



ST LAURENCE SCHOOL
YEAR 9 CURRICULUM MAP
2021-22

St Laurence School
Care • Inspire • Succeed

Contents

Art.....	3
Computing and ICT.....	5
Dance	7
Design and Technology	9
Drama.....	11
English	12
French.....	14
Geography.....	16
German.....	18
History	20
Maths	21
Music.....	22
Physical Education.....	24
PSHE	25
RE.....	26
Science	27

Art

Term 1		Term 2	Term 3
Project 1 <u>Identity</u> Pupils will be exploring the theme of Identity and what it means to them on a personal level. We will look at a range of artists that deal with their own identity, this may be sensitive subject matter. Artists we will research include, Frida Kahlo, Grayson Perry, Lisa Milroy and Samuel Fosso. Pupils we be encouraged to work from direct observation; they will create their own still life and work closely from this to start to begin to explore a range wet and dry materials.		Project 1 <u>Identity</u> Pupils will explore and develop their work further through the use of a wider range of media such as photography and Photoshop. They will use their sketchbook to plan and draw out their ideas in order to develop a more sustained, substantial piece of work that is personal and suits their own identity and choice of materials within digital /physical mixed media.	Project 2 <u>Pop Art – Portraiture OR Still Life Objects</u> During this term, pupils will learn how to draw proportions of the face, features and gain confidence in portraiture. They will also be taught how to mix skin tones. Pupils will create a mood board based on their own hero or icon so that when they create a Pop Art portrait piece they can use these as a reference. Pupils will also create a series of work inspired by Julian Opie, Roy Lichtenstein and Andy Warhol.
Term 4		Term 5	Term 6
Project 2 <u>Pop Art – Portraiture OR Still Life Objects</u> This term, pupils will develop sketchbook work resulting in planning for a final piece based on portraiture. Photoshop sessions can be available for pupils to develop their work digitally. Students will be shown the work of GCSE Art and Graphics students to help them with their option choices.		Project 3 <u>Expressionism and music.</u> Pupils will understand the important of music in art. They will research into Expressionism and Abstract Expressionism, focussing on Kandinsky and his use of shapes and mark making. Students will listen to a range of music and create artwork in response.	Project 3 <u>Expressionism</u> Pupils will explore colour and refinement of ideas through carbon drawings, fineliner and watercolour. This will then be developed using Photoshop, or into a larger scale painting. Focusing on balance and contrast in the composition of a final piece, they will choose their own music to inspire their work.
Text book	Students are provided with a sketchbook. All materials needed will be provided by school.		
Setting	Students are work in mixed ability learning groups		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term		
Trips and expenses	None		

[Click here to return to the contents page.](#)

Home Learning	Students are set home learning in Art on average every other lesson but this will vary depending on the point of the project they are at.
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills

Computing and ICT

Term 1		Term 2	Term 3
Digital Literacy & Computing Welcome <ul style="list-style-type: none"> Introduction to SLS, Email, Class Charts Cyber security <ul style="list-style-type: none"> E-Safety <ul style="list-style-type: none"> Moral compass, key words - malware, phishing, pharming, SQL injection, hacking, sexting, DoS, password policy Cyberstart Assess Flowcharts Inputs, routines, outputs, subroutines, variables, counts		Computing Computational Thinking Skills <ul style="list-style-type: none"> What is Computational Thinking Decomposition Pattern Recognition Abstraction What is an Algorithm? Algorithms represented as Flowcharts Theory & practice activities BEBRAS challenge 	Computing Coding – Python <ul style="list-style-type: none"> IDLE & Microbits Short programs graphics
Term 4		Term 5	Term 6
Computing Coding <ul style="list-style-type: none"> Python Challenges Image Manipulation using Photoshop		Computing Modelling <ul style="list-style-type: none"> Naming different parts of a Spreadsheet Using basic formulas in Spreadsheets for basic calculations (+, -, /, *) Formatting data Using basic functions (Min, Max, Average) Searching and Sorting Data Creating Charts with labelled Axis and Data Databases – flat file & relational 	Computing & Digital Literacy Projects <ul style="list-style-type: none"> 2 group projects based on a choice of topics Formal presentations
Text book	N/A		
Setting	Students are taught in mixed ability Learning Groups.		

