KS3 CURRICULUM - YEAR 7

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	Transition unit: Cornish Short Stories Key 'over-arching' question: What are the key concepts in a fiction text? How do I effectively craft my own writing?	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?	Origins and Myths Key 'over-arching' question: How are heroes created in literature? How have Greek myths and legends shaped modern stories?	Play Text: Frankenstein Key 'over-arching' question: What are the features of a play text and how does these differ to prose?
Maths	Sequences Understand and use algebraic notation Equality and equivalence	Place value, ordering integers and decimals Fraction, decimal and percentage equivalence	Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages of amounts	Operations and equations with directed number Addition and subtraction of fractions	Constructing, measuring and using geometric notation Developing geometric reasoning	Developing number sense Sets and probability Prime numbers and proof
Science	✓ Observing cells ✓ Using the microscope ✓ Plant and animal cells ✓ Specialised cells ✓ Microorganisms ✓ Movement of substances ✓ Levels of organisation ✓ Skeleton	✓ 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	✓ Particle Model ✓ Brownian motion ✓ States of Matter ✓ Density ✓ Melting and Freezing ✓ More Changes of State ✓ Diffusion ✓ Atoms and elements ✓ Compounds ✓ Chemical Formula	✓ Chemical Reactions ✓ Physical reactions ✓ Word equations ✓ Conservation of mass ✓ Burning Fuels ✓ Thermal decomposition ✓ Acids and Alkalis ✓ Indicators and pH ✓ Neutralisation ✓ Making salts	✓ 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	✓ Waves ✓ Types of waves ✓ Sound waves ✓ The Ear ✓ How light travels ✓ Shadows ✓ Absorption of light ✓ Reflection ✓ Refraction ✓ The eye ✓ Dispersion and colour
Computing	Introduction to HCC Network and Computer Science **Baseline Assessment** **Networks: from semaphores to the Internet** • What is a network, and why is it important? • How do computers communicate with each other? • What are protocols, and how do they ensure successful communication?	**Networks: from semaphores to the Internet** • Simulating network communication using semaphore signals. • Creating a basic network diagram. What are protocols, and how do they ensure successful communication?	**Programming (Scratch I)** ✓ What are the fundamental building blocks of programming? ✓ Decomposition ✓ How can we use selection and iteration to create interactive programs? How can debugging improve program functionality?	**Programming (Scratch I)** ✓ Writing a simple Scratch program with sequencing. ✓ Using selection (if-else) to create decision-making programs. ✓ Debugging Scratch projects to fix logical errors.	**Modelling data using Spreadsheets** • How can spreadsheets be used to model and analyse data? • What functions and formulas can automate calculations? • How can we present data effectively using charts?	**Modelling data using Spreadsheets** • Creating a budget spreadsheet with basic formulas. • Using functions like SUM, AVERAGE, and COUNTIF. Generating charts to visually represent data trends
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? Sustainable Development Goals	Structure of the Earth Earths tectonic plate boundaries Volcanoes	Africa – plate tectonics, wildlife crime, colonialism and population demographics.	Coasts – weathering and erosion, landforms, coastal management. OS maps.	Weather and climate
RE	How do people in Cornwall express their spirituality through the arts?	What was so radical about Jesus?	What was so radical about Jesus?	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?	How are Abrahamic faiths connected through prophets?
PE	Fundamental Movement Skills through: Rugby Netball Swimming Fitness Badminton	Fundamental Movement Skills through: Badminton Fitness Dance Gymnastics Swimming	Challenge through: Football Badminton Hockey Fitness Gymnastics Dance	Challenge through: Gymnastics Football Badminton Dance Hockey Fitness	Self-Management & Responsibility through: Athletics Cricket Rounders Softball OAA	Self-Management & Responsibility through: Athletics Cricket Rounders Softball OAA
MFL Spanish	**Mi vida (part 1)** Introducing yourself and saying how you feel Saying where you lare from and your nationality Saying your age +birthday Numbers 1-31 Phonic sounds	**Mi vida (part 2)** Saying where I live and where I am from. Expressing my opinions with cognates Talking about my pets Learning colours	**Mi familia y mis amigos (part 1)** family members, key personal information about family Using larger numbers to give ages Saying who I get on with in my family and why	**Mi familia y mis amigos (part 2)** Describing myself and others in my family Descriptions: hair, eyes, physical and personality	**En el insti (part 1)** Saying what I study Learning the days of the week Giving opinions on my school subjects	**En el insti (part 2)** Talking about my teachers Saying what I do in different lessons Learning about present tense verbs. 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	Intro to Drama/Mime/ silent movies		Scripted pieces – Basic script and "A feeling in my Bones"		Devising – stage combat/Romeo and Juliet	

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 –** • ***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.	**<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 –** • ***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.
