and your nationality<br>Saying your age +birthday<br>Numbers 1-31<br>Phonic sounds | Mi vida (part 2)<br>Saying where I live and where I am from.<br>Expressing my opinions with cognates<br>Talking about my pets<br>Learning colours | Mi familia y mis amigos (part 1)<br>family members,<br>key personal information about family<br>Using larger numbers to give ages<br>Saying who I get on with in my family and why | Mi familia y mis amigos (part 2)<br><br>Describing myself and others in my family<br>Descriptions: hair, eyes, physical and personality | En el insti ( part 1)<br><br>Saying what I study<br>Learning the days of the week<br>Giving opinions on my school subjects | En el insti (part 2)<br><br>Saying what I do in different lessons<br>Learning about present tense verbs.<br><br>Encanto |
| Art | Foundations of artistic practice<br><br>Van Gogh<br>Jackson Pollock<br><br>Drawing skills<br>Pencil<br>Line, tone, form | Foundations of artistic practice<br><br>Van Gogh<br>Jackson Pollock<br><br>Mark making<br>Water based paint<br>Colour theory | Environmental art & Assemblage<br>Stefano Pilato | Card construction<br>Water based paint | Day of the Dead<br>Art of Mexico | Observational drawing<br>Mono-printing<br>Collagraphs<br>Paper mâché<br>textiles |
| Drama | Introduction to Skills and Techniques – Dramatic Conventions | | Introduction to script - Pantomime | | Introduction to Creating, Developing and Responding - Reflection | |
| Music | Project title<br>Samba (M1)<br>Lean on Me (keyboard room)<br>Notes on the stave (M2 – Keyboard room or M1)<br><br>Key words<br>Rhythm, Samba, crotchet, quaver, semiquaver, minim, crotchet rest, call and response, improvise, pulse<br>Note names, Scale, C major scale<br>Stave, treble clef, pitch<br><br>Skills<br><br>Notating, performing and composing with an understanding of rhythmic note values.<br>Developing musicality – sense of pulse<br>Singing. Learning the geography of the music keyboard. Playing scales and melodies with appropriate technique<br>Understanding notes on the stave. Reading music from staff notation. Building on from understanding of rhythm and geography of the keyboard | | Project Title<br>Structure - Canon (M1)<br>Structure – Ternary Form (Tech room)<br>Structure - Rondo (M1)<br>Instruments of the Orchestra (M2, M1 & Keyboard room)<br><br>Key words<br>Structure, canon<br>Structure, ternary form, texture, bass, chords, melody and percussion<br>Structure, rondo form, theme, episode<br>Violin, viola, cello, clarinet, flute, oboe, bassoon, French horn, Trumpet, trombone, tuba, timpani, orchestral bass drum, cymbals, xylophone, snare drum, triangle, glockenspiel, tuned/un-tuned percussion, woodwind, brass, strings, conductor<br><br>Skills<br>Ensemble performing, performing on classroom instruments (xylophones, metallophones etc.) group singing – Hey Mr Miller<br>Reinforcing all term 1 topics<br>Sequencing skills using Garage Band. Layering different elements (Melody, harmony, bass & percussion) effectively. Creating contrast to define different sections.<br>Group composing. Reading staff notation.<br>Aurally and visually recognising instruments<br>Reinforcing notes on the stave, rhythms and keyboard skills.<br>Singing – "Ode to Joy" | | Project Title<br>Film & Gaming Music (Tech Room)<br>Song Project (Tech room)<br>Key words<br>Tempo, dynamics, texture, cue-point<br>Chord, chord sequence, triad, bass, harmony, melody, percussion<br>Skills<br>Building on from ternary project, but students will be expected to perform parts in in real-time using midi keyboard as well as using loops<br>Reinforcing all term 1 topics<br>Group singing.<br>Sequencing skills using Garage Band.<br>Playing chords, | |
| D&T | <u>Design Cycle:</u> Intro. to D&T & the sequence of steps involved in a full project.<br><u>Mug Design Project:</u><br>Context & Brief: Introduce & analyse context, write a brief.<br>Research –<br>• *Freehand Sketching; Isometric; 1 Point Perspective; 2 Point Perspective;*<br>*Designing* – range of ideas, labelled & annotated, applying previously learnt techniques. | • Final Design – Working to scale<br>• *Make – Sublimation* – applying the design to the mug.<br>• *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements.<br><br><u>Salt & Pepper Pots:</u><br>Workshop H&S: *H&S* – Identifying Risks, Hazards & Controls.<br>Research – | Practical – *H&S* –<br>• *Pillar Drill; Sanding Machines; Shape Forming.*<br>• *Finishing* – Applying a suitable surface finish.<br>*Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements. | <u>Design Cycle:</u> Intro. to D&T & the sequence of steps involved in a full project.<br><u>Mug Design Project:</u><br>Context & Brief: Introduce & analyse context, write a brief.<br>Research –<br>• *Freehand Sketching; Isometric; 1 Point Perspective; 2 Point Perspective;* | • Final Design – Working to scale<br>• *Make – Sublimation* – applying the design to the mug.<br>• *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements.<br><br><u>Salt & Pepper Pots:</u><br>Workshop H&S: *H&S* – Identifying Risks, Hazards & Controls.<br>Research –<br>• *Materials & Production Techniques*: Natural & Manufactured timbers; Wood lamination. | Practical – *H&S* –<br>• *Pillar Drill; Sanding Machines; Shape Forming.*<br>• *Finishing* – Applying a suitable surface finish.<br>*Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements. |

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| | | • *Materials & Production Techniques*: Natural & Manufactured timbers; Wood lamination. | | *Designing* – range of ideas, labelled & annotated, applying previously learnt techniques. | | |
