KS3 CURRICULUM - YEAR 7

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

		Sustainable Development Goals			management. 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: Rugby Netball Badminton Football Hockey Gymnastics		Challenge through: Football Badminton Hockey Fitness Gymnastics Dance Handball		Self-Management & Responsibility through: Athletics Cricket Rounders Softball	
MFL Spanish	**Mi vida (part 1)** Introducing yourself and saying how you feel Saying where you are from and your nationality Saying your age Numbers 1-31	**Mi vida (part 2)** Saying when your birthday is. Talking about my pets Learning colours Phonic sounds Christmas in Spain	**En el insti (part1)** Saying what I study Learning the days of the week Saying what I do in different lessons	**En elinsti (part 2)** Learning about present tense verbs. Giving opinions on my school subjects. Saying why I like or dislike them.	**Mi familia y mis amigos (part 1)** Learn family members, GIve key personal information about family Using larger numbers to give ages	**Mi familia y mis amigos (part 2)** Describing myself and others in my family Descriptions: hair, eyes, physical and personality Encanto
Art	Foundations of artistic practice Van Gogh Jackson Pollock Drawing skills Pencil Line, tone, form	Foundations of artistic practice Van Gogh Jackson Pollock Mark making Water based paint Colour theory	Environmental art & Assemblage Stefano Pilato	Card construction Water based paint	Day of the Dead Art of Mexico	Observational drawing Mono-printing Collagraphs Paper mâché textiles
Drama	Introduction to Skills and Techniques – Dramatic Conventions		Introduction to script - Pantomime		Introduction to Creating, Developing and Responding - Reflection	
Music	Project title Samba (M1) Lean on Me (keyboard room) Notes on the stave (M2 – Keyboard room or M1) Key words Rhythm, Samba, crotchet, quaver, semiquaver, minim, crotchet rest, call and response, improvise, pulse Note names, Scale, C major scale Stave, treble clef, pitch Skills Notating, performing and composing with an understanding of rhythmic note values. Developing musicality – sense of pulse Singing. Learning the geography of the music keyboard. Playing scales and melodies with appropriate technique Understanding notes on the stave. Reading music from staff notation. Building on from understanding of rhythm and geography of the keyboard		Project Title Structure - Canon (M1) Structure – Ternary Form (Tech room) Structure - Rondo (M1) Instruments of the Orchestra (M2, M1 & Keyboard room) Key words Structure, canon Structure, ternary form, texture, bass, chords, melody and percussion Structure, rondo form, theme, episode 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 Skills Ensemble performing, performing on classroom instruments (xylophones, metallophones etc.) group singing – Hey Mr Miller Reinforcing all term 1 topics Sequencing skills using Garage Band. Layering different elements (Melody, harmony, bass & percussion) effectively. Creating contrast to define different sections. Group composing. Reading staff notation. Aurally and visually recognising instruments Reinforcing notes on the stave, rhythms and keyboard skills. Singing – "Ode to Joy"		Project Title Film & Gaming Music (Tech Room) Song Project (Tech room) Key words Tempo, dynamics, texture, cue-point Chord, chord sequence, triad, bass, harmony, melody, percussion Skills 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 Reinforcing all term 1 topics Group singing. Sequencing skills using Garage Band. Playing chords,	
D&T	<u>Design Cycle:</u> Intro. to D&T & the sequence of steps involved in a full project. <u>Mug Design Project:</u> Context & Brief: Introduce & analyse context, write a brief. Research – • *Freehand Sketching; Isometric; 1 Point Perspective; 2 Point Perspective;* *Designing* – range of ideas, labelled & annotated, applying previously learnt techniques.	• Final Design – Working to scale • *Make – Sublimation* – applying the design to the mug. • *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements. <u>Salt & Pepper Pots:</u> Workshop H&S: *H&S* – Identifying Risks, Hazards & Controls. Research –	Practical – *H&S* – • *Pillar Drill; Sanding Machines; Shape Forming.* • *Finishing* – Applying a suitable surface finish. *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. <u>Mug Design Project:</u> Context & Brief: Introduce & analyse context, write a brief. Research – • *Freehand Sketching; Isometric; 1 Point Perspective; 2 Point Perspective;*	• Final Design – Working to scale • *Make – Sublimation* – applying the design to the mug. • *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements. <u>Salt & Pepper Pots:</u> Workshop H&S: *H&S* – Identifying Risks, Hazards & Controls. Research – • *Materials & Production Techniques*: Natural & Manufactured timbers; Wood lamination.	Practical – *H&S* – • *Pillar Drill; Sanding Machines; Shape Forming.* • *Finishing* – Applying a suitable surface finish. *Evaluation* – Checking Success; Personal opinion; Opinion of others & suggested improvements.