[Click here to return to the contents page.](#)

Assessment	Students are assessed formally at the end of each topic but have regular formative assessments throughout the year.
Trips and expenses	While there are no set trips, one-off trips may occur and students are actively encouraged to go attend.
Home Learning	Students are set home learning on average every lesson and will be asked to submit homework via Class Charts. There will be a focus on using One Note and Teams as a means for sharing resources and monitoring student progress.
Extension work	Students are encouraged to be curious and extend their learning independently. Websites that are useful are: http://www.bbc.co.uk/news/technology http://www.wired.co.uk/topic/technology http://www.bbc.co.uk/education/subjects/zvc9q6f

Dance

Term 1		Term 2	Term 3
Warm up and technique		Set Phrase (GCSE style)	Break Dance
Recap safety in dance Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Introduced the set phrase for year 9		AQA Taught Set Phrase Physical skills Expressive skills Technical skills Mental skills	Introduction to various styles of street dance; break dance/old school Set Break dance movements Creating a motif Developing the motif
Term 4		Term 5	Term 6
Capoeira learning		Capoeira creation	Swan Song prisoner of war
Repertoire of capoeira key actions Examining Capoeira techniques Mirroring Use of focus		Action and Reaction Working on expression, spatial awareness Sensitivity of others	Repertoire of professional work Examining human rights and freedom of speech as a stimulus Working on expression and sensitivity as performance skills Recapping contact work in dance Trust, weight sharing and taking, risk taking, improvisation
Kit	Blue PE tops PE shorts or navy-blue thick (none see through) leggings.		
Setting	Year 9 are divided into mixed ability learning groups.		
Assessment	There will be regular class performance assessments. All students also complete skills assessments at the end of each lesson. This tests Physical, Technical, Expressive and Mental skills.		
Trips and expenses	While there are no set trips, one-off dance trips may occur and students are actively encouraged to go to the theatre to watch dance as much as possible.		

[Click here to return to the contents page.](#)

Home Learning	N/A
Extension work	Students will have the opportunity to be part of extra-curricular dance and performance. Students thinking of GCSE are encouraged to take up these opportunity's.

Design and Technology

Food*	Textiles*	Resistant Materials*
Special Diets Students learn about groups in the community with specific dietary needs e.g. coeliac, diabetics, elderly, vegetarian etc. Practical skills are developed further e.g. learning to make a roux sauce to create a pasta bake. Students then design and make a dish suitable for someone with a chosen special dietary requirement.	Gilet project or Tote bag Students learn about the use of textiles in Industry and how to produce synthetic fibres, modern and technical materials e.g. recycling plastic bottles to produce fleece fabric. Students will extend their knowledge of working with commercial patterns. Students will learn industrial techniques such as overlocking and be able to insert a zip using the sewing machine to make a gilet. Decorative techniques can be introduced, including the use of CAD / CAM to personalise the finished product, e.g. the addition of pockets. Consideration is given to the care and labelling of Textile items.	Mini skateboard Students learn about lamination, use of a former to create curved shapes, 3D drawing methods, Mid Century Modern design

After rotating through Food, Textiles and RM for two thirds of the year, students will then revisit ONE of the following areas of DT to complete an extended project.

Foods Around the World

Students learn about staple foods and the factors influencing food availability in different parts of the world. They research, plan, make and evaluate a dish from a country of their choice. They consider how religion may affect food choice. Sustainable food sources are also explored.

Textiles

Students will design and make a pinafore dress, hoodie, mini skirt or pair of cargo shorts. They will learn how to alter commercial patterns to adjust 'fit' to suit.