| Food | • L1 Food safety & hygiene: personal/food hygiene and safe routines<br>• L2-3 Croque Monsieur: demonstration and practical; safety & hygiene in action | • L4-5 Fruit crumble: Eatwell Guide and practical skills<br>• L6-7 Tomato ragu sauce: reduction, nutrients and sauce-making | • L8-9 Sausage rolls: food hygiene, storage and pastry skills<br>• L10-11 Vegetable gratin: gelatinisation and practical application | • L12-13 Fruit cakes: raising agents and cake-making<br>• L14-15 Fougasse bread: fermentation, dough making and shaping | • L16-17 Chicken goujons: food hygiene, raw chicken safety and enrobing | • L18-19 Scones: demonstration/practical and Bake Off challenge<br>• L20 Practical skills consolidation / evaluation |
| PSHCE | Health and Wellbeing<br>- Support your own transition into secondary school<br>- How do you keep each other safe in and out of school?<br>- What can you do in an emergency?<br><br>Assessment Question: How can you keep yourself safe? | Living in the wider world<br>- School subjects at work through Xello<br>- Interests in careers through Xello<br>- Time management in the workplace through Xello<br><br>Assessment Question: What have you learnt in this block on Xello? | Relationships and Sex Education<br>- What is my identity<br>- How do we challenge prejudice, stereotypes and discrimination<br>- How do you respond to bullying<br><br>Assessment Question: Can you give some examples of discrimination? | Health and Wellbeing<br>- How do you keep yourself healthy?<br>- What changes happens during puberty?<br>- What is personal space?<br><br>Assessment Question: How do you keep yourself healthy? | Relationships and Sex Education<br>- What does a good relationship look like?<br>- What does a healthy romantic relationship look like?<br>- How does the media effect our relationships?<br><br>Assessment Question: What does and healthy and unhealthy relationship look like? | Living in the wider world<br>- How do I manage my finances?<br>- What is ethical consumerism?<br>- How can I stay safe when spending?<br><br>Assessment Question: How can you save money? |

**KS3 CURRICULUM - YEAR 8**

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | Understanding Gothic Fiction – Extract booklet<br>Key 'over-arching' question: What are the convention of Gothic fiction? | Conflict Poetry- War<br>What impact does context and language have on meaning? | Sherlock-Detective fiction.<br>What conventions are there in the genre? | Non-fiction writing<br>What conventions make up different types of non-fiction writing? | Shakespeare: A Midsummer Nights Dream<br>How is power presented in the play? | Novel: My Sister Lives on the Mantelpiece<br>Key 'over-arching' question: How do authors explore a range of themes in fiction writing? How do authors build character and plot? |
| Maths | Ratio<br>• Understand ratio<br>• Solve ratio problems (given the whole, a part or the difference)<br>• Simplify ratios<br>• Express ratios in the form 1 : n or n : 1<br>• Compare ratios and fractions<br>• Solve problems with ratio<br>Proportion and scale<br>• Direct proportion<br>• Conversion graphs<br>• Convert between currencies<br>• Direct proportion graphs<br>• Similar shapes<br>• Convert metric units<br>• Scale diagrams<br>• Interpret maps using scale and ratios<br>Algebraic manipulation<br>• Form algebraic expressions<br>• Use formulae, expressions, identities and equations<br>• Simplify expressions<br>• Use directed number with algebra<br>• Substitution with directed number<br>• Expand a single bracket; factorise into a single bracket<br>• Expand single brackets and simplify<br>• Expand double brackets | Coordinates and graphs<br>• Coordinates in all four quadrants<br>• Lines parallel to the axes<br>• Recognise and use the line $y = x$ and lines of the form $y = mx$<br>• Gradients and lines with negative gradients<br>• Lines of the form $y = x + c$<br>• Lines of the form $y = mx + c$<br>• Solve problems with coordinates and graphs<br>Multiplying and dividing fractions<br>• Multiply a fraction by an integer<br>• Multiply fractions<br>• Understand reciprocals<br>• Divide an integer by a fraction and a fraction by an integer<br>• Divide fractions<br>• Multiply and divide mixed numbers<br>Symmetry and reflection<br>• Line symmetry<br>• Rotational symmetry<br>• Reflect a shape in a horizontal, vertical or diagonal mirror line | Area, volume and density<br>• Name 2D and 3D shapes<br>• Area of 2D shapes<br>• Area of compound shapes<br>• Recognise prisms<br>• Volume of cubes and cuboids<br>• Convert metric units of mass and capacity<br>• Understand units of density, mass and volume<br>• Solve problems with density, mass and volume<br>Equations and inequalities<br>• Solve 1 and 2-step equations<br>• Solve more complex equations and fractional equations<br>• Form and solve equations<br>• Solve equations with unknowns on both sides<br>• Understand and use inequalities<br>• Form and solve inequalities<br>Indices<br>• Add and subtract expressions with indices<br>• Multiply and divide expressions with indices<br>• Addition and subtraction laws for indices<br>• Powers of powers, negative indices | Standard form<br>• Positive and negative powers of 10<br>• Numbers greater than 1 in standard form<br>• Numbers between 0 and 1 in standard form<br>• Standard form on a calculator<br>Percentages<br>• Percentage of an amount<br>• Convert between percentages and decimals<br>• Percentage increase and decrease using a multiplier<br>• Express one number as a fraction or percentage of another number<br>• Percentage change<br>• Find the original value given a percentage<br>Interpret and represent data<br>• Types of data<br>• Averages and range<br>• Outliers and errors<br>• Choose the most appropriate average<br>• Compare distributions using average and the range<br>• Averages from ungrouped frequency tables<br>• Represent and interpret grouped data | Angles in parallel lines and polygons<br>• Basic angle rules and