# THE HARVEY

# GRAMMAR SCHOOL
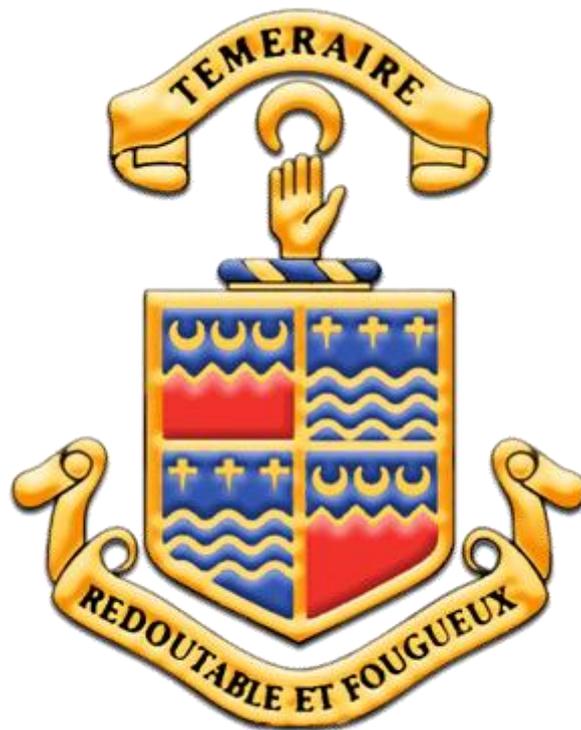
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# KS3 CURRICULUM

# OVERVIEW

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# KS3 Scheme of Work – ENGLISH

**The Key Stage 3 curriculum at the Harvey is comprised of ten units of study, completed over three years. Year 7 begins with 'Growing Up', where the boys are assessed and integrated into the school. This is followed by three further units, 'Being Different', 'Relationships' and finally, 'Ethics and Morality'. Each unit contains a mixture of Core and Aspirational skills and texts, linked by the overarching theme.**

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | **Unit 1 - Growing Up**<br>(3 lessons per week)<br><br>Reading Skills<br>(1 lesson per week)<br><br>Aspirational Content<br>(1 lesson per week) | The first unit of Key Stage 3 English focuses on integrating new students into the school.<br>During 'Growing Up' we assess students' competencies in Reading and Writing as well as Speaking and Listening to identify any gaps from Key Stage 2. We recognise that whilst we are a selective school, our students come to us with a broad range of abilities, therefore throughout Year 7 the boys undertake Harvey Skills training alongside their Core and Aspirational studies. To assist with this, the students are introduced to the school Library and our successful Accelerated Reader scheme.<br><br>Our chosen Core text for this unit is 'Harry Potter and the Philosopher's Stone' by J.K. Rowling. We have selected this as it is accessible to all our students but also because it provides a platform for the exploration of fantasy, magic and folk tales as well as language acquisition and creation. In addition, students will discuss themes within the text: friendship, growing up, humility and the dangers of desire prior to completing their first Common Assessment – an extended creative writing task.<br><br>Complementing our exploration of Harry Potter, we have a range of modern and historical texts across a range of genres exploring the concept of Growing Up. Examples include extracts from Nicholas Nickleby and Great Expectations by Charles Dickens; an extract from My Left Foot by Christy Brown and the poem, Death of a Naturalist by Seamus Heaney. This Aspirational content is designed to stretch and challenge even the most able amongst our cohort. |
| **Term** | 2 & 3 | **Unit 2 – Being Different**<br>(3 lessons per week) | Ransom Riggs' debut novel, 'Miss Peregrine's Home for Peculiar Children' is our chosen Core text for Unit 2 where the students are encouraged to explore what it means to be different. |
| | | Reading Skills<br>(1 lesson per week) | This gripping story is a stimulus for creative writing, and we begin to teach students how to read a text critically. During this unit, students will explore the writer's use of Foreshadowing and how texts are structured by looking at the work of Vladimir Propp and Gustav Freytag. In addition, they will discuss the themes of: Fear and Secrets along with Personal Identity. Finally, cross-curricular links will begin to be developed to extend the students' vocabulary for creative writing tasks. |
| | | Aspirational Content<br>(1 lesson per week) | We continue our monitoring via the Star Reader test in the Accelerated Reader Scheme (at the start of each term) and students continue demonstrating their Reading and Writing skills via both formative and summative common assessments in both terms. |
| | | | The Aspiration section of Unit 2 contains several texts from our rich and varied literary heritage, as well as works from other cultures. Students will explore poems and extracts linked to the theme of Being Different. Examples include: the poems 'Half Caste' by John Agard, 'Tich Miller' by Wendy Cope and 'Invictus' by William Earnest Henry as well as extracts from 'A Long Walk to Freedom' by Nelson Mandela and 'The Birthday Party' by Harold Pinter. |

| | | | |
|---|---|---|---|
| **Term** | 4 & 5 | **Unit 3 – Relationships** (3 lessons per week) | Unit 3 is a 12-week module, during which our students explore all aspects of Relationships in literature. |
| | | Reading Skills (1 lesson per week) | We introduce Shakespeare in Term 4, with the Core text, "The Tempest". Our boys will experience an accessible version of the whole play, as well as selected extracts from the original text for more detailed analysis. We recognise that comprehension is the first step on the road to enlightenment and that Shakespearean English can be a barrier to most adults, let alone 11-year-old boys. Therefore, in Year 7 we remove the language barrier to build their confidence, whilst giving them the chance to examine key scenes in their original format. |
| | | Aspirational content (1 lesson per week) | During the exploration the play, opportunities arise for drama and creative activities, whilst we examine the attitudes and emotions of the characters. Students also study Shakespeare's Globe Theatre, and discover what life was like when Shakespeare was writing. In addition, students will begin to explore the themes of: Illusion vs Reality, Man vs Monsters, Slavery, Power, Love and Betrayal. |
| | | | Finally, the Aspiration section of Unit 3 contains texts focussing on relationships throughout the ages and across cultures. Examples include: the poems 'Brendan Gallagher' by Jackie Kay; 'Brothers' by Andrew Forster and 'Mama Dot' by Fred Aguiar; prose extracts linked to The Magus and The Renaissance Man; an excerpt from 'Lord of the Flies' by William Golding and texts linked to Moore's Utopia. |
| Term | 6 | **Unit 4 – Ethics and Morality** (3 lessons per week) Reading Skills (1 lesson per week) Aspirational Content (1 lesson per week) | Year 7 concludes with a seven-week Unit of study where students are invited to consider Ethics and Morality. The Core programme finishes with 'Frankenstein'. As with 'The Tempest' in Unit 3, we have selected an accessible version, in this case, the play adaptation by Philip Pullman, which allows the themes of: Creation, Family, Ambition, Revenge and Nature to be explored without the students becoming overwhelmed by Mary Shelley's original prose. However, extracts from the 1818 version are used to provide additional challenge where required. Cross-curricular links are again explored this term, with the students studying genetics and evolution and electricity in Science, allowing wider vocabulary and knowledge to be applied when discussing and writing creatively about the play. The final, Aspiration component of Year 7 gives the boys a look at the Gothic genre, with an extract from Bram Stoker's, 'Dracula' as well as the short story, 'The Tell-Tale Heart' by Edgar Allen Poe, complemented by the classic poem, 'The Laboratory' by Robert Browning. |

*The Key Stage 3 curriculum at the Harvey is comprised of ten units of study, completed over three years. Year 8 begins with 'Society', where the boys explore complete high-level texts for the first time. This is followed by two further units, 'Loyalty and Betrayal' and finally 'Duty and Courage'. Each unit contains a mixture of Core and Aspirational skills and texts, linked by the overarching theme.*

| Year 8 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 & 2 | **Unit 5 – Society** (3 lessons per week) | Year 8 begins with a fourteen-week study of the concept of 'Society' focussing on two core texts (one per term), supported by a wide range of Aspirational lessons. Term 1, the students will explore allegory and fable, set against the backdrop of the Russian Revolution in George Orwell's 'Animal Farm' – |