Food	• L1 Health & safety introduction: personal/food hygiene and the 4 Cs • L2-3 Fruit salad: 5-a-day, vitamins/minerals, bridge hold and claw grip	• L4-5 Pizza toast: Eatwell Guide, cooker/grill safety • L6-7 Fruit crumble: rubbing-in method, seasonal foods and nutrients	• L8-9 Sausage rolls: pastry skills, equipment and raw meat handling • L10-11 Chicken goujons: food hygiene and cross-contamination	L12-13 Bolognese sauce: sauce-making, reduction and assessed practical • L14-15 Fruit muffins: oven use, baking and functions of ingredients	• L16-17 Fougasse bread: nutrients in bread, yeast, fermentation and shaping • L18-19 Shortbread: cultures/cuisines and baking practical	• L20-21 Eton Mess: demonstration/practical and food science introduction • Practical skills review and 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?	Understanding Gothic Fiction – The Woman in Black Key 'over-arching' question: How do authors use Gothic conventions to build character and plot?	Shakespeare: Midsummer Nights Dream Key 'over-arching' question: How is power explored in the play? What contextual factors impact production and reception?	Shakespeare: Midsummer Nights Dream Key 'over-arching' question: How is power explored in the play? What contextual factors impact production and reception?	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?	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 and scale Multiplicative change Multiplying and dividing fractions	Working in the Cartesian plane Representing data Tables and probability	Brackets, equations and inequalities Sequences Indices	Fractions and percentages Standard Index form Number sense	Angles in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	The data handing cycle Measure of location
Science	˗ Nutrients and diet ˗ Food tests theory ˗ Digestive system ˗ Bacteria and enzymes in digestion ˗ The respiratory system ˗ Lungs ˗ Heart ˗ Drugs & Alcohol ˗ Smoking and vaping ˗ Bacteria and viruses ˗ Immunity	˗ Photosynthesis ˗ Investigating photosynthesis ˗ Limiting factors ˗ Structure of a leaf ˗ How do plants use glucose? ˗ Aerobic Respiration ˗ Anaerobic respiration ˗ Effects of exercise on the body ˗ Anaerobic respiration in microbes	˗ 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 ˗ Solutions and solubility ˗ Filtration and Evaporation ˗ Distillation ˗ Chromatography	˗ Metal reactions with oxygen ˗ Metal reactions with water ˗ Metal acid reactions ˗ Displacement reactions ˗ Extracting metals ˗ Ceramics ˗ Polymers ˗ Composites	˗ The solar system ˗ The structure of the universe ˗ Light years ˗ The earth and its seasons ˗ The moon and satellites ˗ Gravity ˗ Speed ˗ Distance-time graphs ˗ Investigating speed	˗ Circuit components ˗ Current in series and parallel circuits ˗ Potential difference in series and parallel circuits ˗ Resistance and Ohm's Law ˗ Resistance of a wire ˗ National grid ˗ Magnets and magnetic fields ˗ The Earth's magnetic field and compasses ˗ Electromagnets ˗ Static electricity
Computing	**Layers of Computing Systems** • What are the main components of a computer system? • What are the main components of a computer system? What role does AI play in modern computing?	**Layers of Computing Systems** • Exploring different types of hardware components. • Investigating how an operating system works. Discussing the impact of AI and automation.	**Representations – From Clay to Silicon** • How is data represented in binary form? • Why do computers use binary instead of decimal? What are the real-world applications of binary representation?	**Representations – From Clay to Silicon** • Converting decimal numbers to binary and vice versa. • Investigating ASCII and Unicode character encoding. • Exploring how images and sound are represented digitally.	**Introduction to Python** • How do we transition from block-based to text-based programming? • What are the key constructs in Python? How can we debug Python programs effectively?	**Introduction to Python** • Writing a simple Python program with input and output. • Using loops and conditionals in Python scripts. Debugging Python programs using print statements.
