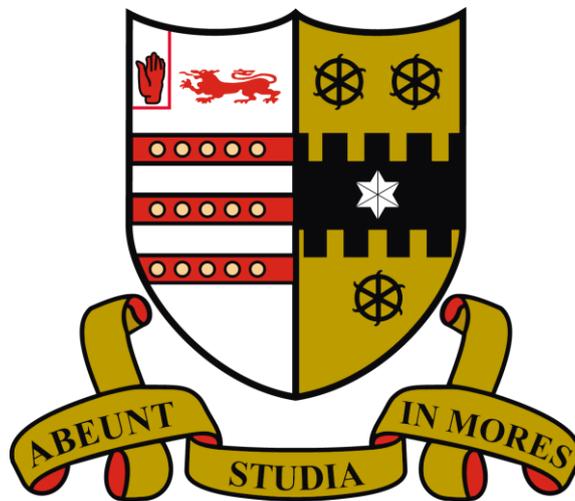


# Key Stage 3 Curriculum Booklet



**The purpose of this booklet is to provide information for parents and students of the Key Stage 3 Curriculum for each department**

## Art

<b>Year 7</b>	During the course of the year pupils will have the opportunity to 'engage confidently with art, craft and design in the contemporary world and from different times and cultures'. They will use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through a variety of art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions. They will also explore ideas and meanings in the work of artists, craftspeople and designers as well as learning about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Teachers will differentiate the work by task, outcome, media, scale, but above all through individual pupil support using a variety of teaching styles suited to visual, audio and kinaesthetic learners
<b>Year 8</b>	In Year 8 pupils will be given greater challenges to expand their capacity to solve design problems. They will have the opportunity to 'engage confidently with art, craft and design in the contemporary world and from different times and cultures'. They will use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through a growing variety of art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions. They will also explore ideas and meanings in the work of artists, craftspeople and designers. They will learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Teachers will differentiate the work by task, outcome, media, scale, but above all through individual pupil support using a variety of teaching styles suited to visual, audio and kinaesthetic learners.
<b>Year 9</b>	In Year 9 the emphasis will be given to the production of 'units' of work showing a sustained line of enquiry. Good planning, reference gathering, use of media and presentation will be encouraged to further pupils understanding of the methodology required for G.C.S.E. Art and Design. Pupils should be able to make a valid assessment of their potential for success on a G.C.S.E. course. At the end of year 9 we would expect all pupils to have reached an accepted standard of performance against the 'end of key stage 3 levels of attainment' of the National Curriculum. They should have made suitable progress based on their prior attainment. We would expect the majority of pupils to have attained at least level 6 by the end of key stage 3.

## Science

Core skills taught throughout KS3 include:

- Responding creatively to design briefs.
- Communication including 3D and 2D drawing and CAD.
- Analysis and evaluation of products, materials and their properties.
- Problem solving and perseverance to achieve workable solutions.
- Modelling and testing ideas as part of an iterative design process.

Y7 and Y8 lessons are run on a 'carousel' system which enables every student to carry out a section of the year studying food technology.

### Y7

Gadget holder: Introduction to the laser cutter to cut and shape acrylic and using hand tools to shape plywood.

Fridge magnets: Exploring vacuum forming and working with pine.

Design communication skills: Communicating accurately using a range of 2d and 3d drawing techniques, including CAD and SketchUp.

### Y8

Pewter cast jewellery: An introduction to metals and developing knowledge of materials and CAD/CAM to create a mould on the laser cutter.

Clocks: Developing knowledge of plastics.

Programmable buggies: Using microcontrollers and electronic systems.

Mechanisms: Using card modelling techniques to explore different mechanisms and types of motion.

### Y9

If students opt in to DT at Y9, they follow one of two routes which lead to the GCSE course. Core skills are covered in both of the two routes:

1. Product design: Exploring design theory, a wider range of materials and processes. Understanding primary users' needs and linking knowledge from science and maths.
2. Design engineering: Developing understanding of electronic and mechanical systems. Modelling circuits and understanding primary users' needs, linking knowledge from science and maths.