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| | | | which is still a GCSE text with some exam boards, meeting our criteria for texts that are both accessible and challenging. |
|---|---|---|---|
| | | Aspirational Content (1 lesson per week) | We introduce the students to Orwell's counter to Totalitarianism and teach them to decode the writer's intentions. Additionally, we continue to develop our students' ability to write analytically. This text also provides us with opportunities to create some fantastic pieces of non-fiction writing, as Orwell's ideas are just as relevant today as they were when his novel was released.<br><br>Term 2, the students move from East to West - to America in the 1930s via John Steinbeck's masterpiece 'Of Mice and Men' – for so many years a GCSE staple - and explore the concept of Society set against the hardships of The Great Depression. This core novel allows the students to build on the work they began with 'Being Different' in Year 7 as they discuss race, gender and disability inequalities and how those lessons can be mapped across to the world we currently live in.<br><br>In addition to the two novels, the Aspirational lessons for 'Society' include poems, songs, prose extracts and speeches from nine different cultures and time periods that range from Aesop's Fables in circa 620BC to contemporary, with source documents from the 16th, 17th, 18th, 19th and 20th centuries up for discussion. These include the characterisation of Shakespeare's 'Othello', exploration of Colonialism expressed in James Thompson's, 'Rule Britannia' and more recently the Malala Yousafzai story. |
| **Term** | 3 & 4 | **Unit 6 – Loyalty and Betrayal** (3 lessons per week)<br><br>Aspirational Content (1 lesson per week) | Unit 6 is a twelve-week module where the students discuss the concepts of Loyalty and Betrayal, linked to the core text, Julius Caesar. Building on the introduction to Shakespeare via the simplified version of The Tempest in Year 7, the students now experience the full, original version of a Shakespeare play for the first time.<br><br>In Term 3, our focus is on Reading skills and the boys will work hard to deconstruct the meanings within the text and practise writing analytical paragraphs based on the first half of the play – culminating in a Reading common assessment at the end of the term.<br><br>In Term 4, the focus switches to Writing and we will explore the art of persuasive speechwriting, set against the backdrop of the second half of the play. The boys will evaluate Antony's 'Friends, Romans, Countrymen...' speech and explore the rhetorical devices of ethos, logos and pathos for use in their own writing.<br><br>Additionally, the core unit is again supported by a range of Aspirational lessons – designed to stretch and challenge the students in a variety of ways. These lessons include the poems: 'Two Fusiliers' by Robert Graves and 'In Memoriam' by E A Macintosh; discussions about the loyalty of football fans; analysis of Thomas Cromwell's letter to Henry VIII as well as the story of those most loyal dogs - Greyfriars Bobby (Scotland) and Hachiko (Japan). Within these lessons, students will also have a chance to explore the Oath of Allegiance and Pledge of Loyalty (UK) and the Oaths of Office of both President and Vice President of the USA. |
| | | | |
| | | | |
| **Term** | 5 & 6 | Unit 7 – Duty and Courage (3 lessons per week)<br><br>Aspirational Content (1 lesson per week) | Year 8 concludes with a fourteen-week unit based on the themes of Duty and Courage.<br><br>Unit 7 is based on the play 'Journey's End' by R.C Sherriff and is the perfect text for the boys to finish the year on as it is both accessible and extremely challenging in equal measure. Set in the trenches near the end of WW1 it provides an insight into the mindset of a number of |

officers in the days leading up to a significant offensive. This play is still an approved A-Level text, so the boys explore high level concepts – duty, courage, honour and cowardice supported by real historical context – modified to stretch able Year 8 students.

The Aspirational lessons for this unit allow the students to explore the core concepts in more detail. Examples include the poem MCMXIV by Phillip Larkin, extracts from Siegfried Sassoon's memoirs and anti-war poem 'The General' as well as the poem 'If' by Rudyard Kipling.

*The Key Stage 3 curriculum at the Harvey is comprised of ten units of study, completed over three years. Year 9 begins with 'Love and Hate', set against the backdrop of Shakespeare's 'Romeo and Juliet'. This is followed by two further units, 'Respect and Tolerance' and 'Fear and Isolation'. Each unit contains a mixture of Core and Aspirational skills and texts, linked by the overarching theme and is designed to build upon and reinforce skills from earlier Units.*

| Year 9 | | Topic(s) | Content |
|---|---|---|---|
| **rm** | 1 & 2 | Unit 8 – Love and Hate (3 lessons per week)<br><br>Aspirational Content (1 lesson per week) | Year 9 begins with our third Shakespeare play – this time, the full version of 'Romeo and Juliet' is used to anchor discussions about the core themes of 'Love and Hate'.<br><br>Students will build on the Shakespearean knowledge they have gained from their study of 'The Tempest' and 'Julius Caesar' in previous years as well as their explorations of themes and concepts including:<br>'Relationships'<br>Ethics and Morality'<br>'Society'<br>'Loyalty and Betrayal' and<br>'Duty and Courage' to analyse the play in its entirety.<br><br>Unit 8 is again enriched by a series of Aspirational lessons, allowing deeper and broader discussions than those prompted by the core text alone. During the first seven weeks, the students explore the poems 'Anne Hathaway' by Carol Anne Duffy and 'Climbing Grandfather' by Andrew Waterhouse, as well as a number of non-fiction texts including 'Dina's Story' from Childline and a newspaper article about Arranged Marriages.<br><br>The focus of the second half of the Aspirational lessons is on developing rhetoric, building on the study of ethos, pathos and logos begun in Year 8. The boys will be invited to prepare speeches on such topics as:<br><br>'Does a grudge require vengeance?'<br>'When you are in love should you get married?'<br>'What makes a healthy relationship?'<br>'Do parents always know best?' and finally,<br>'Should the death penalty ever be re-introduced?' |
| **Term** | 3 & 4 | Unit 9 – Respect and Tolerance (3 lessons per week)<br><br>Aspirational Content (1 lesson per week) | Term 3 gives the students the opportunity to try something different as the first half of the 'Respect and Tolerance' Unit is linked to the study of Film rather than Literature. This is done to expose the boys to this subject prior to choosing their GCSE options to enable them to make informed decisions. It is also an art form which is clearly linked to the study of Literature – in the same way that Plays are - and is therefore a valid discipline for the boys to explore, albeit in an introductory format. Taking a multi-cultural approach, the boys will learn about the basics of the director's art – mise-en-scene, camera angles and soundtracks – |

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| | | | coupled with the skill of the storyteller to provide a new way of analysing a narrative. |
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| | | | During Term 3, the students will explore Japanese Anime via the film 'The Tale of Princess Kaguya', elements of African culture via Marvel's 'Black Panther' and British Indian culture clash in 'Bend it Like Beckham'. The Film studies component finishes with analysis of the multi award winning 2018 film 'The Hate U Give' based on the book of the same name by Angie Thomas – set against the Black Lives Matter movement in America. |
| | | | In Term 4, the students move back to studying Literature – looking at the novel 'The Hate U Give' which they are already familiar with from their study of the film at the end of Term 3. This novel opens up wider, sometimes challenging, conversations about race – building on discussions held during the study of 'Of Mice and Men' in Year 8 and is a profound, deeply compelling and relevant modern novel. |
| | | | Unit 9 is also supported by Aspirational lessons including the poems: 'Presents from my aunts in Pakistan' by Moniza Alvi; 'Accents' by Denice Frohman and 'Caged Bird' by Maya Angelou; the Japanese Folktale 'The Moon Rabbit'; the songs 'Black' by Dave and 'THUG LIFE' by Tupac and The Case of The Ferguson Unrest (2014) before finally discussing the question:<br>'Does institutional racism still exist in society?' |
| **Term** | 5 & 6 | Unit 10 – Fear and Isolation<br>(3 lessons per week)<br><br>Aspirational Content<br>(1 lesson per week) | Key Stage 3 finishes with a journey into ghost stories via Susan Hill's acclaimed novel, 'The Woman in Black'. This tale, written in the classic 19th century tradition can be studied at GCSE and A-Level, it is even part of a University course in gothic literature – although Hill herself insists that whilst it has something in common with pure gothic fiction of the 18th and 19th centuries it is only a distant cousin of the genre.<br>In Unit 10, students will consolidate and continue to build upon all of the knowledge they have learned in the previous nine Units and explore the key themes of 'Fear and Isolation'. Thomas Hardy believed that places are as important as people in fiction and the students will discuss the impact of Gapemouth Tunnel, Crythin Gifford, Eel Marsh House and Nine Lives Causeway on both the protagonist and the inhabitants.<br>The Aspirational section of Unit 10 contains numerous extracts, short stories and poems exploring what it means to be afraid or isolated, including: Ghosts in the Machine by Neil Gaiman, Dracula by Bram Stoker and The Raven by Edgar Allan Poe. |

# KS3 Scheme of Work – MATHEMATICS

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | **Module 1** | Number, including primes, highest common factor lowest common multiple. |
| | | | Patterns and types of numbers. (Square, Cube. Triangular) |
| | | | Fractions, decimals and percentages and their equivalencies. |
| | | | BODMAS. |
| | | | Calculating with decimals |
| | | | Calculating with negative numbers |
| **Term** | 2 | **Module 2** | Mixed and improper fractions, Fours rules and Fractions |
| | | | Expressions and brackets |
| | | | Expanding and factorising |
| | | | Substitution |
| | | | Setting up and solving Equations, substitution |
| | | | Linear Sequences |
| **Term** | 3 | **Module 3** | Percentages including multipliers. |
| | | | Approximating and Estimating. |
| | | | Ratio including problems. |
| **Term** | 4 | **Module 4** | Constructions and triangles |
| | | | Angles and Parallel lines |
| | | | Areas of shapes including the circle |
| **Term** | 5 | **Module 5** | Finding Surface area and volume including converting of units. |
| | | | Equations of lines |
| | | | Transformations |
| **Term** | 6 | **Module 6** | Mean mode median and comparing data |
| | | | Constructing Statistical diagrams |

| Year 8 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | **Module 1** | Recall of BODMAS, types of number |
| | | | Basic index laws (negative powers) |
| | | | Standard form and the 4 rules. |
| | | | Use prime factorisation for prime factorising and roots |
| | | | Use of Venn diagrams in HCF and LCM |
| | | | Recurring decimals and fractions |
| | | | Rounding |
| | | | Upper and lower bounds |
| **Term** | 2 | **Module 2** | Expand 2 brackets and simplify |
| | | | Expand and factorise quadratics |
| | | | Change the subject of a formula |
| | | | Index laws |
| | | | Algebraic substitution |
| | | | Solving equations and linear inequalities |
| | | | Represent these inequalities on a number line |
| | | | Solve a pair of simultaneous equations using elimination |
| | | | Generate a quadratic sequence from nth term |
| | | | Generate nth term of a quadratic sequence of the form $an^2+b$ |
| | | | Find the nth term of a quadratic sequence of the form $an^2+bn+c$ |
| **Term** | 3 | **Module 3** | Linear graphs |
| | | | Gradients and equations of linear graphs |