notation<br>• Alternate, corresponding and co-interior angles<br>• Solve problems with angles in parallel lines<br>• Properties of special quadrilaterals and their diagonals<br>• Find unknown lengths and angles in special quadrilaterals<br>• Exterior and interior angles of polygons including regular polygons<br>Circles<br>• Circle vocabulary<br>• Circumference of a circle<br>• Perimeter of parts of a circle<br>• Area of circles and parts of a circle<br>• Perimeter and areas of compound shapes with circles<br>Tables and probability<br>• Probability vocabulary and the probability scale<br>• Probability of a single event<br>• Use 'probabilities sum to 1'<br>• Probability experiments<br>• Probabilities from sample space diagrams, two-way tables and frequency trees | Sequences<br>• Generate and describe a sequence given a rule in words<br>• Generate a sequence given a simple algebraic rule<br>• nth term of a linear sequence<br>Graphs and charts<br>• Pictograms and bar charts<br>• Vertical line charts<br>• Draw and interpret pie charts<br>• Line graphs<br>• Choose the most appropriate graph<br>• Compare distributions using graphs<br>• Misleading graphs and charts |
| Science | Biology<br>- Nutrients and diet<br>- Food tests theory<br>- Digestive system<br>- Bacteria and enzymes in digestion<br>- The respiratory system<br>- Lungs<br>- Heart | Chemistry<br>- Atoms and elements<br>- Metals and non-metals<br>- Groups of the periodic table<br>- Elements of group 1<br>- The elements of group 7<br>- The elements of group 0<br>- Mixtures & compounds | Physics<br>- The solar system<br>- The structure of the universe<br>- Light years<br>- The earth and its seasons<br>- The moon and satellites<br>- Gravity<br>- Speed | Physics<br>- Circuit components<br>- Current in series and parallel circuits<br>- Potential difference in series and parallel circuits<br>- Resistance and Ohm's Law<br>- Resistance of a wire | Biology<br>- Photosynthesis<br>- Investigating photosynthesis<br>- Limiting factors<br>- Structure of a leaf<br>- How do plants use glucose?<br>- Aerobic Respiration<br>- Anaerobic respiration | Chemistry<br>- Metal reactions with oxygen<br>- Metal reactions with water<br>- Metal acid reactions<br>- Displacement reactions<br>- Extracting metals<br>- Ceramics<br>- Polymers |

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| | ˅ Drugs & Alcohol<br>˅ Smoking and vaping<br>˅ Bacteria and viruses<br>˅ Immunity | ˅Solutions and solubility<br>˅Filtration and Evaporation<br>˅Distillation<br>˅Chromatography | ˅Distance-time graphs<br>˅Investigating speed | ˅ National grid<br>˅ Magnets and magnetic fields<br>˅ The Earth's magnetic field and compasses<br>˅ Electromagnets<br>˅ Static electricity | ˅ Effects of exercise on the body<br>˅ Anaerobic respiration in microbes | ˅ Composites |
| Computing | Big Data<br>• Data sources and organisational uses<br>• Designing survey questions<br>• Collecting and organising data<br>• Cleaning, sorting and filtering | Big Data<br>• Spreadsheet functions including COUNTIF and IF<br>• Data visualisation and chart selection<br>• Analysing findings and recognising limitations | Data Representation<br>• Binary and hexadecimal<br>• Character representation using ASCII<br>• Data storage units and conversions | Networks and the Internet<br>• Network components and connections<br>• Packets and addressing<br>• Applying network concepts to scenarios | Artificial Intelligence and Machine Learning<br>• AI concepts and applications<br>• Training data, patterns and decisions | Artificial Intelligence and Machine Learning<br>• Decision trees and classification<br>• Bias, fairness, privacy and ethics<br>• Building, testing and evaluating a simple model |
| History | Slavery – What was the Trans-Atlantic Slave Trade and how did it end?<br><br>Trade triangle; plantations; resistance; William Wilberforce; abolition; Olaudah Equiano | Industrial Revolution – How did Britain change between 1750 and 1900?<br><br>Changes; factories; mining; towns; protest | Suffrage – How did women get the vote?<br><br>Arguments for and against votes for women; difference between suffrage and suffragette; hunger strikes; propaganda; Emily Davison; How did women win the vote | Civil Rights in the UK and USA – How black people gain equal rights?<br><br>Long term effects of American Civil War - reconstruction, Jim Crow laws; The 100 years between Lincoln and MLK speech; Emmet Till; Comparison with Malcolm X; Malcolm X visit to Smethwick; Windrush; Race Relations; Modern Britain | First World War – What was the cause of WWI and what were conditions like during the war?<br><br>Long term causes of World War 1; Short term causes; Propaganda; Soldiers of the Empire; Soldiers in the trenches; Trench warfare; non-combat roles; The end of the war | Russian Revolution – How was the outcome of the Russian Revolution?<br><br>Bloody Sunday; The 1917 Revolution; Consequences of the Revolution; Life in Communist Russia; Stalin; How far did life change for people in Russia? |
| Geography | Population and Resources – How do populations change? | Me @ 25 – How does geography affect my future? Exploring rural to urban migration, push and pull factors and careers (employment sectors). | Extreme weather and climate change – Why is the worlds weather becoming more extreme? | Russia – How has geography shaped Russia? | What is the impact of globalisation? | Why are rivers important? |
| RE | What is good and challenging about being a British Muslim Teenager? | What is good and challenging about being a British Muslim Teenager? | How do Sikh's put ideas of equality and service into practice? | How do Sikh's put ideas of equality and service into practice? | Why don't Hindus want to be reincarnated and what do they do about it? | Why don't Hindus want to be reincarnated and what do they do about it? |