RM

Students design their own product using curved shapes and standard components, using the skills they have learnt in the previous RM rotation, joining materials using different methods to produce a laminated product.

Text book	N/A
Setting	Students are taught in mixed ability teaching groups, rotating throughout the year to cover the Food, Textiles and RM projects. *Students rotate (approx. every 6 weeks) to complete all modules during the course of the academic year. They have three 1hour lessons per fortnight
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term. Assessments focus on generating ideas, planning, making and evaluating.
Trips and expenses	Voluntary contributions for RM and Textiles. Cost of ingredients for practical food work (The Food teacher should be notified if this presents any difficulties as help can be sought for the school to provide these ingredients).
Home Learning	Set on average every other lesson, but this will vary, depending on the point of the project students are at.
Extension work	KS3 STEM club. Students are encouraged to extend their interest in DT-related issues e.g. in the news or websites such as: www.foodafactoflife.org.uk www.nutrition.org.uk www.nhs.uk www.food.gov.uk www.dwell.co.uk www.aram.co.uk

Drama

Terms 1 & 2		Terms 3 & 4
Development of Subject Skills Commedia dell'arte – The Art of Comedy Unarmed combat – stage fighting		Knowledge and Understanding Advanced devising Verbatim Theatre Physical Theatre
	Term 5	Term 6
	Subject Skills Introduction to Design Exploring design elements including set, costume, lighting and sound	Appreciating Live Theatre Writing a theatre review
Text book	None used	
Setting	Students taking Drama will be in mixed ability groups	
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.	
Trips and expenses	It is hoped that Year 9 will be given the opportunity to watch at least one piece of live theatre.	
Home Learning	N/A	
Extension work	Extra-curricular Drama including Shakespeare Schools Festival & Summer term production	

English

Terms 1 & 2		Terms 1 & 2	Terms 3 & 4
Inequality		Inequality	Conflict
Engaging with non-fiction texts topical issues of inequality around gender, race, and class; analysing writers' purpose and tone, how they structure a piece of non-fiction writing, and how they use persuasive techniques to create an argument.		A Christmas Carol Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist develops character and close analysis of mood and atmosphere; whole text essay response.	War Poetry Developing a critical understanding of a range of war poems from 20 th century; exploring different perspectives on warfare and the role of context in text production; writing a comparative response on seen and unseen poetry.
Students will also practise skills for the GCSE non-fiction reading paper.			
Term 3 & 4		Term 5 & 6	Terms 5 & 6
Conflict		New Worlds	New Worlds
Journey's End Showing appreciation of the techniques and language used by Sherriff; key scene analysis; developing an understanding of the presentation of character and theme in drama texts.		The Tempest Analysing the techniques and language used by Shakespeare; writing a critical essay on how a character is presented; considering the impact of context and different readings of a text.	Maggot Moon Reading a contemporary dystopian novel and tracking dystopian features through the novel; developing skills needed for GCSE Literature exams, including relating the novel to its historical and generic contexts; writing an imaginative and effective narrative - section of own dystopian story.
Text book	Students will study a range of non-fiction texts throughout the year, and various poems (exact texts are decided by individual teachers), as well as the play <i>The Tempest</i> . Classes will study <i>A Christmas Carol</i> and <i>Maggot Moon</i> .		
Setting	Year 9 are in mixed ability, mixed gender sets.		