| | | | Midpoints of a line |
|---|---|---|---|
| | | | Rearrange into y = mx + c |
| | | | Parallel and perpendicular lines |
| | | | Plot quadratic graphs |
| | | | |
| | | | Conversion, real life, distance time graphs |
| | | | Speed calculations |
| **Term** | 4 | **Module 4** | Ratio and proportion including best buys |
| | | | Percentage increase and decrease |
| | | | Simple and compound interest |
| | | | Plans and elevations |
| | | | Interior and exterior angles in polygons |
| **Term** | 5 | **Module 5** | Length and area of part circles. |
| | | | Pythagoras Theorem |
| | | | Probability including sample space and probability trees |
| | | | Scatter Diagrams and interpretation |
| **Term** | 6 | **Module 6** | Averages and grouped data |
| | | | Histograms |
| | | | Cumulative frequency diagrams |
| | | | Trigonometry ratios |
| **Year 9** | | **Topic(s)** | **Content** |
| **Term** | 1 | **Module 1** | Further number, factors & multiples |
| | | | Fractions & Decimals problems |
| | | | Rounding including upper and lower bounds |
| **Term** | 2 | **Module 2** | Algebra Quadratics |
| | | | Calculating with percentages |
| | | | Angles, scale diagrams and bearings |
| | | | Polygons |
| **Term** | 3 | **Module 3** | Sequences |
| | | | Co-ordinates and linear graphs |
| | | | Circumference and area including part circles |
| **Term** | 4 | **Module 4** | Scatter-graphs interpolation and extrapolation |
| | | | Statistics graphs and calculations |
| | | | Real life graphs |
| **Term** | 5 | **Module 5** | Ratio and Proportion |
| | | | Equations including Quadratics |
| | | | 2D representation of 3d shapes |
| **Term** | 6 | **Module 6** | Congruence and similarity |
| | | | Transformations |

# KS3 Scheme of Work – SCIENCE

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Terms** | **1 and 2** | **Organisms** | Using a microscope to see plant and animal cells. <br> The role of diffusion. <br> Adaptations of unicellular organisms. <br> Cells, tissues, organs and systems. <br> The human skeleton, muscles and joints. |
| | | **Matter** | Matter and its properties. <br> The particle model and behaviour, gas pressure and diffusion. <br> Changing state, water, mixtures, filtering and evaporation. <br> Chromatography and distillation. |
| | | **Forces and motion** | Movement and speed. <br> Distance–time graphs. <br> Forces and representing forces. <br> Gravity and weight. <br> Balanced and unbalanced forces and forces and changes in movement. |
| **Terms** | **3 and 4** | **Ecosystems** | Ecosystems. <br> Food chains, webs and pyramids. <br> Competition <br> Plant Reproduction <br> Seed Dispersal |
| | | **Reaction** | Working safely with acids and alkalis. <br> Reactions of acids and alkalis. <br> PH scale and indicators. <br> Making Salts <br> Chemical Reactions <br> Metals and Non metal <br> Reaction of metals <br> Displacement reactions. |
| | | **Energy** | Conservation of energy. <br> Energy from food. <br> Fuels and energy resources <br> Energy and Power calculations <br> Energy stores and dissipation |

| | | | |
|---|---|---|---|
| **Terms** | **5 and 6** | **Genetics and evolution** | What is a species and variation?<br>Adaptation<br>Reproductive systems<br>Fertilisation and Menstrual Cycle<br>Foetal development |
| | | **Waves** | Nature of Waves<br>Sound<br>Loudness and Amplitude<br>Pitch and Frequency<br>The Ear and Hearing<br>Using sound and ultrasound. |
| | | **Electricity** | Static electricity.<br>Electric fields and charge.<br>Circuits and current.<br>Voltage and resistance.<br>Electrical relationships. |
| | | **The Earth and atmosphere, space** | The Earth.<br>The rock cycle<br>Ceramics<br>The Sun and stars and Solar System.<br>Days and seasons.<br>The Moon and its craters. |
| **Year 8** | | **Topic(s)** | **Content** |
| **Terms** | **1 and 2** | **Organisms** | Photosynthesis.<br>Minerals from the soil.<br>Gas exchange in mammals.<br>Breathing<br>Drugs, alcohol and smoking<br>Nutrition, food tests and diet and digestion |
| | | **Matter** | Atoms, elements and the Periodic Table.<br>Atoms, elements and compounds.<br>Naming compounds.<br>Chemical symbols and formulae.<br>Chemical reactions.<br>Polymers<br>Group 1, 7 and the noble gases |
| | | **Forces** | Friction<br>Drag Forces<br>Turning Forces<br>Pressure in solids, liquids and gases<br>Stress in solids |

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| | | Ecosystems | Respiration<br>Biotechnology<br>Photosynthesis<br>Adaptations of the leaf<br>Plant mineral ions |
|---|---|---|---|
| **Terms** | **3 and 4** | **Reactions** | Atoms in chemical reactions<br>Thermal decomposition<br>Combustion<br>Conservation of mass<br>Exothermic and Endothermic reactions<br>Energy Level diagrams<br>Bond Energies |
| | | **Energy** | Work Done<br>Heat Transfer<br>Conduction/convection<br>Radiation<br>Insulation |
| **Terms** | **5 and 6** | **Genes** | Natural Selection<br>Extinction<br>Preserving Biodiversity<br>DNA and Genetics<br>Genetic Modification<br>Inheritance |
| | | **Electromagnetism** | Magnets and Magnetic Fields<br>Electromagnets<br>Parallel Circuits |
| | | **Waves** | Light as a wave.<br>Reflection<br>Refraction of light.<br>Colour.<br>Radiation and Energy<br>Modelling Waves<br>Electromagnetic Waves |
| | | **Earth** | Global Warming<br>Carbon Cycle<br>Climate Change<br>Extracting Metals<br>Recycling |

| Year 9 | | Topic(s) | Content |
|---|---|---|---|
| **Terms** | **1 and 2** | **Cell structure and transport** | Microscopes<br>Animal, Plant and Prokaryotic cells<br>Specialised animal and plant cells<br>Diffusion, osmosis and active transport<br>Adaptations for exchange |
| | | | The cell cycle and mitosis<br>Cell differentiation and cloning plants<br>Stem cells, their potential uses and concerns |
| | | **Atomic Structure** | Atoms<br>Chemical equations<br>Separating techniques<br>History and structure of the atom<br>Electronic structure<br>Ions, atoms and isotopes |
| | | **Periodic Table** | Development of the periodic table<br>Electronic structure and the periodic table<br>Group 1 – the alkali metals<br>Group 7 – the halogens<br>Explaining trends<br>The transition elements |
| | | **Conservation and Dissipation of Energy and Power** | Energy Stores and changes<br>Conservation of Energy<br>Energy and Work<br>Gravitational Potential Energy Stores<br>Kinetic Energy Stores<br>Energy Dissipation<br>Energy and Efficiency<br>Electrical Appliances<br>Energy and Power |
| **Terms** | **3 and 4** | **Organisation and the digestive system** | Tissues and organs<br>Structure of the digestive system<br>Chemistry of food<br>Enzymes as catalysts and factors affecting their action<br>Enzymes in digestion and maximising their efficiency |
| | | **Structure and Bonding** | States of matter<br>Atoms into ions<br>Ionic bonding |

| | | | Giant ionic structures |
|---|---|---|---|
| | | | Covalent bonding |
| | | | Simple molecular structures |
| | | | Giant covalent structures |
| | | | Allotropes of carbon |
| | | | Metallic bonding and structures |
| | | | Nanoparticles and their uses |
| | | **Molecules and Matter** | Density |
| | | | States of Matter |
| | | | Changes of State |
| | | | Internal Energy |
| | | | Specific Latent Heat |
| **Terms** | **5 and 6** | **Organising animals and plants** | Blood composition and structure and function of blood vessels |
| | | | The heart and treating heart conditions |
| | | | Breathing and gas exchange |
| | | | Tissues and organs in plants |
| | | | Transport systems in plants |
| | | | Evaporation and transpiration and factors affecting their rate |
| | | **Photosynthesis** | Photosynthesis reaction and adaptations of the leaf for photosynthesis |
| | | | Factors affecting the rate of photosynthesis |
| | | | Investigating the rate of photosynthesis |
| | | | How plants use glucose |
| | | | Maximising the rate of photosynthesis in a commercial setting |
| | | **Chemical Calculations** | Relative masses and moles |
| | | | Equations and calculations |
| | | | From masses to balanced equations |
| | | | Yields of a chemical reaction |
| | | | Atom economy |
| | | | Concentrations |
| | | **Electrical Circuits** | Static Electricity |
| | | | Current and Charge |
| | | | Potential difference and resistance |
| | | | Component Characteristics |
| | | | Series Circuits |

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| | | Rotations in Year 9 | |
|---|---|---|---|
| **Terms** | **1-6** | **The Nature of Waves** | The Nature of Waves<br>The properties of waves<br>Reflection of waves<br>Refraction of waves<br>Sound Waves<br>The uses of Ultrasound<br>S and P waves |
| | | **The Earth's Atmosphere and Resources** | History and evolution of the atmosphere<br>Greenhouse gases and global climate change<br>Atmospheric pollutants<br>Finite and renewable resources<br>Potable water and the treatment of waste water<br>Extraction of metals from low grade ores<br>Life cycle assessments and the reduce, reuse, recycle principle |
| | | **Photosynthesis, Respiration and Diseases** | Photosynthesis reaction and adaptations of the leaf for photosynthesis<br>Investigating the rate of photosynthesis<br>How plants use glucose<br>Aerobic Respiration<br>Response to Exercise<br>Anaerobic Respiration<br>Metabolism and Liver<br>Non-Communicable Diseases<br>Cancer<br>Smoking and Risk of Disease<br>Diet, exercise and disease<br>Alcohol and other carnicogens |