| PE | Teamwork through:<br>Rugby<br>Netball<br>Football<br>Badminton<br>Gymnastics<br>Dance<br>OAA | | Creativity through:<br>Football<br>Fitness<br>Hockey<br>Badminton<br>OAA<br>Dance<br>Gymnastics | | Resilience through:<br><br>Athletics<br>Rounders<br>Cricket<br>Softball | |
| MFL Spanish | Mi vida en casa<br>Describing my daily routine<br>Using time and Frequency Phrases<br>Giving my opinions on food and drink | Mi vida en casa<br>Giving opinions on food and drink (cont…)<br>Balancing adjectives<br>Bringing together food and routine | Mi vida en casa<br>Talking about weather and freetime activities<br>Talking about what I do in different weather conditions<br>Talking about what other people do in their free time. | Mi tiempo libre<br>Talking about the clothes I wear<br>Adjectival agreement with colours<br>Talking about a future weekend<br>Using the immediate future tense | Mi barrio<br>Saying where I live<br>Describing my neighbourhood<br>Saying what activities can be done there<br>Using se puede +inf | Mi barrio<br>Describing what I did in my region<br>Using the preterite tense |
| Art | The Gothic<br>Gargoyles<br><br>Collage<br>Chalk & charcoal<br>Idea generation | The Gothic<br>Gargoyles<br><br>Thumb Pots<br>3D clay construction<br>Applying texture | Text in Art / Jabberwocky Illustrations<br>Lewis Carroll<br>Tom Phillips<br>Quentin Blake | Text in Art / Jabberwocky Illustrations<br>Visual interpretation<br>Using and blending watercolour<br>Mark making<br>Composing imagery<br>Digital editing | Plastic Pollution<br>Yellena James<br>Kerby Rosannes<br><br>Digital photomontage<br>Pen and watercolour | Plastic Pollution<br>Yellena James<br>Kerby Rosannes<br><br>Digital photomontage<br>Pen and watercolour |
| Drama | Developing Skills and Techniques – Slapstick Comedy | | Developing use of Script - Shakespeare | | Exploring Creating, Developing and Responding - Fame | |
| Music | Project Title<br><br>African Drumming (M1)<br>Four-Chord Song (Keyboard Room)<br><br>Key Words<br>Rhythm, Note Values, time signature, crotchet quaver, semiquaver, minim. Djembe, call and response.<br>Chord, Triad, Harmony, Bass, Melody, arpeggio/broken chord<br>Chord, Triad, Harmony, Bass, Melody, arpeggio/broken chord<br><br>Skills<br>Recap note values from year 7 but adding "Red" rhythms (dotted rhythms etc.). Composing, ensemble performing/time keeping, teamwork. Coordination<br>Chord construction, keyboard skills, ensemble skills, reading notes on the stave. | | Project Title<br>The Blues (M1/Tech room)<br>(Bridges spring and summer term)<br>Minor Scales (Keyboard Room)<br>Key Words<br>12-bar blues, Improvising, Sharps and Flats, Melody, Bass, Chords, blues scale. Notes on the treble stave.<br>Minor Scale, Chord, chord sequence, triad, bass, harmony, melody, chorus, verse.<br>Skills<br>Ensemble performing, Walking bass, Chords construction, improvisation, lyric writing (optional)<br>Group singing, keyboard skills, playing chords with black notes. | | Project Title<br>Programme Music (M1/Tech room)<br>Song Project (Tech room)<br>Key Words<br>Pitch, Tempo, Dynamics, Texture, Chromatic or Whole tone scale<br>Chord, chord sequence, triad, bass, harmony, melody, percussion<br>Skills<br>Composing with an awareness of elements, Ensemble skills, Instrument identification/aural analysis<br>Group singing.<br>Sequencing skills using Garage Band.<br>Finding primary and secondary chords in the key of C major | |

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| D&T | Sustainable Design – Storage<br>• *Context, Brief & Product Analysis* – Analysing the context; writing a brief; researching existing products (ACCESS FM)<br>• *Research* – Sustainability – Environmental impact of products & decisions.<br>• *Specification & Initial ideas* – Key features planned, drawing focus to their importance.<br>• *Practical* – Work carried out, following guidance to create, assemble the framework for the box. | • *Design – Technical drawing* – Isometric Drawing of the final idea, planned in line with the specification.<br>• *Practical* – Work carried out, following guidance to create, assemble & finish key components.<br>• *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements.<br>Bug Torch<br>• *Context, Brief & Specification* – Analysing the context; writing a brief; researching existing products (ACCESS FM)<br>• *Design* – A range of ideas, labelled & annotated | • . *Practical* – Creating & utilising templates; making use of appropriate techniques shape acrylic, to suit the chosen design.<br>• *Practical* – Making use of appropriate techniques to shape, file, sand & finish the acrylic, to suit the chosen design.<br>• *Practical* – Creating & assembling the other components to create the chosen design. (foam insert; battery & LED; vinyl design)<br>*Practical Evidence* – Making Diary – the production process documented by steps<br>Sustainable Design – Storage<br>• *Context, Brief & Product Analysis* – Analysing the context; writing a brief; researching existing products (ACCESS FM)<br>• *Research* – Sustainability – Environmental impact of products & decisions.<br>• *Specification & Initial ideas* – Key features planned, drawing focus to their importance.<br>• *Practical* – Work carried out, following guidance to create, assemble the framework for the box. | | • *Design – Technical drawing* – Isometric Drawing of the final idea, planned in line with the specification.<br>• *Practical* – Work carried out, following guidance to create, assemble & finish key components.<br>• *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements.<br>Bug Torch<br>• *Context, Brief & Specification* – Analysing the context; writing a brief; researching existing products (ACCESS FM)<br>• *Design* – A range of ideas, labelled & annotated<br>• *Practical* – Creating & utilising templates; making use of appropriate techniques shape acrylic, to suit the chosen design.<br>• *Practical* – Making use of appropriate techniques to shape, file, sand & finish the acrylic, to suit the chosen design.<br>• *Practical* – Creating & assembling the other components to create the chosen design. (foam insert; battery & LED; vinyl design)<br>• *Practical Evidence* – Making Diary – the production process documented by steps. | |