History	**Industrial Revolution** – How did Britain change between 1750 and 1900? Changes; factories; mining; towns; protest	**British Empire** – Did the British Empire do more harm than good? What is an empire; rulers and ruled; Scramble for Africa; India; Why migrate?	**Slavery –** What was the Trans-Atlantic Slave Trade and how did it end? Trade triangle; plantations; resistance; William Wilberforce; abolition; Olaudah Equiano	**World War One (part 1)** – How did World War One start and what was life like for the soldiers? Titanic; causes of WWI – long and short term; recruitment; trenches; the Somme; shell shock	**World War One continued (part 2) –** Why did Germany lose World War I and what was the impact of this? Soldiers of the empire; end of war; the Treaty of Versailles; women in WWI; women's suffrage	**Russia –** What was the impact on Russia after the fall of the Romanovs? The murder of the Tsar; Lenin and communism; the October Revolution; Life in Stalin's Russia **Thematic Migration Unit –** Why did people migrate to Britain? Why do people migrate?; migration case studies
Geography	Volcanic activity Opportunities and challenges of volcanic activity	World biomes Hot deserts and desertification	World population Coastal processes and landforms Coastal management	Overconsumption and overpopulation Population structures	Natural and human causes of climate change What is globalisation? Climate change mitigation and adaptation Economic sectors and trade	Transnational corporations and sustainability
RE	How do Sikh's put ideas of equality and service into practice?	How do Sikh's put ideas of equality and service into practice?	What id good and challenging about being a British Muslim Teenager?	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?	How are Abrahamic faiths connected through prophets?
PE	Team work through: Rugby Handball Netball Football Badminton Fitness	Team work through: Rugby Badminton Fitness Netball OAA Football Tag Rugby	Creativity through: Football Fitness Hockey Badminton Handball OAA Dance		Resilience through: Athletics Rounders Cricket Softball OAA	
MFL Spanish	**School:** Talking about lessons you have on different days Giving opinions on different school subjects Talking about teachers Describing your school	**School:** Describing your ideal school Saying what you do at break and after school Listening and writing skills practice	**Holidays: Present tense** Answering key questions Making comparisons Describing accommodation and booking a room Alphabet	**Holidays: Past** Answering key questions Using past tense verbs to give information about a past holiday Describing holiday activities you did. Giving opinions in the past tense	**My free time** Giving opinions on hobbies. Saying what activities I do. Using frequency and weather phrases Talking about sports	**My free time** Talking about my plans for next weekend Talking about my daily routine
Art	**The Gothic** Gargoyles Tim Burton Collage Chalk & charcoal Idea generation	**The Gothic** **Gargoyles** Tim Burton Thumb Pots 3D clay construction Applying texture	**Jabberwocky Illustrations** Lewis Carroll Salvador Dali Quentin Blake	Visual interpretation Using and blending watercolour Mark making Composing imagery Digital editing	**Pop art Shoes** Lisa Milroy Andy Warhol Consumerism	High relief Card Paper mâché Powder paint
Drama	Physical Theatre	Live Theatre (Peter Pan)	Scripted pieces – Macbeth		Devising – Diamond theft	
Music	Project Title African Drumming (M1) Four-Chord Song (Keyboard Room) Key Words		**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.		**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**	

	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.		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.		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 Health & safety recap: hygiene, food safety and the 4 Cs • L2-3 Cereal oat biscuits: carbohydrates and practical preparation • L4-5 Cheese scones: rubbing-in method and sensory analysis	• L6-7 Pancakes: meal planning, allergies/intolerances and diet-related illness • L8-9 Penne pasta with roux sauce: sauce-making and thickening skills	• L10-11 Mini carrot cakes: cake making, ingredient functions and special diets • L12-13 Puff pastry Christmas tree: pastry shapes, preparation and presentation	• L14-15 Thai green curry: cross-contamination, raw meat handling and cuisine • L16-17 Bread rolls: yeast, bread making and fermentation	• L18-19 Rock buns: rubbing-in method, shaping, hygiene and equipment use	• L20-21 Chicken stir fry: vegetable preparation, heat control, food safety and food miles/provenance • Practical evaluation and skills consolidation
PSHCE	**Health and Wellbeing** - Physical and Mental health - Alcohol, smoking and vaping - Drugs - Fake news and echo chambers - Online safety, grooming and self-esteem - Media influence on body image **Assessment Question:** What is mental and physical health – what can affect your mental and physical health?	**Relationships and Sex Education** - Introduction to relationships - Introduction to family relationships - Maintaining healthy relationships **Assessment Question:** How can you build trust and how can trust be broken in relationships?	**Living in the wider world** - Discover learning pathways through Xello - Explore learning styles through Xello - Biases and career choices through Xello **Assessment Question:** What have you learnt in this block on Xello?		**Relationships and Sex Education** - Physical intimacy - Introduction to contraception - Consent **Assessment Question:** How and why do you have safe sex?	**Living in the wider world** - Budgeting for teenagers - Keeping money safe (avoiding scams) - Preparing for the world of work **Assessment Question:** How can you keep your money safe?