# KS3 Scheme of Work – ART & DESIGN

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | **Identity** | A general introduction to Art. Pupils use the theme of 'identity' or 'self' as starting points for the terms work. <br> Vincent Van Gogh artist study <br> Observational Drawing. <br> Proportions of the face. <br> Self-portrait. <br> Monoprinting |
| **Term** | 2 | **Colour Theory** | Introduction to painting. <br> Paul Gauguin artist study <br> Colour Theory Knowledge. <br> Experimentation and colour mixing. <br> Artist Studies. <br> Mixed media work. |
| **Term** | 3 | **Fauvism** | Research into the work of the originators of Fauvism, Henri Matisse and Andre Derain. <br> Observational painting. <br> Use of mixed media. <br> Studies of Folkestone Harbour. |
| **Term** | 4 | **Illustration** <br><br> **English Literature** | Cross curriculum study of Lamb to the Slaughter by Roald Dahl linked to English curriculum <br> Quentin Blake artist study. <br> Analysis of the text. <br> Illustrative response to a passage. |
| **Term** | 5 | **Still Life** | A study of Still Life art and the concept of Vanitas. <br> Paul Cezanne artist study. <br> Create their own composition. <br> Oil pastel personal response. |
| **Term** | 6 | **Working in clay** | Clay sculpture and decoration techniques. <br> Fabrication in clay. <br> Firing process. <br> Surface decoration. <br> Clay. |
| **Year 8** | | **Topic(s)** | **Content** |
| **Term** | 1 | **Day of the Dead** | An exploration of the Mexican festival 'Dia de los Muertos'. <br> Artist studies. <br> Investigation of 'Festival' and 'Community Celebration'. <br> Develop individual response. <br> Ceramic decoration. |
| **Term** | 2 | **Illustration** <br><br> **English Literature** | Cross curriculum study of Dracula by Bram Stoker linked to English curriculum <br><br> Saul Bass artist study. <br> Analysis of the text. <br> Illustrative response to a passage. |

| Term | 3 | Urban Art | A study of the work of the 'Urban Artist' and the enhancement of found surfaces. Roa artist study. Mural art and urban regeneration. Explore local environment. Develop personal response. |
|------|---|-----------|----------------------------------|
| Term | 4 | Social Awareness | A visual investigation into the social classes. Grayson Perry and Richard Billingham artist study Mixed Media final response. Illustration of a social scene. |
| Term | 5 | Figurative Drawing 3D | Development of observational skills using the figure as a focus. Alberto Giacometti artist study. Drawing from life. Sculpting. |
| Term | 6 | 3D Clay | Clay sculpture and decoration techniques. Fabrication in clay. Firing process. Surface decoration. |
| **Year 9** | | | |
| Term | 1 | Perspective | An introduction into the use of one, two and three point perspective in art and design. Observational drawing. Experimentation with different media. MC Esher artist study. Personal response. |
| Term | 2 | Natural Form | A study of Natural Form as a theme for the development of a personal response. Observational drawing. Experimentation with different media. Ernst Haekel artist study. Personal response. |
| Term | 3 | Still Life | Development of observational skills using the still life as a focus. Drawing and painting. Euan Uglow artist study. Gestalt psychology. Measured final outcomes. |
| Term | 4 | Illustration (English Literature) | Cross curriculum study of The Birds by Daphne Du Maurier linked to English curriculum. Irena Sibley and Giacomo Patri artist studies. Analysis of the text. Illustrative response to a passage using linocuts. |

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| Term | 5 | Portraiture | A study of portrait art exploring two diverse techniques. |
|------|---|-------------|----------------------------------------------------------|
| | | | Lucien Freud and Chuck Close artist studies. |
| | | | Proportions of the human face. |
| | | | Two final responses, artist comparison. |
| Term | 6 | Personal Investigation | GCSE style artist study and personal response. |
| | | | Develop ideas and intentions by working from personal research. |
| | | | Artists of choice. |
| | | | Create a personal response that is linked to the study of chosen artist. |

## KS3 Scheme of Work – COMPUTER SCIENCE

| Year 7 | Topic(s) | Content |
|--------|----------|---------|
| Term 1 | Introduction to online learning | Baseline assessment throughout to indicate level of computing competency. |
| | | Familiarisation with school layout and incorporate organisation. |
| | | Exploring software use for particular scenarios using Microsoft office applications. |
| | | Exploring past Computer Science professionals and creating resources using specific software. |
| Term 2 | Computational Thinking | Introducing problem-solving skills, including analysing and logically organising data, data modelling and data abstractions. |
| | | Algorithmic thinking and decomposing specific problems. |
| | | Formulating problems and implementing solutions. |
| Term 3 | Computer Hardware | Exploring what is inside a computer and how the device works. |
| | | Familiarising with various input and output devices. |
| | | How storage devices vary, examining pros and cons for each. |
| | | Differentiating between hardware and software, recommending specific types to certain scenarios. |
| Term 4 | Data Representation | Binary systems for storing data. |
| | | Exploring how numbers are represented in binary form. |
| | | Converting hexadecimal data into other data formats to ensure a computer and human can understand. |
| | | Converting binary numbers into decimal numbers |
| Term 5 | Software Use | Building on from term 1, expanding on knowledge regarding three main Microsoft software applications. |
| | | Word processing for letters, mail merging, formatting, margins, headers and footers. |
| | | PowerPoint presentations to include slide master, animations, transitions, timings, embedded photos and videos. |
| | | Excel for data manipulation, autosum, mathematical calculations, graphs. |
| Term 6 | Programming (Scratch) | Sequencing instructions to create programs. |
| | | Introduction of a computer program being a set of instructions (linking to computational thinking). |
| | | Using iteration to repeat processes for more efficient programming. |
| | | Using mathematical operators to enhance programming. |

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| Year 8 | Topic(s) | Content |
|---|---|---|
| Term 1 | **Programming (Python Turtle)** | Another taste of programming, building on from Scratch programming last year. Examining techniques involving sequencing, selection, iteration, functions and parameters. Students to program their 'turtle' to draw various shapes and designs in the most efficient way possible. |
| Term 2 | **Encryption** | Encryption, Decryption and Encryption Keys Exploring why encryption is so vital to ensuring your information is kept safe. Various encryption methods such as Caesar Cipher, Hashing and Cryptography to be investigated. Students to create their own encrypted data for others to attempt to decrypt in a time sensitive scenario |
| Term 3 | **Cyber Security** | Understanding the importance of using technology safely Investigating varied types of cyber-attacks (Malware, Trojan, Spyware to name a few). Examining how fake news and internet searches affect users trust in technology – relating this to e-safety and cyber security attacks. |
| Term 4 | **Python Programming (Python3)** | Expanding on previous programming knowledge. Writing in Python3, using sequencing, selection, iteration to enhance programs. Turning written algorithms into programs. Creating everyday programs (calculators, money converters) in Python3. Developing understanding of how varied programming languages required similar commands. |
| Term 5 | **HTML & CSS (web building)** | This unit focusses on HTML and CSS, understanding what is behind the development of web page design. HTML5 is the language for presenting content and CSS for enhancing and formatting more aesthetic and visually exciting content. Students to cover basics in web design including images, web links, styling, structures, lists and tables. |
| Term 6 | **HTML & CSS (web project)** | Students to create their own set of web pages using skills from previous term. Website proposal created to check for web topic using either Word or PowerPoint. Students have access to multiple resources but work independently throughout the project. |
| Year 9 | Topic(s) | Content |
| Term 1 | **Data Representation 2** | Binary recap based on previous knowledge. Exploring NOT, AND & OR logic gates – their role in electrical circuits and how devices understanding their inputs and outputs Truth tables – mapping out all possible combinations for each logic gate in addition to multiple gated circuits |
| Term 2 | **Software Project** | Calling on previous software experience to engage in a group project task. |

| | | Dragons Den related task, where all groups are required to create a spreadsheet detailing key financial information, a headed letter explaining their idea and a presentation to showcase their product. <br><br> Pupils provided key information to include in addition to certain software tasks to ensure they complete. |
|---|---|---|
| **Term 3** | **Networks** | LAN vs WAN <br> Factors affecting performance on networks <br> Client-server & peer-to-peer servers <br> Recall to computer hardware to provide examples of how networks run – key components required for a successful network |
| **Term 4** | **Pseudocode (fake programming)** | Building on HTML, CSS, Scratch & Python programming. <br> Planning how to program using pseudocode. <br> Structuring algorithms and ensuring key terms are used to represent a fully working program. <br> Referencing high level languages throughout |
| **Term 5** | **System Architecture** | Recap on CPU from Hardware knowledge. <br> Fetch, decode, execute cycle <br> CPU components – ALU, CU, CACHE, REGISTERS <br> Von Neumann Architecture |
| **Term 6** | **Programming Project** | Effective coding skills put to practice <br> Students tasked with creating their own program from a choice of ideas <br> Algorithms, pseudocode required to plan effectively <br> Sub routines introduced to enhance overall outcomes. |