| Food | • L1 Food poisoning & the 4 Cs: cleaning, cooking, chilling and cross-contamination<br>• L2-3 Chicken fajitas: raw chicken safety, knife skills, marinade and practical | • L4-5 Bolognese: reduction sauce, safe knife skills, nutrition and Eatwell Guide<br>• L6-7 Bread rolls: yeast, fermentation, kneading, proving and shaping | • L8-9 Fruit muffins: baking skills and functions of ingredients<br>• L10-11 Christmas puff pastry: pastry shaping, preparation and presentation | • L12-13 Burgers: meat handling, shaping and safe cooking<br>• Practical evaluation and skill refinement | • L14-15 Fresh pasta & roux sauce: pasta shaping, gelatinisation/thickening and sauce-making<br>• L16-17 Thai green curry: cuisine, raw meat safety, heat control and practical skills | • L18-19 Swiss roll: whisked sponge, aeration, rolling and presentation<br>• Practical skills review and evaluation |
| PSHCE | Health and Wellbeing<br><br>Lesson 1: Are all drugs dangerous?<br><br>Lesson 2: What are the risks of energy drinks, alcohol, tobacco and nicotine?<br><br>Lesson 3: What influences me? | Living in the wider world<br><br>Lesson 1: Discover learning pathways (Xello)<br><br>Lesson 2: Explore learning styles (Xello)<br><br>Lesson 3: Biases and career choices (Xello) | Relationships and Sex Education<br><br>Lesson 1: How do I develop and maintain healthy relationships?<br><br>Lesson 2: What is gender and sexual identity?<br><br>Lesson 3: How is consent communicated?<br><br>Lesson 4: How do I reduce online risk? | Health and Wellbeing<br><br>Lesson 1: Why is it important to talk about mental health?<br><br>Lesson 2: How do we develop mental resilience?<br><br>Lesson 3: What are healthy copying strategies? | Relationships and Sex Education<br><br>Lesson 1: How do we manage influence?<br><br>Lesson 2: How can we respect people's gender identify and challenge discrimination when we see it?<br><br>Lesson 3: What is racism and how do we challenge it? | Living in the Wider World<br><br>Lesson 1: Digital literacy<br><br>Lesson 2: Staying safe online<br><br>Lesson 3: The online world |

**KS3 CURRICULUM - YEAR 9**

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| English | Novel: Small Things Like These<br>Key 'over-arching' question: How do authors explore a range of themes in fiction writing? How do authors build character and plot? | Narrative writing: Structure.<br><br>How do writer's structure texts for impact? | Non-fiction writing<br><br>How do different texts type adapt conventions to appeal to the reader? | Shakespeare: Macbeth<br>Key 'over-arching' question: How are the conventions of Greek Tragedy used in Shakespeare's plays? How does context impact production and reception? | GCSE Power and Conflict Poetry<br>Key 'over-arching' question: How are the ideas of Power and Conflict depicted in the first 6 poems? How does context impact production and reception? | GCSE Power and Conflict Poetry<br>Key 'over-arching' question: How are the ideas of Power and Conflict depicted in the first 6 poems? How does context impact production and reception? |
| Maths | Properties of numbers<br>• Factors, multiples and primes<br>• Write a number as a product of prime factors<br>• Highest common factor (HCF ) and lowest common multiple (LCM)<br>• Venn diagrams<br>• Using a Venn diagram to calculate HCF and LCM<br>• Integers, real numbers and rational numbers<br>Percentages<br>• Percentage increase and decrease<br>• Express a change as a percentage<br>• Find the original value after a percentage change<br>• Solve problems with percentages<br>• Repeated percentage change<br>• Simple and compound interest<br>Area and volume<br>• Nets<br>• Areas of 2D shapes<br>• Area and circumference of circles<br>• Surface area of cubes and cuboids<br>• Volume of a prism<br>• Volume of a cylinder | Equations, inequalities and formulae<br>• Solve equations and inequalities, including with brackets and unknowns on both sides<br>• Solve problems with equations and inequalities<br>• Substitute into formulae and equations<br>• Change the subject of 1 and 2-step formulae<br>Fractions<br>• Add and subtract fractions<br>• Multiply and divide fractions<br>• Find fractions of amounts<br>Rates<br>• Speed, distance and time<br>• Distance-time graphs<br>• Flow problems and their graphs<br>• Rates of change and their units<br>Standard form<br>• Numbers in standard form<br>• Compare and order numbers in standard form<br>• Multiply and divide numbers in standard form<br>• Add and subtract numbers in standard form | Maths and money<br>• Understand a bank account<br>• Value Added Tax<br>• Ways to save<br>• Jobs and pay<br>• Investments<br>• Borrowing (mortgages and loans)<br>• Running a house or business<br>• Budgeting<br>• Spending overseas<br>• Insurance<br>Straight line graphs<br>• Lines parallel to the axes<br>• $y = x$ and $y = -x$<br>• Explore gradients and intercepts<br>• $y = mx + c$<br>• Find the equation of a line from a graph<br>• Interpret gradients and intercepts of real-life graphs<br>Ratio and proportion<br>• Direct proportion and conversion graphs<br>• Inverse proportion<br>• Ratio problems (whole or part given) | Constructions and congruency<br>• Draw and measure angles<br>• Accurately draw triangles using ASA, SAS and SSS<br>• Construct an angle bisector, a perpendicular bisector and