Assessment	There is at least one summative assessment per short term with a final end of year exam and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.
Trips and expenses	There are no extra expenses or trips in Year 9. However, the English department runs writing clubs some students may choose to attend.
Home Learning	Students will have at least one English home learning task a week. Occasionally, students will be given a longer task to complete over an extended period of time.
Extension work	Both classwork and homework should be differentiated for students. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has a number of challenging reads

French

Term 1		Term 2	Term 3
Recovery curriculum – Quel talent ? Talent and ambition Encouraging and persuading Giving instructions Superlatives Ma famille, moi et les autres <ul style="list-style-type: none"> • Self introduction • Family and describing people • Friends and what makes a good friend • Family relationships • Life when you were younger • Role models 		La vie culturelle <ul style="list-style-type: none"> • Arranging to go out • Sport • Music, describing a music event • Technology and life online; social media • Films and actors • TV and TV programmes • Books and reading 	Mon travail, mes études et mon avenir 1 <ul style="list-style-type: none"> • Why learn languages? • School subjects • Future career plans • Plans, hopes and wishes • Applying for jobs • Jobs and work preferences • Career choices
Term 4		Term 5	Term 6
Les vacances 1 <ul style="list-style-type: none"> • What to take on holiday • Discussing holidays • What you normally do on holiday • Booking and reviewing hotels • Travel and tourist transactions 		Les vacances 2 <ul style="list-style-type: none"> • A past holiday • Holiday disasters • A holiday in the future • Your ideal holidays 	Les thèmes mondiaux <ul style="list-style-type: none"> • The environment • Volunteering and good causes • Global events • Priorities • Rights and responsibilities
Resources	We follow the Studio 3 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.		
Setting	Students study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
Assessment	There will be regular class vocabulary tests. All students also complete assessments at the end of each unit, which test listening, speaking, reading, writing and translation skills.		

[Click here to return to the contents page.](#)

Home Learning	French homework will be set weekly and will include: revision for vocabulary tests and assessments, short pieces of writing, reading comprehension tasks and cultural research.
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Geography

Term 1		Term 2	Terms 3 & 4
Why do some places suffer from tectonic hazards? A detailed study of the causes, effects and responses of volcanoes and earthquakes, along with the theory behind plate tectonics before focussing on and comparing case studies of their choice. Developing key skills such as interpreting different maps or satellite images.		Are all hazards natural? A detailed study of the geography behind the different evidence and views associated with climate change. Students may look at recent events such as Typhoon Haiyan. By considering flood risk here in Bradford on Avon, students will develop important fieldwork and research skills.	What is the geography of China? An in-depth study of the worlds like next great superpower, this topic will bring together lots of themes taught across all of KS3. We will consider levels of develop, the role of globalisation, population change and potentiality for surpassing the USA as the world’s only superpower.
Term 5		Term 6	
What is the geography of the Middle East? This topic looks at the relatively under studied and little know area of the Middle East. We will study how the physical and human geography has led to a legacy of great variety of cultures, levels of development and of course, conflict.		What are the challenges and opportunities facing Africa? Building on the knowledge, understanding and skills of the previous two topics, we will study how the geography of Africa is causing severe issues for large numbers on the continent but also that its future has great potential.	
Text book	While we may use certain pages for various topics, we do not use one text book at KS3 Geography.		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.		
Trips and expenses	While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use maps regularly – Geography is all around you!		
Homework	Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons.		

[Click here to return to the contents page.](#)

Extension work	<p>Students should always try to keep an eye on the various news outlets. Useful websites include the following:</p> <ul style="list-style-type: none">- http://www.bbc.co.uk/science/earth- http://www.bbc.co.uk/science/earth/natural_disasters- http://www.bbc.co.uk/newsround/- http://www.boston.com/bigpicture/
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German

Term 1		Term 2	Term 3
Recovery Curriculum Mein Tagesablauf Rooms in the house Daily Routine Clothes Getting ready to go out Plans to go out – the future tense Die Medien <ul style="list-style-type: none"> • Music • Celebrations and festivals • Films and actors • German culture • Other hobbies (TV, sport, reading, technology) 		Meine Familie, meine Freunde und ich <ul style="list-style-type: none"> • Describing family, friends and pets • Family relationships • What makes a good friend • Socialising with family and friends • Role models 	Die Schule und meine Kindheit <ul style="list-style-type: none"> • School subjects • Education in Germany • Childhood and when I was younger
Term 4		Term 5	Term 6
Arbeit und Zukunft <ul style="list-style-type: none"> • Jobs • Ambitions and plans • Part-time and holiday jobs • Applying for jobs • Using languages beyond the classroom 		Globale Themen 1 <ul style="list-style-type: none"> • The environment • Volunteering and good causes • Global events 	Globale Themen 2 <ul style="list-style-type: none"> • Priorities • Rights and responsibilities
Resources	We follow the Stimmt 3 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.		
Setting	Students study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
Assessment	There will be regular class vocabulary tests. All students also complete assessments at the end of each unit, which test listening, speaking, reading, writing and translation skills.		