## KS3 Scheme of Work – DESIGN TECHNOLOGY

| Year 7 | Topic(s) | Content |
|---|---|---|
| **Term 1** | **Introduction to DT and Safe** <br><br><br> **Drawing 101** | **Introduction to D&T** – Students will learn how product design connects with other subjects and influences our everyday lives. Overview of the workshop environment, safety and PPE. <br><br> **Drawing Skills** – Students will learn sketching techniques, oblique projection drawing, 2-point perspective drawing, isometric projection drawing and third angle orthographic projection drawing. <br><br> **Common assessment** - (Drawing Skills) |
| **Term 2** | **CAD/CAM** <br><br><br> **Timbers** | **Learn by Layers** – Students will learn Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills using Autodesk Tinkercad software and 3D printers <br><br> **Memo Holder Project** – Students will engage in a focused practical task on marking out and basic practical skills which will include the CAD / CAM skills learned in term 1. |
| **Term 3** | **Timbers** | **Memo Holder Project** – Students will engage in a focused practical task on marking ou and basic practical skills which will include the CAD / CAM skills learned in term 1. <br><br> **Common assessment** - Students will be assessed on elements of the Drawing skills, learn by layers and memo holder projects. |
| **Term 4** | **Electronics** | **The 'Amazing Sensitive Circuit' Project** – Student will produce a printed circuit board, and design and manufacture a housing for it using the line bender. |

| Term | 5 | Electronics<br><br>Prototyping | The 'Amazing Sensitive Circuit' Project – Student will produce a printed circuit board, and design and manufacture a housing for it using the line bender.<br><br>Next Generation Project - Students will use their drawing skills, CAD/CAM, and practical skills to create a visual prototype model of the next generation of games controller. |
|------|---|----------|------------|
| Term | 6 | Prototyping | Next Generation Project - Students will use their drawing skills, CAD/CAM, and practic skills to create a visual prototype model of the next generation of games controller.<br><br>Common Assessment – End of year examination. |

| Year 8 | | Topic(s) | Content |
|--------|---|----------|---------|
| Term | 1 | Introduction to DT and Safety<br><br>Casting | Introduction to D&T – Students will study an influential product designer and their work. Overview of the workshop environment, safety and PPE.<br><br>Jewellery Project – Research into South American and Egyptian symbology to design a pendant using CAD/CAM and low temperature pewter casting techniques. |
| Term | 2 | Casting | Cultural Jewellery Project – Research into South American and Egyptian symbology to design a pendant using CAD/CAM and low temperature pewter casting techniques.<br><br>Common assessment - Students will be assessed on elements of the electronics and casting projects. |
| Term | 3 | CAD CAM | USB Desk Lamp Project: Students will be challenged to create a posable USB desk lamp from a limited amount of material. Students will learn to use Techsoft 2D so they can access the capabilities of the laser cutter to cut the parts of their final design. |
| Term | 4 | CAD CAM<br><br><br><br>Joining and Finishes | USB Desk Lamp Project: Students will be challenged to create a posable USB desk lamp from a limited amount of material. Students will learn to use Techsoft 2D so they can access the capabilities of the laser cutter to cut the parts of their final design.<br><br>Pucket Game Project (Timber and Plastics) - Students will research traditional board games from around the word. Students will look at joining and finishing timber and create their own version of the traditional French 'Pucket' game. |
| Term | 5 | Joining and Finishes | Pucket Game Project (Timber and Plastics) - Students will research traditional board games from around the word. Students will look at joining and finishing timber and create their own version of the traditional French 'Pucket' game. |
| Term | 6 | User Centered Design | Redesigning Existing Products – Students will work in teams to look at how existing products can be re designed to assist people with disabilities. Students will study anthropometrics and ergonomics to produce a working prototype of their product.<br><br>Common Assessment – End of Year Examination |

| Year 9 | Topic(s) | Content |
|---|---|---|
| **Term** 1 | **Introduction to DT and Safety**<br><br><br>**Iterative Design** | **Introduction to D&T** – Students will investigate new and emerging technologies and improve an existing product using their research. Overview of the workshop environment, safety and PPE.<br>**Passive Amplifier Project** – This project will develop students' skills in measuring, assembly and the use of hand tools to cut accurately. They will look at the work of others and recognize significant design styles. They will also be able to plan the making of their product and develop creative skills in the design for their amplifier. They will create a presentation style drawing and from this create a working drawing in Orthographic. They will build on measuring and cutting skills from previous projects. They will research the sizes of phones and use this information to create a passive amplifier. |
| **Term** 2 | **Iterative Design** | **Passive Amplifier Project** – This project will develop students' skills in measuring, assembly and the use of hand tools to cut accurately. They will look at the work of others and recognize significant design styles. They will also be able to plan the making of their product and develop creative skills in the design for their amplifier. They will create a presentation style drawing and from this create a working drawing in Orthographic. They will build on measuring and cutting skills from previous projects. They will research the sizes of phones and use this information to create a passive amplifier. |
| **Term** 3 | **Iterative Design**<br><br><br><br>**Mechanical Systems** | **Passive Amplifier Project** – This project will develop students' skills in measuring, assembly and the use of hand tools to cut accurately. They will look at the work of others and recognize significant design styles. They will also be able to plan the making of their product and develop creative skills in the design for their amplifier. They will create a presentation style drawing and from this create a working drawing in Orthographic. They will build on measuring and cutting skills from previous projects. They will research the sizes of phones and use this information to create a passive amplifier.<br>**Automata Project** - In this project students will develop an understanding of how mechanisms work. They will research existing mechanisms and be able to recognize CAMS, FOLLOWERS and LINKAGES. They will be able to describe and recognize movements and develop the skills in creating a specification and work towards meeting it. They will develop their design and making skills using workshop equipment. They will develop measuring skills and show how they can accurately cut materials to size. They will develop joining and assembly methods and be able to apply a finish. |
| **Term** 4 | **Mechanical Systems** | **Automata Project** - In this project students will develop an understanding of how mechanisms work. They will research existing mechanisms and be able to recognize CAMS, FOLLOWERS and LINKAGES. They will be able to describe and recognize movements and develop the skills in creating a specification and work towards meeting it. They will develop their design and making skills using workshop equipment. They will develop measuring skills and show how they can accurately cut materials to size. They will develop joining and assembly methods and be able to apply a finish.<br>**Common Assessment** – Students will be assessed on elements of the iterative design and mechanical systems projects. |
| **Term** 5 | **Mechanical Systems** | **Automata Project** - In this project students will develop an understanding of how mechanisms work. They will research existing mechanisms and be able to recognize CAMS, FOLLOWERS and LINKAGES. They will be able to describe and recognize movements and develop the skills in creating a specification and work towards meeting it. They will develop their design and making skills using workshop equipment. They will develop measuring skills and show how they can accurately cut materials to size. They will develop joining and assembly methods and be able to apply a finish. |
| **Term** 6 | **Pneumatics** | **The Rocket Car STEM Challenge:** Designing a 'rocket car' engineered to travel the furthest and fastest yet also protect an occupant. How to design to resolve conflicting demands.<br><br>**Common Assessment – End of Year Examination** |

# KS3 Scheme of Work – GEOGRAPHY

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | Fantastic Places | A general introduction to Geography; what makes up human/physical geography?<br><br>Using 'fantastic places' to teach both locational knowledge (i.e. capitals, oceans etc) as well as skills.<br><br>General skills such as graph drawing and analysis, interpretation and annotation of photographs and more specifically map skills.<br><br>Map skills including grid references, map symbols, direction, scale, relief, latitude and longitude. |
| **Term** | 2 & 3 | Coasts | Pupils will learn the basic geographical processes that occur on a coastline i.e. erosion, weathering, transportation and deposition.<br><br>There is an opportunity for fieldwork on site to look in more depth at weathering.<br><br>The formation of landforms such as stack, arches, wave cut platforms etc will be taught with an emphasis on places, on sequencing and the use of key words.<br><br>The ways that a coastline can be managed will be considered with the pupils carry out their own DME (decision making exercise) to decide how best to protect some vulnerable areas of the UK's coastline. |
| **Term** | 4 & 5 | Population and Migration | To investigate the global growth of population and how population change is related to birth and death rates.<br><br>Pupils will analyse the global distribution of population and study reasons for sparse and dense populations.<br><br>The idea of population management will be considered in countries with large populations such as China.<br><br>Pupils will also look at the factors that affect population movement and the impact of this migration.<br><br>Pupils will be introduced to the key geographical concept of sustainability. |
| **Term** | 6 | Crime | To understand the Geography of crime i.e. how crime occurs in different areas and situations and how it can be mapped.<br><br>This topic uses many skills with a focus on the presentation and analysis of data wherever possible.<br><br>Pupils will apply their knowledge of crimes, patterns and locations to show how crime can be reduced in certain areas.<br><br>This topic introduces GIS (geographical information systems) to record and map crimes.<br><br>There is an opportunity for virtual fieldwork. |

| Year 8 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | Rivers and River Flooding | The processes of weathering and erosion will be looked at with an emphasis given to the landforms that are produced by fluvial erosion, transportation and deposition along the long profile of a river. It will be expected that pupils build on their knowledge of weathering and erosion from the coasts topic and apply this to a different context.<br><br>To sequence the formation of v shaped valleys, waterfalls, floodplains, levees etc.<br><br>To recap the use of OS maps to identify river features.<br><br>To understand the factors that cause flood events then to study examples of floods in both LICs and HICs (create mini 'case studies'). |
| **Term** | 2 | Living and Working in the UK | Geographical reasons for the locations of settlements.<br><br>How people have adapted to living in cities and some of the issues of high density urban living.<br><br>To investigate sustainable ways of living in urban areas<br><br>Pupils will look at how employment structures in countries are influenced by the types of industry within those countries focussing on the shifting patterns of employment e.g. manufacturing from UK to China.<br><br>Pupils will look at all four industry types (primary, secondary, tertiary and quaternary) and an emphasis will be given to the dominance of these industries in different types of countries (Fisher-Clark Model).<br><br>Pupils will research and create a business model for the diversification of a hill farm in the Lake District. Emphasis here on justification and planning (as well as creativity). |
| **Term** | 3 | Weather and Climate | Study the factors that affect both climate and weather.<br><br>Opportunity to research and present information as a group to the class.<br><br>Look at examples of extreme weather events.<br><br>Use of fieldwork skills to collect, analyse and draw conclusions from geographical data on local weather using multiple sources of increasingly complex information i.e. synoptic charts. |
| **Term** | 4 | Resources and the Environment | Pupils will study various types of renewable and non-renewable energy sources, including some investigation into less conventional energy sources such as fracking.<br><br>The impact that humans have on the environment through the consumption of resources will be considered along with ways to more sustainably manage development e.g. through reducing, reusing and recycling. |
| **Term** | 5 & 6 | Africa | This topic will look at 'Africa' through the focus of a few contrasting African countries.<br><br>This topic is partially synoptic and will recap on topics such as coasts, rivers, population, resources and weather.<br><br>This topic will bring together prior knowledge and there will be greater emphasis on the application of this knowledge. |
| **Year 9** | | **Topic(s)** | **Content** |
| **Term** | 1 | Extreme Environments | Different climates throughout the world have different vegetation types (biomes). This unit looks at how the animals and plants are adapted to the climate and what the effects are on the people who live within these biomes.<br><br>Emphasis is given to the study of rainforests and both hot and cold deserts. Case Study style examples are used for each of these biomes to allow for more in depth study. |
| **Term** | 2 | Terrible Tectonics | Pupils will study the structure of the Earth, the theories behind the movement of plates and the processes involved in the formation of volcanoes, earthquakes and tsunamis.<br><br>Pupils will also investigate how the effects of tectonic activity can differ in rich and poor countries, as well as how people can mitigate against such effects i.e. the 3 P's (prediction, preparation and prevention). |