		• *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 • L2-3 Croque Monsieur: demonstration and practical; safety & hygiene in action	• L4-5 Fruit crumble: Eatwell Guide and practical skills • L6-7 Tomato ragu sauce: reduction, nutrients and sauce-making	• L8-9 Sausage rolls: food hygiene, storage and pastry skills • L10-11 Vegetable gratin: gelatinisation and practical application	• L12-13 Fruit cakes: raising agents and cake-making • 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 • L20 Practical skills consolidation / evaluation
PSHCE	Health and Wellbeing - Support your own transition into secondary school - How do you keep each other safe in and out of school? - What can you do in an emergency? Assessment Question: How can you keep yourself safe?	Living in the wider world - School subjects at work through Xello - Interests in careers through Xello - Time management in the workplace through Xello Assessment Question: What have you learnt in this block on Xello?	Relationships and Sex Education - What is my identity - How do we challenge prejudice, stereotypes and discrimination - How do you respond to bullying Assessment Question: Can you give some examples of discrimination?	Health and Wellbeing - How do you keep yourself healthy? - What changes happens during puberty? - What is personal space? Assessment Question: How do you keep yourself healthy?	Relationships and Sex Education - What does a good relationship look like? - What does a healthy romantic relationship look like? - How does the media effect our relationships? Assessment Question: What does and healthy and unhealthy relationship look like?	Living in the wider world - How do I manage my finances? - What is ethical consumerism? - How can I stay safe when spending? Assessment Question: How can you save money?