[Click here to return to the contents page.](#)

Home Learning

German homework will be set weekly and will include: revision for vocabulary tests and assessments, short pieces of writing, reading comprehension tasks and cultural research.

History

Term 1		Term 2	Term 3
EQ1: Was the story of the twentieth century simply one of things getting better?		EQ2: Should the British Empire be a source of national pride?	EQ4: Is Fern Riddell right to describe the Suffragettes as Terrorists?
EQ2: Should the British Empire be a source of national pride?		EQ3: What can a cartoon tell us about why war broke out in 1914?	EQ5: How and why did America go from 'boom' to 'bust'?
Term 4		Term 5	Term 6
EQ6: How similar were Adolf Hitler and Joseph Stalin?		EQ8: How did the Holocaust happen and in what ways was it resisted?	EQ9: Why were America forced to withdraw from Vietnam?
EQ7: What was the most important turning point in WW2?		EQ9: Why were America forced to withdraw from Vietnam?	EQ10: How should the story of migration to Britain really be told?
Text book	Courses are taught using resources created within the department and a rich variety of film, documentary and other sources from the periods studied		
Setting	Mixed ability learning groups		
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Four of the 10 end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.		
Trips and expenses	A trip to the Normandy beaches is planned for Term 4 to enhance the unit we study on the 'Key turning points of the Second World War'. The cost of the four-day tour is approx. £500.		
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 1 hour on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons		
Extension work	Students are encouraged to extend their studies through visits, film, documentaries and fiction and engaging in their own family history.		

Maths

Terms 1 – 3	
(topics taught in a variable order and depth dependent on group)	
<p>Algebra – Sequences, expressions, solving equations, substitution.</p> <p>Number – Mental and written calculations to add, subtract, multiply and divide, BIDMAS, rounding and ordering numbers, fractions, decimals and percentages, negative numbers, multiples factors and primes, using a calculator efficiently and problem solving.</p> <p>Geometry – Constructions, loci, measures, area, perimeter and volume, angles, shape properties, nets and surface area.</p>	
Terms 4 – 6	
(topics taught in a variable order and depth dependent on group)	
<p>Algebra – Expressions, equations and straight line graphs.</p> <p>Statistics – Probability, interpreting and drawing charts and graphs, planning and collecting data, averages.</p> <p>Number – Mental and written calculations to add, subtract, multiply and divide, BIDMAS, powers and roots, ratio and proportion, using a calculator efficiently and problem solving</p> <p>Geometry – Transformations, scale drawings, maps and bearings, solving geometrical problems, including Pythagoras' Theorem.</p>	
Text book	We refer to the online version of Kerboodle textbooks associated with mymaths by Oxford University Press, which vary according to year group and level of ability being taught.
Setting	Students are taught in streamed groups according to mathematical ability with five sets in each half of the year. Setting is fluid and assessed at regular intervals throughout the year.
Assessment	All students complete end of topic tests online as well as written assessments according to their ability during term 2 and 4. They also complete an end of year assessment.
Trips and expenses	N/A
Home Learning	Maths home learning is approximately one hour per week and may include online tasks via the mymaths website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
Extension work	Mymaths and Kerboodle are good online resources for use throughout KS3