| Term | 3 | Russia | Alike the study of Africa in Year 8, this country study has synoptic elements i.e. climate, population, resources etc. |
| | | | Skills such as the use of maps and analysis of figures will be used. |
| | | | Pupils will finish the topic with an overview of Russia and will have an understanding of its people, environment, economy, politics and history (this will provide good basic context for learning about Russia in the future). |
| Term | 4 | China | Similar to Russia, the study of China allows for synoptic links to be made to prior topics. |
| | | | Pupils will finish the topic with an overview of China and will have an understanding of its people, environment, economy, politics and history (this will provide good basic context for learning about China in the future). |
| Term | 5 | Development Dilemmas | Pupils will investigate ways to measure development and learn why different countries are at different levels of development. |
| | | | Synoptic links will be made to employment (Fisher Clark model) and to previous HIC/LIC case studies. |
| | | | Pupils will look briefly at how trade, debt and aid can be used to raise a country's level of development. |
| Term | 6 | Geographical Skills | Pupils will briefly refresh and extend their geographical skills then apply these to decision making exercises. |
| | | | Pupils will plan and carry out their own geographical enquiry. |

## KS3 Scheme of Work – HISTORY

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| Term | 1 | Anglo-Saxon and Norman Life | What is History? |
| | | | How can we find out about Anglo-Saxon and Medieval England? |
| | | | How much change did the Norman Conquest bring to England? |
| Term | 2 | Medieval Life | Why was the Medieval Church so important? |
| | | | Did life get better in Medieval times? |
| | | | The Black Death. |
| Term | 3 | The Reformation | The kings and queens of Tudor England. |
| | | | The English Reformation. |
| | | | Which Tudor monarch changed religion the most? |
| Term | 4 | Tudor Life | Was the Tudor period a good time to be alive? |
| | | | The lives of the rich and the poor |
| | | | Tudor towns and entertainment |
| Term | 5 | Life under the Stuarts | King James I. |
| | | | Witchcraft, the Gunpowder Plot, medicine and plague, the Great Fire of London. |
| | | | Did changes to British society last? |
| Term | 6 | The Industrial Revolution | Causes of the Industrial Revolution. |
| | | | Changes to British public health. |
| | | | Was the growth of industry from 1750 to 1900 really a 'revolution' in British life? |

| Year 8 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1 | Medieval Power Struggles | Thomas Becket and Henry II. |
| | | | King John, the Magna Carta and the Peasants' Revolt. |
| | | | How powerful were Medieval monarchs? |

| **Term** | 2 | Civil War and Revolution | Causes of the English Civil War. |
|---|---|---|---|
| | | | Was Oliver Cromwell a villain? |
| | | | Was the English Civil War a 'revolution'? |
| **Term** | 3 | The Rise and Fall of the British Empire | Why did Britain want an empire? |
| | | | The impact of the British Empire on Africa, America, Ireland, Australia, India and Britain. |
| | | | Why did the British Empire fall apart? |
| **Term** | 4 | Slavery and Civil Rights | The transatlantic slave trade. |
| | | | Why did it take until the 1800s for Britain to end slavery? |
| | | | Why did Martin Luther King still 'have a dream' one hundred years after slavery ended in the USA? |
| **Term** | 5 | 20th Century Dictatorships | Hitler's rise to power in 1933-34 and life in Nazi Germany. |
| | | | The Reichstag fire, the Enabling Act and Night of the Long Knives. |
| | | | What was life like in Nazi Germany? |
| **Term** | 6 | The Russian Revolution | The Communist Revolution of 1917 and life under Lenin and Stalin. |
| | | | Why did dictators dominate Europe in the 20th Century? |
| **Year 9** | | **Topic(s)** | **Content** |
| **Term** | 1 | World War One | Causes of World War One and trench warfare. |
| | | | How should we remember the 'Great War'? |
| | | | How did World War One change the modern world? |
| **Term** | 2 | World War Two | Causes of World War Two. |
| | | | Why did the Allies win the Second World War? |
| | | | How did World War Two change the modern world? |
| **Term** | 3 | The Holocaust | What was the Holocaust? |
| | | | How can we explain why different groups of people acted the way they did? |
| | | | What makes a good causal explanation for the actions of Holocaust perpetrators? |
| **Term** | 4 | The Cold War and its Legacy | How close did the world come to nuclear war between 1945 and 1991? |
| | | | What caused the collapse of the USSR in 1991 and the end of the Cold War? |
| | | | Why did the 9/11 terrorist attacks happen in 2001? |
| **Term** | 5 | GCSE | Revision and end of year examination. |
| | | | The Kaiser of Germany |
| | | | What was life like in Germany before WWI? |
| **Term** | 6 | GCSE | WWI and its impact on Germany |
| | | | Weimar Germany |
| | | | What were the challenges faced by Germany after the war? |

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# KS3 Scheme of Work – FRENCH

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | **1** | **C'est parti!** | - Basic introduction: how to greet people and introduce yourself with name, age, birthday.<br>- Numbers 1-30 and beyond.<br>- Talking about what is in the classroom and using language to manage in the classroom.<br>- Colours (making adjectives agree with nouns).<br>- Using *un/une* and *le/la*.<br>- European Day of Languages |
| **Term** | **2** | **Famille et copains** | - Talking about your brothers and sisters.<br>- Possessive adjectives (*mon, ma, mes*).<br>- More practise of the verb *avoir*.<br>- Describing yourself and others (hair, eyes, height, and personality).<br>- Understanding adjective agreements.<br>- Talking about your pets. |
| **Term** | **3** | **Chez moi** | - Talking about where people live, describing your home and your bedroom.<br>- Talking about what you do in the evening.<br>- Telling the time.<br>- Using the verb *habiter*.<br>- Using simple prepositions (eg *devant, dans, sur*). |
| **Term** | **4** | **Spanish** | - |
| **Term** | **5** | **Spanish** | - |
| **Term** | **6** | **Spanish** | - |
| **Year 8** | | **Topic(s)** | **Content** |
| **Term** | **1** | **On s'amuse** | - Talking about sports & hobbies<br>- Making arrangement s to go out<br>- At the Leisure Centre<br>- Holidays<br>- Future Plans<br>- Extending written and spoken responses |
| **Term** | **2** | **Mon album de famille** | - Talking about families, jobs people do and where they come from.<br>- Describing the weather and what we do in different weathers.<br>- Describing a typical day.<br>- Using *er, ir* and *re verbs*, irregular present tense verbs, masculine/feminine nouns, *depuis, quand* and *si*. |
| **Term** | **3** | **Les Sorties**<br><br>**Manger et Boire** | - Making and reacting to invitations, making excuses.<br>- Talking about clothes and practising exchanges in a shop.<br>- Using the verbs *vouloir, pouvoir* and *devoir*.<br>- Using comparatives and superlatives.<br>- Talking about food and French meals, preparing for a party, shopping for food and eating at a restaurant.<br>- The definite article after *aimer* and *préférer*; the partitive article – du/de la/des; using *il faut + infinitive;* using *de* with quantities. |
| **Term** | **4** | **Spanish** | - |
| **Term** | **5** | **Spanish** | - |
| **Term** | **6** | **Spanish** | - |

| Year 9 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | **1** | **Qui suis je?** | - Discussing family relationships and describing people.<br>- Revising activities and times<br>- Using past, present and future tenses. |
| **Term** | **2** | **Ma Ville et ma Maison** | - Talking about where you live<br>- Using *depuis* + present tense<br>- *Pouvoir* + infinitive |

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| Term | 3 | Mes Etudes | - Talking about school<br>- School subject and opinions<br>- Comparative & superlative<br>- *Il faut* |
|------|---|------------|---|
| Term | 4 | Mes Loisirs | - Free time activities including music, cinema and TV<br>- Irregular verbs<br>- Adverbs<br>- *Si* clauses |
| Term | 5 | Mes Loisirs (2) | - Free time activities including sports and eating out<br>- Perfect tense with *avoir*<br>- Imperfect tense |
| Term | 6 | Les Fêtes | - Talking about festivals & traditions<br>- Perfect tense with *être*<br>- Reflexives verb sin the past tense |