KS3 CURRICULUM - YEAR 9

	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?	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?	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?	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	Straight line graphs Forming and solving equations Testing conjectures	Three dimensional shapes Constructions and congruency	Numbers Using percentages Maths and money	Geometric deduction Rotation and translation Pythagoras' Theorem	Enlargement and similarity Solving ratio and proportion problems Rates	Probability Algebraic representation
Science	˅ Particle Model, States of Matter ˅ Atoms, elements and compounds ˅ Separation of mixtures ˅ Atomic structure ˅ Electron structure ˅ Atoms, ions and isotopes ˅ Metal and non-metals ˅ Group 1 chemistry ˅ Group 7 chemistry	˅ Energy stores and transfers ˅ Sankey diagrams and efficiency ˅ Energy and work ˅ Gravitational energy ˅ Kinetic energy ˅ Conservation of energy ˅ Conduction and convection ˅ Radiation ˅ Non-renewable sources ˅ Renewable resources	˅ Bonding and ion formation ˅ Ionic formulae ˅ Properties of ionic compounds ˅ Covalent bonds ˅ Properties of covalent compounds ˅ Comparison of bonding ˅ Metallic bonding ˅ Properties of metals	˅ The microscope ˅ Animal and plant cells ˅ Eukaryotic and Prokaryotic ˅ Specialist animal cells ˅ Specialist plant cells ˅ Exchanging material ˅ Mitosis and the cell cycle ˅ Differentiation ˅ Stem cells ˅ Diffusion ˅ Osmosis	˅ Displacement reactions ˅ Metal and acid reactions ˅ Metal carbonate reactions ˅ Acid and Alkali/Bases ˅ Making salts ˅ Endothermic reactions ˅ Exothermic reactions	˅ Photosynthesis ˅ Rate of photosynthesis ˅ Limiting factors ˅ How plants use glucose ˅ Making the most of photosynthesis ˅ Aerobic respiration ˅ Anaerobic respiration ˅ Metabolism and the liver ˅ Response to exercise

				◦ Active transport		
Computing	**Programming & Development Intro to Python programming:** ◦ Expressions & Variables ◦ Datatypes & If statements ◦ Functions & Comments ◦ Function return values & Boolean expressions ◦ While Loops & Pseudocode ◦ Multi select statements (Else..If...Elif ...)	**Business Taster** • Project Intro / Research • Databases • Database Advanced Features Branding	**Representations: going audio visual** • Binary Mosaic • A Splash of Colour • Collage • Good Vibrations • Sonic Playground • Always Another Way	**Data Science** • Delving into Data Science • Global Data • Statistical State of Mind • Data for Action • Clean it up • Make a change	**Cybersecurity** • You and your data • Social Engineering • Script Kiddies • Rise of the Bots • There's no place like 127.0.0.1 • Under Attack	**iDEA** • E-Safety • Digital Citizen • Digital Ethics • Fake News • Social Media and ethics • eCommerce • GDPR
History	**Rise of Adolf Hitler** – How did Hitler rise to power and what effect did this have on the German people? Hitler's childhood; 1920s Germany; why support Hitler? Life in Nazi Germany; control; youth; opposition; women and workers; occupation	**World War Two (part 1)** – How did Germany take over Europe so quickly at the beginning of the war? Appeasement; causes of WW2; Blitzkrieg; Dunkirk; Battle of Britain; The Blitz; women; Pearl Harbour	**The Holocaust** – How was Hitler able to kill 6 million people? Pre-war Jewish life; Kristallnacht; Ghettoes; Auschwitz; Bergen-Belsen; Who participated? Remembering the Holocaust	**World War Two (part 2)** – How did the war finally come to an end? Churchill; WW2 turning points; D-Day; Russia; Dresden; the Atomic Bomb **The Cold War (part 1)** – Why did the cold war never get hot? United Nations; United Europe; Cause of the Cold War	**The Cold War (part 2)** – Why did the cold war never get hot? Germany; Cuba; Vietnam; the Space Race; end of Cold War	**Post War Britain** – What was life like in Britain post WW2? Welfare state; decolonisation; Immigration – Windrush; multiculturism; LGBTQ+ **Black Civil Rights** – How far did African Americans achieve Civil Rights in 1900s America? American Civil War; Jim Crow laws; Emmett Till; MLK; Malcom X