Music

Term 1		Term 2	Term 3
The Blues Exploring the history of traditional Blues music and its roots in African culture <ul style="list-style-type: none"> • Call and response, 12 bar blues, blues scale, 'blue' notes • Performing, both as a soloist and in an ensemble • Composing and improvising using a range of instruments 		Rock 'n' Roll Exploring the phenomenon of Rock 'n' Roll and its continuing influence on the popular music of the 20 th and 21 st centuries <ul style="list-style-type: none"> • Developments from the Blues, social context and technological progress • Composing lyrics to fit a typical rock 'n' roll verse structure • Performing as part of an ensemble 	The Music of India Exploring the conventions of the music of the Indian sub-continent <ul style="list-style-type: none"> • Raga and Tala, traditional instruments, classical Indian structures • Modern styles including Bhangra and Bollywood • Performing as part of a whole class ensemble • Developing improvisations, both as a soloist and in an ensemble
Term 4		Term 5	Term 6
Music for Film Investigating the different ways composers respond to a given brief in order to reflect the action/scene on the big screen <ul style="list-style-type: none"> • Listening to extracts from classic film scores • Analysis of how the music is used • Essay writing 		Dance Listening to and analysing music for a range of different dance styles. <ul style="list-style-type: none"> • Listening to a range of music from different periods of history and parts of the world • Drawing conclusions about the music and its context • Analysis of the key features of certain types of dance music 	Part of an Ensemble Rehearsing and performing music as part of a self-directed ensemble <ul style="list-style-type: none"> • Selecting and arranging music to perform as duets, trios, quartets, quintets etc • Developing rehearsal techniques Performing
Text book	None used.		

Setting	Students will be taught in mixed ability groups.
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance/recording of their work, or a written assessment.
Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.
Home Learning	N/A – EXCEPT there is an optional opportunity to use the instruments and rehearse during 'Part of an Ensemble.'
Extension work	Extra-curricular Music ensembles; practising; music reading; learning keyboard/piano layout; Grade V Theory; attend a concert in the WMC.

Physical Education

Term 1	Term 2	Term 3
Handball (Girls) Rugby Union (Boys) HRE (Fitness) Badminton	Netball (Girls) Handball (Boys) HRE (Fitness) Badminton	Hockey (Girls) Football (Boys) Basketball Gymnastics
Term 4	Term 5	Term 6
Netball (Boys) Rugby Union (Girls) Basketball Gymnastics	Rounders (Girls) Cricket (Boys) Athletics	Rounders (Boys) Cricket (Girls) Athletics
Kit	Boys: SLS rugby shirt, SLS polo, SLS blue rugby shorts, SLS white shorts, navy blue tracksuit trousers, predominantly white trainers, gum shield, football boots and shin pads. Girls: SLS polo, SLS shorts, navy blue tracksuit trousers, navy blue leggings, predominantly white trainers, gum shield, football boots and shin pads. Optional: SLS hoodie, thermal layers Please refer to updated kit requirements School-Uniform-Requirements-2021-22.pdf (st-laurence.com)	
Setting	Students have two lessons a week, one which is single sex and the other is mixed gender. Students are grouped together into one of four groups based on the Key Concept Stages achieved in Year 8. They are taught on a carousel which will cover two sports each term.	
Assessment	Pupils are assessed on their performance throughout each term using Key Concept Stage criteria. These criteria are specialised to describe what each Key Concept Stage looks like in an individual sport. Teachers assess and record feedback for students within their assessment booklets.	
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.	
Home Learning	N/A	
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures.	

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Miss Charlotte Bryer, Head of PSHE.