KS3 CURRICULUM - YEAR 8

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

	• Drugs & Alcohol • Smoking and vaping • Bacteria and viruses • Immunity	• Solutions and solubility • Filtration and Evaporation • Distillation • Chromatography	• Distance-time graphs • Investigating speed	• National grid • Magnets and magnetic fields • The Earth's magnetic field and compasses • Electromagnets • Static electricity	• Effects of exercise on the body • Anaerobic respiration in microbes	• Composites
Computing	Big Data • Data sources and organisational uses • Designing survey questions • Collecting and organising data • Cleaning, sorting and filtering	Big Data • Spreadsheet functions including COUNTIF and IF • Data visualisation and chart selection • Analysing findings and recognising limitations	Data Representation • Binary and hexadecimal • Character representation using ASCII • Data storage units and conversions	Networks and the Internet • Network components and connections • Packets and addressing • Applying network concepts to scenarios	Artificial Intelligence and Machine Learning • AI concepts and applications • Training data, patterns and decisions	Artificial Intelligence and Machine Learning • Decision trees and classification • Bias, fairness, privacy and ethics • Building, testing and evaluating a simple model
History	Slavery – What was the Trans-Atlantic Slave Trade and how did it end? Trade triangle; plantations; resistance; William Wilberforce; abolition; Olaudah Equiano	Industrial Revolution – How did Britain change between 1750 and 1900? Changes; factories; mining; towns; protest	Suffrage – How did women get the vote? 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? 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? 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? 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: Rugby Netball Football Badminton Gymnastics Dance OAA		Creativity through: Football Fitness Hockey Badminton OAA Dance Gymnastics		Resilience through: Athletics Rounders Cricket Softball	
MFL Spanish	Mi vida en casa Describing my daily routine Using time and Frequency Phrases Giving my opinions on food and drink	Mi vida en casa Giving opinions on food and drink (cont…) Balancing adjectives Bringing together food and routine	Mi vida en casa Talking about weather and freetime activities Talking about what I do in different weather conditions Talking about what other people do in their free time.	Mi tiempo libre Talking about the clothes I wear Adjectival agreement with colours Talking about a future weekend Using the immediate future tense	Mi barrio Saying where I live Describing my neighbourhood Saying what activities can be done there Using se puede +inf	Mi barrio Describing what I did in my region Using the preterite tense
Art	The Gothic Gargoyles Collage Chalk & charcoal Idea generation	The Gothic Gargoyles Thumb Pots 3D clay construction Applying texture	Text in Art / Jabberwocky Illustrations Lewis Carroll Tom Phillips Quentin Blake	Text in Art / Jabberwocky Illustrations Visual interpretation Using and blending watercolour Mark making Composing imagery Digital editing	Plastic Pollution Yellena James Kerby Rosannes Digital photomontage Pen and watercolour	Plastic Pollution Yellena James Kerby Rosannes Digital photomontage Pen and watercolour
Drama	Developing Skills and Techniques – Slapstick Comedy		Developing use of Script - Shakespeare		Exploring Creating, Developing and Responding - Fame	
Music	Project Title African Drumming (M1) Four-Chord Song (Keyboard Room) Key Words Rhythm, Note Values, time signature, crotchet quaver, semiquaver, minim. Djembe, call and response. Chord, Triad, Harmony, Bass, Melody, arpeggio/broken chord Chord, Triad, Harmony, Bass, Melody, arpeggio/broken chord Skills Recap note values from year 7 but adding "Red" rhythms (dotted rhythms etc.). Composing, ensemble performing/time keeping, teamwork. Coordination Chord construction, keyboard skills, ensemble skills, reading notes on the stave.		Project Title The Blues (M1/Tech room) (Bridges spring and summer term) Minor Scales (Keyboard Room) Key Words 12-bar blues, Improvising, Sharps and Flats, Melody, Bass, Chords, blues scale. Notes on the treble stave. Minor Scale, Chord, chord sequence, triad, bass, harmony, melody, chorus, verse. Skills Ensemble performing, Walking bass, Chords construction, improvisation, lyric writing (optional) Group singing, keyboard skills, playing chords with black notes.		Project Title Programme Music (M1/Tech room) Song Project (Tech room) Key Words Pitch, Tempo, Dynamics, Texture, Chromatic or Whole tone scale Chord, chord sequence, triad, bass, harmony, melody, percussion Skills Composing with an awareness of elements, Ensemble skills, Instrument identification/aural analysis Group singing. Sequencing skills using Garage Band. Finding primary and secondary chords in the key of C major	