a perpendicular from or to a point<br>• Accurately draw more complex polygons<br>• Identify congruent shapes<br>• Congruent triangles<br>Similarity<br>• Recognise enlargement and similarity<br>• Work out unknown lengths and angles in similar shapes<br>• Solve problems with similar triangles<br>Algebraic manipulation<br>• Expand single brackets and simplify<br>• Factorise into a single bracket<br>• Expand double brackets<br>• Use identities<br>• Factorise quadratic expressions | Pythagoras' Theorem<br>• Solve equations with squares or square roots<br>• Identify the hypotenuse<br>• Determine whether a triangle is right-angled<br>• Use Pythagoras' Theorem to find the hypotenuse<br>• Use Pythagoras' Theorem to find any side<br>• Use Pythagoras' Theorem on coordinate axes<br>Non-linear graphs<br>• Substitute into quadratic expressions<br>• Draw and interpret quadratic graphs<br>• Reciprocal and exponential graphs<br>• Draw and interpret cubic graphs<br>Sets and probability<br>• Identify and represent sets<br>• Intersection and union of sets<br>• Probability of a single event<br>• Use diagrams to work out probabilities<br>• Relative frequency<br>• Expected outcomes<br>• Independent events<br>• Probabilities from Venn diagrams | Transformations<br>• Enlargement including from a point and with a positive, fractional or negative scale factor<br>• Describe an enlargement<br>• Rotation about a point<br>• Describe a rotation<br>• Translation<br>• Describe a translation<br>• Reflection<br>Simultaneous equations<br>• Introduction to simultaneous equations<br>• Solve simultaneous equations using graphs<br>• Solve simple simultaneous equations using elimination<br>• Manipulating equations<br>Trigonometry<br>• Identify the hypotenuse, adjacent and opposite sides<br>• Use the tangent, sine and cosine ratios to find unknown lengths<br>• Use the tangent, sine and cosine ratios to find unknown angles<br>• Choose appropriate methods to solve problems with right-angled triangles |
| Science | • Energy stores and transfers<br>• Sankey diagrams and efficiency | • The microscope<br>• Animal and plant cells<br>• Eukaryotic and Prokaryotic | • Particle Model, States of Matter<br>• Atoms, elements and compounds | • Bonding and ion formation<br>• Ionic formulae | • Displacement reactions<br>• Metal and acid reactions<br>• Metal carbonate reactions | • Photosynthesis<br>• Rate of photosynthesis<br>• Limiting factors |

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| | • Energy and work<br>• Gravitational energy<br>• Kinetic energy<br>• Conservation of energy<br>• Conduction and convection<br>• Radiation<br>• Non-renewable sources<br>• Renewable resources | • Specialist animal cells<br>• Specialist plant cells<br>• Exchanging material<br>• Mitosis and the cell cycle<br>• Differentiation<br>• Stem cells<br>• Diffusion<br>• Osmosis<br>• Active transport | • Separation of mixtures<br>• Atomic structure<br>• Electron structure<br>• Atoms, ions and isotopes<br>• Metal and non-metals<br>• Group 1 chemistry<br>• Group 7 chemistry | • Properties of ionic compounds<br>• Covalent bonds<br>• Properties of covalent compounds<br>• Comparison of bonding<br>• Metallic bonding<br>• Properties of metals | • Acid and Alkali/Bases<br>• Making salts<br>• Endothermic reactions<br>• Exothermic reactions | • How plants use glucose<br>• Making the most of photosynthesis<br>• Aerobic respiration<br>• Anaerobic respiration<br>• Metabolism and the liver<br>• Response to exercise |
| Computing | Python Foundations<br><br>Input, output, variables and data types<br><br>Selection using IF, ELIF and ELSE<br><br>Boolean conditions and FOR loops | Python Foundations<br><br>• WHILE loops<br>• Combining programming constructs<br>• Debugging, tracing and problem solving | Images and Sound Representation<br>• Bitmap and vector images<br>• Pixels, resolution and colour depth<br>• Digital sound and sampling | Images and Sound Representation<br>• Sample rate and bit depth<br>• Quality and file-size trade-offs<br>• Image and sound compression<br>• Applying representation concepts | Python Plus<br>• Functions and decomposition<br>• Refining, debugging and evaluating larger programs | Cyber Security<br>• Personal data and social engineering<br>• Malware, ransomware and DDoS attacks<br>• Ethical and unethical hacking<br>• Protection against cyber threats |
| History | Rise of Adolf Hitler – How did Hitler rise to power and what effect did this have on the German people?<br><br>1920s Germany; democracies and life within them, why support Hitler? Life in Nazi Germany; control; youth; opposition; women and workers; | The Second World War – How were Germany defeated in war?<br><br>Causes; Turning Points; Dunkirk - the myth; Theatres of war – Europe; Theatres of war – Pacific; Theatres of war - North Africa; Can the use of the atomic bomb be justified? Extended writing; legacy of the Second World War | The Holocaust – How was Hitler able to kill 6 million people?<br><br>Jewish life before the war; Increasing persecution; Persecution of other minority groups; Ghettos; Bergen - Belsen; Auschwitz; Jewish Resistance | Post War Britain – what was life like after World War 2?<br><br>British response to the Holocaust; NHS then and now; Political Spectrum and Post War Consensus; Britain's Place in the World (The World Stage); C20th Protest; LGBTQ+ History; Miners Strike; End of Consensus; | The Cold War – Why did the Cold War ever get hot?<br><br>Ideologies and the Grand Alliance; The Arms Race; Uprisings - Hungary and the Prague Spring; The Bay of Pigs and Cuban Missile Crisis; The Berlin Wall; The Space Race; Detente 1969 - 1979 | Migration to Britain – Why did people migrate to Britain and what were their experiences like?<br><br>Why did people want to invade Britain 2000 years ago?; How Black was Britain in 1600?; What influence did religion have in migration in Britain? (Huguenots); Why did so many Irish people end up in Britain?; How did migration influence the way Cornwall looks?; How did World War I affect migration to Britain?; Why did so many people leave the Caribbean for Britain?; Why did so many people from South Asia migrate to Britain |