Term 1		Term 2	Term 3
<ul style="list-style-type: none"> • Introduction lesson – the value of PSHE • Drugs – use in young people, alcohol, “Smashed it” resource • Gangs • County lines – Film • Knife crime 		<ul style="list-style-type: none"> • Acid attacks • Friendships and behaviours • Bullying and harmful online behaviours • Mental Health – My troubles mind documentary, happiness 	<ul style="list-style-type: none"> • Careers – career pilot, introduction video and activities, electronic booklet, video and tasks. Aspirations. Linked with Director of KS4 and Careers team. • First Aid – Recovery/CPR, choking, head injuries
Term 4		Term 5	Term 6
<ul style="list-style-type: none"> • Healthy lifestyles – being healthy, healthy eating and unhealthy eating • Body Image – Dove – could be done in single sex genders • Finances – choices • Healthy relationships and friendships 		<ul style="list-style-type: none"> • Breakdown of a relationship • Domestic violence and abuse – “Beaten by my boyfriend” documentary • Sexual Harassment • Sexual consent and laws 	<ul style="list-style-type: none"> • Unplanned pregnancy, contraception, condoms • STI’s and sexual health • Child sexual exploitation and grooming-online • Pornography – media portrayal • Sexting/porn/image sharing
Text book	N/A		
Setting	Taught in learning groups		
Assessment	Through verbal contributions and progress review sheets.		
Trips and expenses	There are no set visits.		
Home Learning	One piece per term.		
Extension work	As part of differentiated work in class.		

RE

Term 1		Term 2	Term 3
What does it mean to be Human? Religious views of humanity Scientific views of humanity Different interpretations of humanity and the difference between humans and animals		What does it mean to be Human? Religious arguments for and against vegetarianism Non-religious arguments for and against vegetarianism	What does it mean to be moral? What is morality? Where do non-religious people find morality? Where do religious people find moral guidance?
Term 4		Term 5	Term 6
What does it mean to be moral? What is the difference between absolute and relative morality? How does history affect our views on morality?		Is war ever Justified? Just War Theory Pacifism Conflict or War Holy War	Frankenstein technologies World view responses to . . . Fertility treatment Saviour siblings Surrogacy Reproductive cloning Franken foods Designer Babies
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be an explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument		
Home Learning	Home learning will include tasks such as revision, research, or applying ideas to case studies. These tasks are support through the student drive, where there are many resources to help with home learning		
Extension work	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.		
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.		

Science

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Light - How does light travel? Reflection and refraction, colour and the eye.</p> <p>Adaptation and inheritance – Competition between organisms, inheritance and adaptation, evolution and natural selection.</p> <p>Metals and Reactions – Acids and metals, reactivity of metals, extracting metals and polymers.</p>	<p>Motion and Pressure – Measuring and calculating speed, distance – time graphs, pressure, turning forces.</p> <p>Revision of Key concepts from Key Stage 3.</p> <p>Preparing for GCSE – Key scientific skills and language required for GCSE.</p>	<p>GCSE Content – Classes will begin a cycle to include the first chapters of Biology, Physics and Chemistry GCSE Science.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Cell biology • Atomic Structure • Energy
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. For the GCSE course we follow AQA Science Trilogy or Separate Science and both revision guides and text books can be purchased if required. Textbooks and resources maybe accessed using the kerboodle login. Kerboodle	
Setting	None – students are taught in mixed ability learning groups	
Assessment	Students will have assessments for the topics in Terms 1 and 2, a test on all aspects of Key Stage 3 Science during Term 3/4 and assessments of GCSE learning in terms 5 and 6.	
Trips and expenses	STEM opportunities vary each year with minimal or no cost involvement.	
Home Learning	Science homework will be set weekly and may include research tasks, assessment preparation, graph drawing, experiment planning and short literacy tasks.	
Extension work	<p>BBC Bitesize has recently been updated with key topics for Key Stage 3.</p> <p>Students should always try to keep an eye on the various news outlets. Useful websites include the following:</p> <ul style="list-style-type: none"> - http://www.sciencemuseum.org.uk/onlinestuff.aspx - http://www.nasa.gov/audience/forkids/kidsclub/flash/ - http://www.rsc.org/learn-chemistry/ - http://www.bbc.co.uk/newsround/ 	