## KS3 Scheme of Work – SPANISH

| Year 7 | | Topic(s) | Content |
|--------|---|----------|---------|
| Term | 1 | French | - |
| Term | 2 | French | - |
| Term | 3 | French | - |
| Term | 4 | Spanish | - Basic introductions: how to greet people and introduce yourself with name, age, birthday, where you live.<br>- Numbers 1-30 and beyond.<br>- Learn how to conjugate the present tense. |
| Term | 5 | Spanish | - Describing yourself: personality and physical appearance with hair and eyes colour and height.<br>- Talking about and describing your family.<br>- Describe your pets. |
| Term | 6 | Spanish | - Talking about your school and classroom equipment.<br>- Talking about school subjects and timetable.<br>- To give your opinion of subjects, teachers and the school.<br>- Use the present tense. |
| **Year 8** | | **Topic(s)** | **Content** |
| Term | 1 | French | - |
| Term | 2 | French | - |
| Term | 3 | French | - |
| Term | 4 | Mi ciudad | - Talking about where you live.<br>- Asking about places in a town and asking for directions.<br>- Learning the near future tense to say where you are going to go/what you are going to do in town.<br>- Talk about a special day with your family. |
| Term | 5 | Mi Casa | - To describe your house and say what rooms you have.<br>- To use prepositions to describe your bedroom.<br>- To describe your daily routine in the morning and say if you help at home.<br>- To write about where you are going to live in the future. |
| Term | 6 | Mis vacaciones | - To say what you do in your free time<br>- Describe what to do in a summer camp.<br>- Use *si* and *cuando* clauses to talk about the weather.<br>- Talking about your past, present and future holidays giving details about the destination. |

| Year 9 | | Topic(s) | Content |
|--------|---|----------|---------|
| Term | 1 | Mi familia, mis amigos y yo. | - To describe yourself and your family, and talk about the relationship with your family.<br>- Describe what you do in your free time, especially using phone and apps.<br>- Using the present and near future tenses. |

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| Term | 2 | El instituto y el trabajo | - Give your opinion on school subject and teachers.<br>- Compare your primary and secondary school using imperfect tense.<br>- Talk about school rules and afterschool activities.<br>- To describe your future plans and ambitions. |
|---|---|---|---|
| Term | 3 | Fiestas y costumbres españolas | - To describe your daily routine.<br>- To learn, describe and compare Spanish speaking festivals.<br>- Use stem changing verbs to be able to order in a restaurant.<br>- Use comparatives, superlatives as well conditional tense. |
| Term | 4 | Actividades del pasado | - Talking about your past, usual and future holidays giving details about the destination, the journey, the accommodation, the weather, the activities you did and your opinion.<br>- Using the preterite, present and near future tenses. |
| Term | 5 | Una dieta sana | - Talking the food and drink you have using DOPS.<br>- Write about if you have a healthy diet and what you have to change in the future.<br>- Discuss your (un)healthy habits and problems with young people (obesity and diets).<br>- To be able to say what illness you have got and how to ask for medicine. |
| Term | 6 | ¡Llegó el Verano! | - Revise and prepare for the EOY assessment.<br>- To complete a series of activities linked to Spanish language in order to inspire students and make them see languages from a different perspective. |

## KS3 Scheme of Work – MUSIC

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| Term | 1 | Discovering Music | How do composers begin to compose?<br>Creating sound.<br>Creating graphical scores for our compositions<br>Keyboard Skills: reading notes of the treble clef (C to G) and finding the notes on a keyboard.<br>Learning to play a piece of music suitable to our ability.<br>Music Technology: Using Cubase to sequence a piece of music<br>Developing technology skills such as choosing instruments, quantising, editing notes, fixing errors, copying and pasting tracks etc. |
| Term | 2 | Rhythm | Learning how to read and perform different rhythms.<br>Composing a rhythm piece and writing the score on Sibelius score writing software.<br>Samba Drumming practical sessions. |
| Term | 3 | Instruments of the Orchestra | Discovering instruments from the Woodwind, Brass, Percussion, and String families.<br>Composing stylistic pieces associated with particular instruments: eg. Brass fanfare.<br>Using Sibelius or Cubase software to create a music score or recording of your composition with multiple instruments (introducing musical textures). |
| Term | 4 | Words and Music | The Pentatonic Scale.<br>Setting words to music – natural speech rhythm.<br>Setting a Japanese Haiku to music.<br>Introducing ostinato accompaniment and countermelody. |
| Term | 5 | Programme Music | Skills for listening to and analysing music<br>Composing music that tells a story<br>Focus on 'The Sorcerer's Apprentice' by Paul Dukas.<br>Major and minor, how different tonality can be used to give different moods. |
| Term | 6 | Cartoon Music | Combining Music and Video in Cubase<br>Drawing together the skills learnt throughout the year to produce an accompaniment that matches the action on screen. |

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| Year 8 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | **1** | | The 12 Bar Blues: understanding and playing chords (triads) |
| | | | Walking bass line. |
| | | | Improvisation using the notes of the Blues Scale. |
| | | **Form and Structure** | Performing 'Green Onions' using sequencing software to mix the different parts. |
| **Term** | **2** | | Ternary (ABA) form and Rondo (ABACA…) form. |
| | | | Composition task based on contrasts. |
| | | | Introduction to the concept of keys (tonic, dominant, relative minor) |
| | | | How to harmonise your own melody using simple triads. |
| **Term** | **3** | **Keys and Scales** | Indian Music: Raga, Tala, Drone. |
| | | | Putting together a sequenced performance that includes an Alap and improvisation using the notes of their own Tala. |
| **Term** | **4** | **Podcasts** | Learning to record and edit audio in Cubase |
| | | | Researching an area of music |
| **Term** | **5** | **Communicating through Music** | Pictures at an Exhibition: using music to represent a picture. |
| | | | Studying Mussorgsky's work and composing our own pieces in response to art works. |
| **Term** | **6** | **Developing Form and Structure** | Theme and Variations: Using techniques that have been used by composers for hundreds of years in all different styles, from Baroque to Contemporary Rock, to change a melody each time it is repeated. |
| | | | Learning to play a well familiar melody and to develop it, focusing on changing some of the elements of music such as harmony and tonality. |
| **Year 9** | | Topic(s) | Content |
| **Term** | **1/2** | **Film Music** | Composing music for film, focusing on title music that sets the scene of a film. |
| | | | Performing an arrangement of the James Bond theme. |
| | | | Arranging sound fx for a short scene from a James Bond film and composing a music backing track that reflects the action on screen. |
| **Term** | **3/4** | **New Directions in Music** | Minimalism: American Music of the 1960s; advances in technology; reaction against 'atonal' music. |
| | | | Composing using minimalist ideas. |
| **Term** | **5/6** | **Popular Music** | Dance Music: Using computer software such as Audio Tool to compose a piece of dance music. |
| | | | Song Writing: Pulling together all the work that we have done in Key Stage 3. |
| | | | An opportunity to write a song in a style of your choice. |

*(In Year 9, curriculum time for Music is shared with Drama, with students doing three terms of each subject)*

## KS3 Scheme of Work – DRAMA

| Year 9 | | Topic(s) | Content |
|---|---|---|---|
| **Term** | 1/2 | **Working from a Script** | Each group learns and performs a prescribed script. Teaching during the term focuses on standard acting techniques such as voice and movement, and how to stage their performance. |
| **Term** | 3/4 | **Devising Drama** | Each group creates their own 5 minute play that aims to teach the audience about a social issue, emotion, or problem. Each group starts with a stimulus, decides what it makes them think about, and writes and performs their play. Teaching focuses on rehearsal techniques and how to improve your storytelling. |
| **Term** | 5/6 | **Analysing Drama** | Students learn how to analyse a drama performance. Various performances will be watched, both as video and in class examples from pupils and the teacher. Teaching will focus on techniques used by actors, acting styles, and the vocabulary needed to describe drama. |

## KS3 Scheme of Work – PHYSICAL EDUCATION

| Year 7 | Topic(s) | Content |
|---|---|---|
| **Term 1** | **Games For Understanding** | **Games For Understanding** |
| | | Students to cover a range of activities related to Unit 2 Practical Sports Performance at KS4 looking at: rule development; the use of officials; the rules in action; the demands of sport on performance; and tactical analysis |
| **Term 2** | **Gymnastics** | **Gymnastics** |
| | | Students will focus on developing stability when holding their own body position and when supporting a partner, and on how to incorporate agilities into their sequences. |
| | | In all gymnastic activities, pupils have to think about how to demonstrate skills and agilities, singly, in combination and in sequences with as much control, accuracy and precision as possible. |
| | **Rugby** | **Rugby** |
| | | Students will develop basic skills and techniques required for rugby and refine them in small sided games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed |
| **Term 3** | **Badminton** | **Badminton** |
| | | Students will develop basic skills and techniques required for badminton and refine them in competitive games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed. |
| | **Hockey** | **Hockey** |
| | | Students will develop basic skills and techniques required for hockey and refine them in small sided games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed |
| **Term 4** | **Cricket** | **Cricket** |
| | | Students will develop basic skills and techniques required for batting, bowling and fielding and refine them in small sided games. |