| Geography | Human and physical features of the Middle East<br><br>Population distribution and structures<br><br>Development in the Middle East | Measuring and predicting earthquakes<br><br>Tsunamis<br><br>Development and tectonic hazards | Tropical Rainforests<br><br>Opportunities and challenges in tropical rainforests<br><br>Should palm oil production continue? | What are glaciers?<br><br>Glacial processes and landforms<br><br>Opportunities and challenges in glacial landscapes<br><br>An introduction to Antarctica | Sustainable development and resources<br>Food, water and energy distribution and consumption<br>How is Singapore sustainable?<br>Development and resource use | Fantastic places – An end of KS3 topic that<br><br>focuses on specific places and locations where geographical concepts are applied. E.g. Kiribati, Uluru, Atacama desert, The North Pole. |
| RE | Should Christians be greener than everyone else? (Stewardship) | Should Christians be greener than everyone else? (Stewardship) | From Chapels to Stone Circles: How is belief transforming in the Duchy? | From Chapels to Stone Circles: How is belief transforming in the Duchy? | Why is there suffering? Are there any good solutions? Christianity/ Buddhism/ Humanism | Why is there suffering? Are there any good solutions? Christianity/ Buddhism/ Humanism |
| PE | Leadership through:<br><br>Rugby<br>Netball<br>Football<br>Fitness<br>Pickleball<br>Handball<br>Table Tennis<br>Exercise to Music | | Outwitting an opponent through:<br><br>Football<br>Fitness<br>Hockey<br>Handball<br>Table Tennis<br>Pickleball<br>OAA | | Empathy through:<br><br>Athletics,<br>Cricket<br>Rounders<br>Softball | |
| D&T | <u>Automata - Cam Toy</u><br>• Context, Brief & Specification - Gain an understanding of what the project is about & begin the planning of their own project.<br>• *Research* – Mechanisms – cams & movements research.<br>• *Design* – Using inspiration to generate shapes & ideas for the topper, background & cam shape.<br>• *CAD/ CAM* – Transferring initial designs, for the topper, background & cam shape, to 2D Design, to be cut on the laser cutter.<br>*Practical* – Using appropriate techniques to shape & finish chosen materials, to create framework<br>• *Practical* – Using appropriate techniques to shape & finish chosen materials, to suit individuals chosen designs; Assembling components for final finishing.<br>• *Evaluation* – Work is compared to the initial specification, Personal opinion, Opinion of others & suggested improvements.<br><br><u>Pewter Casting Project:</u><br>• *Context, Brief & Product Planning* – Exploring the context.<br>• *Research* – Materials research – Metals; *Homework – Icon/ symbol Research.*<br>• *Design* – Using inspiration to generate shapes & ideas.<br>• *Design* – Develop & create the mould template<br>• *Practical – Mould Making* – Creating a template; Using appropriate techniques to shape & finish the mould, ready for casting. | | • *Practical – Mould Making* – Creating a template; Using appropriate techniques to shape & finish the mould, ready for casting.<br>• *Practical – Casting* – Working with pewter to cast into mould.<br>• *Practical – Finishing* – Using appropriate methods to shape & finish the cast.<br>*Practical Review* – Making Diary – Overview of the production processes, tools & equipment outlined to help document the practical processes involved with creating the final product<br><u>Automata - Cam Toy</u><br>• Context, Brief & Specification - Gain an understanding of what the project is about & begin the planning of their own project.<br>• *Research* – Mechanisms – cams & movements research.<br>• *Design* – Using inspiration to generate shapes & ideas for the topper, background & cam shape.<br>• *CAD/ CAM* – Transferring initial designs, for the topper, background & cam shape, to 2D Design, to be cut on the laser cutter.<br>• *Practical* – Using appropriate techniques to shape & finish chosen materials, to create framework | | • *Practical* – Using appropriate techniques to shape & finish chosen materials, to suit individuals chosen designs; Assembling components for final finishing.<br>• *Evaluation* – Work is compared to the initial specification, Personal opinion, Opinion of others & suggested improvements.<br><br><u>Pewter Casting Project:</u><br>• *Context, Brief & Product Planning* – Exploring the context.<br>• *Research* – Materials research – Metals; *Homework – Icon/ symbol Research.*<br>• *Design* – Using inspiration to generate shapes & ideas.<br>• *Design* – Develop & create the mould template<br>• *Practical – Mould Making* – Creating a template; Using appropriate techniques to shape & finish the mould, ready for casting.<br>• *Practical – Mould Making* – Creating a template; Using appropriate techniques to shape & finish the mould, ready for casting.<br>• *Practical – Casting* – Working with pewter to cast into mould.<br>• *Practical – Finishing* – Using appropriate methods to shape & finish the cast.<br>• *Practical Review* – Making Diary – Overview of the production processes, tools & equipment outlined to help document the practical processes involved with creating the final product. | |