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	GCSE Short Course. Beliefs and Teachings Christianity	GCSE Short Course. Beliefs and Teachings Christianity	GCSE Short Course. Beliefs and Teachings Christianity	GCSE Short Course. Beliefs and Teachings Islam	GCSE Short Course. Beliefs and Teachings Islam	GCSE Short Course. Beliefs and Teachings Islam
PE	Leadership through: Rugby Handball Netball Football Volleyball Gymnastics Fitness	Leadership through: Volleyball Gymnastics Fitness Handball Basketball Football Tag Rugby	Outwitting an opponent through: Football Fitness Hockey Volleyball Basketball Handball		Empathy through: Athletics, Cricket Rounders Softball	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 Nutrients and healthy eating: Eatwell Guide, food labelling and nutritional values • L2-3 Frittata/tortilla: food waste and environmental impact	• L4-5 Pasta bake: gelatinisation, knife skills and cooking techniques • L6-7 Chicken fajitas: fresh vs convenience foods	• L8-9 Meatballs and ragu sauce: safe cooking of meat • L10-11 Pizza: nutrients in bread dough, yeast and fermentation	• L12-13 Burger and roll: protein sources and healthy protein choices • L14 Mini GCSE-style NEA project 1: research and meal planning	• L15-16 Mini GCSE-style NEA project 2/3: demonstrations and savoury protein meal practical • Practical development, refinement and evaluation	• L17-18 Gluten-free chocolate brownies: sensory testing, special diets and food choice • GCSE-style skills consolidation and final evaluation
MFL Spanish	**El colegio y mis planes** Recap of school subjects and opinions Describing teachers Making comparisons Future study plans Extended opinion phrases Why study a language?	**El trabajo y mis planes** Parents' jobs and opinions Places of work Pocket money Part time jobs and chores General future plans	**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 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	**Surrealist painting** Dali Breton Magritte	**Surrealist painting continued** Idea generation Painting – blending, layering colour and mark making Pencil Paint Digital photo manipulation	**Street Art** Personal expression Symbolism Street artists Keith Haring Basquiat Banksy	Using grounds Mixed media Stencilling Combining materials Typography Digital imaging	Architectural Global wealth gap Favelas and shanty towns	3d Card construction modelling techniques
Drama	Devising – Farce/ Slapstick Comedy		Showbox theatre and Speaks A Thousand Words (creating drama from paintings).		Devising - Masks	Twisted Tales
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** - Dealing with change in life - Managing stress - Basics of mental health **Assessment Question:** What is mental health and what can affect your mental health?	**Relationships and Sex Education** - Cultivating a positive relationship with your body - Depictions of relationships and sexuality - Beauty standards - Changes through puberty - Cycle awareness and period poverty **Assessment Question:** What does positive relationship mean, what does this include?	Living in the wider world - Skills through Xello - Explore career matches through Xello - Self advocacy through Xello - KS4 Options through Xello Assessment Question: What have you learnt in this block on Xello?	**Health and Wellbeing** - Personal safety – drugs and alcohol - Personal safety – scams and gambling - Using the internet to improve the world - Resisting online influence **Assessment Question:** What do you know about your personal safety in social settings and online?	**Relationships and Sex Education** - Developing sexuality - Contraception methods - Sexual health and STI's **Assessment Question:** Why should you keep yourself safe when having sex?	**Living in the Wider World** - Peer pressure and knife crime - Discrimination and prejudice - Understanding racism **Assessment Question:** Discrimination/Racism, what do you already know?