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| | | |
|---|---|---|
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed |
| | **Basketball** | **Basketball** |
| | | Students will develop basic skills and techniques required for basketball and refine them in small sided games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed |
| **Term 5** | **PE Lesson** | **OAA** |
| | | In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. |
| | | They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves. |
| | **Athletics** | **Athletics** |
| | | Students will be introduced to a variety of running, jumping and throwing events and develop basic techniques in order to gain the best possible personal best results. |
| | | Peer observation and analysis will be encouraged throughout in order for students to progress effectively. |
| **Term 6** | **Tennis** | **Tennis** |
| | | Students will develop basic skills and techniques required for tennis and refine them in competitive games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed. |
| | **Striking and Fielding Games** | **Striking and Fielding Games** |
| | | Students will be introduced to basic throwing, fielding and catching skills and develop them through a variety of competitive games, where tactics to outwit opponents will be encouraged |
| | | |

| Year 8 | Topic(s) | Content |
|---|---|---|
| **Term 1** | **Tennis** | **Tennis** |
| | | Students will develop more complex skills and techniques required for tennis and refine them in competitive games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Tactical ideas will be developed and used effectively. |
| | | Students will be able to analyse their own, and others, strengths and areas for improvement |
| | **Rugby** | **Rugby** |
| | | In this unit pupils will develop the skills learnt in year 7 and use basic principles of attack and defence to plan strategy and tactics for rugby. |
| | | Pupils will work on improving the quality of their skills with the intention of outwitting opponents. |
| | | In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. |
| **Term 2** | **Handball** | **Handball** |
| | | Students will develop basic skills and techniques required for handball and refine them in competitive games. |
| | | Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. |
| | | Basic tactical ideas will be discussed, developed and used within competitive situations. |
| | | Students will be able to analyse their own, and others, strengths and areas for improvement |
| | **Hockey** | **Hockey** |
| | | Using Skills, Techniques/Competition, Cooperation/ Tactics: |
| | | Emphasis on offensive concepts: Keeping possession, sending, receiving, and travelling. Penetration/ invasion, accurate passing and receiving, dodging, change of speeds. |
| | | Defensive concepts: Zoning, defending players in area change of speed running in different directions. |
| **Term 3** | **Basketball** | **Basketball** |
| | | Students will focus on developing, implementing and refining team and individual game plans. |
| | | Teams will be expected to plan strategies and implement them in different situations. |
| | | In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s). |
| | | In basketball games, the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. |

| Term 4 | Table Tennis | **Table Tennis**<br>Students will develop more complex skills and techniques required for table tennis and refine them in competitive games.<br>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.<br>Tactical ideas will be developed and used effectively.<br>Students will be able to analyse their own, and others, strengths and areas for improvement |
|---|---|---|
| | Football | **Football**<br>In this unit pupils will develop the skills learnt in year 7 and use basic principles of attack and defence to plan strategy and tactics for football.<br>Pupils will work on improving the quality of their skills with the intention of outwitting opponents.<br>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition |
| Term 5 | Volleyball | **Volleyball**<br>Students will develop skills and techniques required for volleyball and refine them in competitive games.<br>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.<br>Tactical ideas will be developed and used effectively.<br>Students will be able to analyse their own, and others, strengths and areas for improvement |
| | Athletics | **Athletics**<br>Students will improve their running, jumping and throwing skills and learn specific techniques for events in order to improve performances.<br>They will carry out investigations into aspects of technique and use the information to become more technically proficient.<br>In all athletic activity, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. |
| Term 6 | OAA | **OAA**<br>In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.<br>They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves. |
| | Cricket | **Cricket**<br>In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding.<br>Pupils will work on improving the skill of outwitting opponents.<br>In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.<br>Pupils should be able to accurately score, coach & officiate games.<br>**Striking and Fielding Games**<br>Students will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques, in order to implement the tactics they wish to use.<br>Through a variety of games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent. |

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| Year 9 | Topic(s) | Content |
|--------|----------|---------|
| **Term 1** | **Invasion Games** | **Invasion Games** |
| | | Students will look to create and develop their own games and competitions utilising equipment and techniques designed by them. |
| | | They will introduce and adapt rules and regulations and the games progress. |
| | | Leadership skills and communication abilities will be discussed and utilised. |
| | **Football** | **Football** |
| | | Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. |
| | | TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). |
| | | Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them. |
| **Term 2** | **Handball** | **Handball** |
| | | Students will develop more complex skills and techniques required for handball and develop them in competitive games. |
| | | Rules and regulation knowledge will be enhanced and students will be encouraged to take on the roles of match officials. |
| | | Intricate tactical ideas will be discussed, developed and used within competitive situations. |
| | | Students will be able to analyse their own, and others, strengths and areas for improvement |
| | **Hockey** | **Hockey** |
| | | Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. |
| | | TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). |
| | | Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them |
| **Term 3** | **Basketball** | **Basketball** |
| | | Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. |
| | | TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). |
| | | Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them. |

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|---|---|---|
| **Term 4** | **Table Tennis** | **Table Tennis**<br>Students will develop more intricate skills and techniques required for table tennis and develop them in competitive games.<br>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.<br>Basic tactical ideas will be discussed. |
| | **Fitness Training Theory** | **Fitness Training Theory**<br>Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes.<br>The aim of this unit is to prepare the students for KS4 BTEC work and in particular Unit 3 Applying the Principles of Training. |
| **Term 5** | **Health Related Fitness** | **Health Related Fitness**<br>Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes in a practical environment.<br>The aim is to cement solid ideas of the importance of HRF for long term opportunities to remain physically and mentally fit. |
| | **Athletics** | **Athletics**<br>In this unit, pupils will further enhance replication and performance across all disciplines.<br>Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others.<br>In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance. |
| **Term 6** | **Tennis** | **Tennis**<br>Students will develop complex skills and transfer them in competitive games/situations.<br>Rules and regulations will be developed and students will be encouraged to take on the roles of match officials.<br>Tactical ideas will be refined and used effectively.<br>Students will be able to analyse their own, and others, strengths and areas for improvement |
| | **Cricket / Striking and Fielding Games** | **Cricket**<br>In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding.<br>Pupils will work on improving the skill of outwitting opponents.<br>In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.<br>Pupils should be able to accurately score, coach & officiate games.<br>**Striking and Fielding Games**<br>Students will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques, in order to implement the tactics they wish to use.<br>Through a variety of games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent. |

# KS3 Scheme of Work – RELIGIOUS EDUCATION

| Year 7 | | Topic(s) | Content |
|---|---|---|---|
| **Terms One and Two** | | **How do we study religion in the modern world?** | • Why do we study RE?<br>• What is my worldview?<br>• The demographic study of Christianity.<br>• Studying conceptions of God through holy texts.<br>• Studying conceptions of God through psychology. |
| **Terms Two and Three** | | **What does it mean to be Jewish in Britain today?** | • Jewish beliefs about G-d.<br>• The Torah.<br>• The Covenant.<br>• The importance and influence of the lives of Moses and Abraham.<br>• Pesach (Passover)<br>• Shabbat (Sabbath)<br>• Bar and Bat Mitzvah. |
| **Terms Four and Five** | | **What does it mean to be a Hindu in Britain today?** | • How do we define 'Hinduism'?<br>• Karma.<br>• Samsara.<br>• The Hindu view of the divine.<br>• Origins and Destiny.<br>• Yoga, Meditation and Puja. |
| **Terms Five and Six** | | **What happens when we die?** | • Christian and Hindu beliefs about life after death.<br>• Scientific debates about the soul and life after death.<br>• Humanist ideas about the meaning of life and death.<br>• Christian Aid and the importance of life before death. |
| **Year 8** | | **Topic(s)** | **Content** |
| **Terms One and Two** | | **What does Jesus mean to Christians and non-Christians in the modern world?** | • Who was Jesus?<br>• The baptism of Jesus.<br>• The miracles of Jesus.<br>• The teachings of Jesus and their meaning to Christians today.<br>• The Eucharist. |
| **Terms Two and Three** | | **What does it mean to be a Muslim in modern Britain?** | • Islam in the UK.<br>• The Shahadah.<br>• The importance and influence of Muhammad (pbuh).<br>• Zakah and the work of Islamic Relief.<br>• Salah.<br>• Sawm.<br>• Islamophobia and responses to prejudice. |
| **Terms Four and Five** | | **How do Buddhists view the world?** | • Who was Siddhartha Gautama?<br>• The nature of the Dhamma.<br>• The Three Marks of Existence.<br>• The Four Noble Truths.<br>• Different worldviews within Buddhism – Arhats and Bodhisattvas. |

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| Terms Five and Six | | Should religious buildings be sold and the money given to charity? | • Attitudes to charity in Islam, Buddhism and Christianity.<br>• Do people still attend places of worship?<br>• The importance of community.<br>• Holy buildings as a source for spiritual experiences.<br>• The cultural importance of religious buildings.<br>• The work of religious organisations in the community. |
|---|---|---|---|
| **Year 9** | | **Topic(s)** | **Content** |
| Terms One and Two | | Is religion still relevant in modern Britian? | • What can population data tell us about religion in the UK and around the world?<br>• The difference between identity and belonging.<br>• Non-religious worldviews – what do atheists and agnostics believe?<br>• Different Christian worldviews.<br>• Different sociological views on the future of Christianity in the UK. |
| Terms Two, Three and Four | | What do Christians believe? | • Christian beliefs about God.<br>• The Trinity.<br>• The problem of evil and Christian responses.<br>• Different Christian views about creation.<br>• The incarnation.<br>• The crucifixion.<br>• Different Christian beliefs about salvation and life after death. |
| Terms Four and Five | | Can life be meaningful without belief in God? | • What is Humanism?<br>• Is Humanism a religion?<br>• Humanist views on human purpose and morality.<br>• Humanist views on the importance of community.<br>• Humanism and secularism – Should the UK have faith schools? |
| Terms Five and Six | | Are religious teachings about relationships and family still relevant in the modern world? | • Christian attitudes to sexuality.<br>• Contraception and family planning.<br>• Christian beliefs about the importance of marriage and the family unit.<br>• Attitudes to divorce and remarriage.<br>• Gender roles and different views on gender equality.<br>• All the above will also be studied from a Humanist perspective. |