| Food | • L1 Food misinformation: evaluating food information and choices<br>• L2-3 Vegetable stir fry: precision knife cuts, nutrients and practical | • L4-5 Gluten-free chocolate brownies: food choice, allergies/intolerances and special diets<br>• L6-7 Pot noodle: processed foods and practical application | • L8-9 Shortcrust pastry tarts/mince pies: pastry skills and Christmas cooking<br>• L10 Yule log: celebration cooking, demonstration and practical | • L11-12 Pizza: international food, yeast and fermentation<br>• L13-14 Meatballs & reduction sauce: HACCP, meat safety and sauce-making | • L15-16 Macaroni cheese OR fresh pasta & roux sauce: pasta/sauce skills and food science | • L17-19 Mini GCSE-style NEA project: protein foods; research, planning and savoury practical |

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| MFL Spanish | mis planes<br>Talking about the hobs my family do<br>Saying where they work<br>Giving opinions in the 3rd person | Mis planes<br><br>Talking about my future study plans<br>Talking about my general future plans<br>Saying who I admire<br>Extension: Why study a language | Todo sobre mi vida<br>Using mobile phones and apps<br>Opinions on social media and apps<br>Hispanic music and opinions<br>Tv programs and films<br>Role-plays : going to the cinema<br>Describing what you did last weekend – preterit tense | | ¡A comer!<br>Saying what food you like and dislike using a wider range of opinions<br>Describing meal times<br>Using 3 tenses<br>Ordering a meal in a restaurant<br>Discussing buying for a party<br>Healthy eating | ¿Qué hacemos?<br>Arranging to go out te gustaría +infinitive<br>Making excuses – using 'querer' and 'poder'<br>Discussing getting ready to go out – reflexive verbs Talking about clothes – future tense<br>Describing events using 3 tenses |
| Art | Urban<br>Stephen Wiltshire<br>Wilfred Lang<br><br>Cityscape composition<br>Drawing skills<br>Perspective<br>Watercolour | Urban<br>Stephen Wiltshire<br>Wilfred Lang<br><br>Cityscape composition<br>Drawing skills<br>Perspective<br>Watercolour | Urban<br>Stephen Wiltshire<br>Wilfred Lang<br>Henrique Folster<br><br>Cityscape composition<br>Drawing skills<br>Perspective<br>Watercolour | Rural<br>Kurt Jackson<br>Landscape and seascape<br><br>Landscape composition<br>Mark-making<br>Watercolour and acrylic | Rural<br>Kurt Jackson<br>Landscape and seascape<br><br>Landscape composition<br>Mark-making<br>Watercolour and acrylic | Rural<br>Kurt Jackson<br>Landscape and seascape<br><br>Landscape composition<br>Mark-making<br>Watercolour and acrylic |
| Drama | Advanced Skills and Techniques - Physical Theatre | | Advanced use of Script – Our Day out | | Advanced Creating, Developing and Responding | |
| Music | Project Title<br>African Drumming 2<br>Film Music (M1/Tech room)<br>Key Words<br>Tied notes, Syncopation, Polyrhythm<br>Pedal notes, Chromatic scale, Ostinato, Cluster chord, cue-point, Texture, Pitch, Tempo and Dynamics, Sting<br>Skills<br>Recap note values from year 8 but adding previous "Red" rhythms (dotted rhythms etc.) are replaced with syncopated rhythms using tied notes. Composing, ensemble performing/time keeping, teamwork. coordination notating and performing complex syncopated rhythms (incl. ties).<br>Sequencing skills, composition using technology, aural analysis, Ensemble skills | | Project Title<br>Theme & Variations (M1)<br>Jazz (M1)<br>Key Words<br>Pedal notes, Ostinato, Texture, Pitch, Tempo and Dynamics, Canon, Chords/harmony, major/minor, rhythm, counter-melody.<br>Swing rhythm, syncopation, improvisation, chords, melody, bass, Call and response<br>Skills<br>Reading notes on the stave and understanding note values. Working out primary and secondary chords. Composing in G major, F major and relative minors, recognising instruments of the orchestra<br>Group singing, ensemble skills, improvising, arranging/structure, aural analysis | | Project Title<br>Programme Music / In the Hall of the Mountain King (Tech room)<br>Song Writing (M1)<br><br>Key Words<br>Pitch, Tempo, Dynamics, Texture, conjunct, triadic, descending/ascending sequence, 4-bar balanced phrases, chromatic<br><br>Primary chords, secondary chords, major scales up to four sharps and four flats, triad, arpeggio/broken chord, Modulation (Extension task)<br><br>Skills<br>Sequencing skills and understanding instruments of the orchestra. Gaining an appreciation of the "great" composers. Composing a melodic theme for a character.<br>Composing a chord sequence and complementary bass line. Composing a melody, lyric writing. Ensemble skills. | |
| PSHCE | Health and Wellbeing<br><br>Lesson 1: How do I recognise healthy and unhealthy friendships?<br><br>Lesson 2: What are the risks in relation to gangs and knife crime?<br><br>Lesson 3: What are the social norms and risks around alcohol and drugs? | Living in the wider world<br><br>Lesson 1: How does school, extra-curricular and leisure activities help build skills? (Xello)<br><br>Lesson 2: To explore career matches through Xello<br><br>Lesson 3: Self Advocacy (Xello)<br><br>Lesson 4: KS4 Options (Xello) | Relationships and Sex Education<br><br>Lesson 1: What are the different types of family structures?<br><br>Lesson 2: How do I stay safe at home and how to reduce homelessness?<br><br>Lesson 3: What causes conflict at home? | Health and Wellbeing<br><br>Lesson 1: What is the relationship between physical and mental health?<br><br>Lesson 2: How do I make informed healthy eating choices?<br><br>Lesson 3: How to apply first air treatment for minor injuries?<br><br>Lesson 4: How do I take responsibility for my physical health? | Relationships and Sex Education<br><br>Lesson 1: How do I know if I am ready for sexual activity?<br><br>Lesson 2: What are the consequences of unsafe sex?<br><br>Lesson 3: Contraception?<br><br>Lesson 4: What is the role of media on sexual relationships? | Living in the Wider World<br><br>Lesson 1: What are my employment rights and responsibilities?<br><br>Lesson 2: How do I manage my personal brand online?<br><br>Lesson 3: Online safety |