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

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

	• Energy and work • Gravitational energy • Kinetic energy • Conservation of energy • Conduction and convection • Radiation • Non-renewable sources • Renewable resources	• Specialist animal cells • Specialist plant cells • Exchanging material • Mitosis and the cell cycle • Differentiation • Stem cells • Diffusion • Osmosis • Active transport	• Separation of mixtures • Atomic structure • Electron structure • Atoms, ions and isotopes • Metal and non-metals • Group 1 chemistry • Group 7 chemistry	• Properties of ionic compounds • Covalent bonds • Properties of covalent compounds • Comparison of bonding • Metallic bonding • Properties of metals	• Acid and Alkali/Bases • Making salts • Endothermic reactions • Exothermic reactions	• How plants use glucose • Making the most of photosynthesis • Aerobic respiration • Anaerobic respiration • Metabolism and the liver • Response to exercise
Computing	Python Foundations Input, output, variables and data types Selection using IF, ELIF and ELSE Boolean conditions and FOR loops	Python Foundations • WHILE loops • Combining programming constructs • Debugging, tracing and problem solving	Images and Sound Representation • Bitmap and vector images • Pixels, resolution and colour depth • Digital sound and sampling	Images and Sound Representation • Sample rate and bit depth • Quality and file-size trade-offs • Image and sound compression • Applying representation concepts	Python Plus • Functions and decomposition • Refining, debugging and evaluating larger programs	Cyber Security • Personal data and social engineering • Malware, ransomware and DDoS attacks • Ethical and unethical hacking • 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? 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? 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? 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? 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? 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? 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 Population distribution and structures Development in the Middle East	Measuring and predicting earthquakes Tsunamis Development and tectonic hazards	Tropical Rainforests Opportunities and challenges in tropical rainforests Should palm oil production continue?	What are glaciers? Glacial processes and landforms Opportunities and challenges in glacial landscapes An introduction to Antarctica	Sustainable development and resources Food, water and energy distribution and consumption How is Singapore sustainable? Development and resource use	Fantastic places – An end of KS3 topic that 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: Rugby Netball Football Fitness Pickleball Handball Table Tennis Exercise to Music		Outwitting an opponent through: Football Fitness Hockey Handball Table Tennis Pickleball OAA		Empathy through: Athletics, Cricket Rounders Softball	
D&T	<u>Automata - Cam Toy</u> • Context, Brief & Specification - Gain an understanding of what the project is about & begin the planning of their own project. • *Research* – Mechanisms – cams & movements research. • *Design* – Using inspiration to generate shapes & ideas for the topper, background & cam shape. • *CAD/ CAM* – Transferring initial designs, for the topper, background & cam shape, to 2D Design, to be cut on the laser cutter. *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. • *Evaluation* – Work is compared to the initial specification, Personal opinion, Opinion of others & suggested improvements. <u>Pewter Casting Project:</u> • *Context, Brief & Product Planning* – Exploring the context. • *Research* – Materials research – Metals; *Homework – Icon/ symbol Research.* • *Design* – Using inspiration to generate shapes & ideas. • *Design* – Develop & create the mould template • *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. • *Practical – Casting* – Working with pewter to cast into mould. • *Practical – Finishing* – Using appropriate methods to shape & finish the cast. *Practical Review* – Making Diary – Overview of the production processes, tools & equipment outlined to help document the practical processes involved with creating the final product <u>Automata - Cam Toy</u> • Context, Brief & Specification - Gain an understanding of what the project is about & begin the planning of their own project. • *Research* – Mechanisms – cams & movements research. • *Design* – Using inspiration to generate shapes & ideas for the topper, background & cam shape. • *CAD/ CAM* – Transferring initial designs, for the topper, background & cam shape, to 2D Design, to be cut on the laser cutter. • *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. • *Evaluation* – Work is compared to the initial specification, Personal opinion, Opinion of others & suggested improvements. <u>Pewter Casting Project:</u> • *Context, Brief & Product Planning* – Exploring the context. • *Research* – Materials research – Metals; *Homework – Icon/ symbol Research.* • *Design* – Using inspiration to generate shapes & ideas. • *Design* – Develop & create the mould template • *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. • *Practical – Casting* – Working with pewter to cast into mould. • *Practical – Finishing* – Using appropriate methods to shape & finish the cast. • *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 • L2-3 Vegetable stir fry: precision knife cuts, nutrients and practical	• L4-5 Gluten-free chocolate brownies: food choice, allergies/intolerances and special diets • L6-7 Pot noodle: processed foods and practical application	• L8-9 Shortcrust pastry tarts/mince pies: pastry skills and Christmas cooking • L10 Yule log: celebration cooking, demonstration and practical	• L11-12 Pizza: international food, yeast and fermentation • 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

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