## Food Technology

<b>Year 7</b>	<p><b>Food &amp; cooking: Based on the British nutritional foundation model: Food a fact of life</b></p> <p><b>Introduction</b> - This course enable students to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. The students will have the opportunity to work through the following contexts: Domestic and local (home and health); Industrial (food and agriculture) <b>Aims</b> - Pupils will develop their knowledge and understanding of ingredients and healthy eating; Pupils will develop food preparation and cooking techniques; Pupils will develop their knowledge of consumer food and drink choice; Pupils will be able to apply their knowledge to make informed choices; Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; Pupils will evaluate and test their ideas and products and the work of others. <b>Learning outcomes overview</b> - Through this unit pupils will: Recall and apply the principles of <i>The eatwell plate</i> and the 8 tips for healthy eating, to their own diet; Demonstrate a range of food preparation and cooking techniques; Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes; Recall and apply the principles of food safety and hygiene; Identify how and why people make different food and drink choices; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. Track their progress using the <a href="#">My learning journey</a> booklet.</p>
<b>Year 8</b>	<p><b>Diet and health: Based on the British nutritional foundation model: Food a fact of life.</b></p> <p>This unit enables pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste. Pupils will have the opportunity to work through the following contexts: Domestic and local (home and health); Industrial (food). <b>Aims</b> - Pupils will deepen their knowledge and understanding of food and nutrition; Pupils will further develop food preparation and cooking techniques; Pupils will deepen their knowledge of consumer food and drink choice; Pupils will be able to apply their knowledge to make informed choices; Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; Pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; Pupils will evaluate and test their ideas and products and the work of others. <b>Learning outcomes overview</b> - Through this unit pupils will: Recall and apply the principles of <i>The eatwell plate</i> and the 8 tips for healthy eating; Explain energy and how needs change through life; Name the main nutrients, sources and functions; Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes; Demonstrate a wider range of food preparation and cooking techniques; Apply the principles of food safety and hygiene; Explain the factors that affect food and drink choice; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. Track their progress using the <a href="#">My learning journey</a> booklet.</p>
<b>Year 9</b>	<p><b>Making choices: Based on the British nutritional foundation model: Food a fact of life.</b></p> <p><b>Introduction</b> - This unit has been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food. Pupils will have the opportunity to work through the following contexts: Domestic and local (home, health and culture); Industrial (food and manufacturing) <b>Aims</b> - Pupils will extend their knowledge and understanding of food, diet and health; Pupils will extend food preparation and cooking techniques; Pupils will extend their knowledge of consumer food and drink choice; Pupils will be able to apply their knowledge to make informed choices; Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; Pupils will evaluate and test their ideas and products and the work of others. <b>Learning outcomes overview</b> - Through this unit, pupils will: Apply the principles of <i>The eatwell plate</i> and relate this to diet through life; List and explain the dietary needs throughout life stages; Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare; Explain the characteristics of ingredients and how they are used in cooking; Adapt and follow recipes to prepare and cook a range of predominately savoury dishes; Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene; Investigate and discuss new trends and technologies used in food production, processing and cooking; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. Track their progress using the <a href="#">My learning journey booklet</a>.</p>

## Computer Science

<b>Year 7</b>	Students in Year 7 receive one hour of Computing Science per two-week cycle. Year 7 begin their studies with an e-safety themed project which also develops their key presentation skills. Students have to design and create an automated presentation with narration aimed at a year 6 target audience. During the second term students further their development of digital literacy and numeracy through a spreadsheet project with a hint of magic! In the final term students are introduced to the concept of 3D Game Design using the Microsoft Kodu gaming platform which is based upon the XNA Game Development environment for X-Box.
<b>Year 8</b>	Students in Year 8 receive two hours of Computing Science per two-week cycle. Year 8 continue the development of digital literacy through a four term project entitled "The Integrating Project - Be your Own Boss". Students study the key computing aspects of Graphic Design, Spreadsheet Modeling, Multimedia Marketing through Video and Podcasting, Website Design and Mobile App creation. In the final term students are introduced to the Computing Science concept of logical thinking. Students develop a logical approach to problem solving using a text based programming language.
<b>Year 9</b>	<p>Year 9 students continue the programming development from Year 8 by learning a textual programming language in order to solve crypto graphical challenges. Students also have the opportunity to investigate computer hardware by building and repairing computer systems in our specialist Computing Laboratory. A visit to the National Museum of Computing at Bletchley Park is run during term 4 to provide further depth and interest to the subject material.</p> <p><b>Extra-Curricular</b> work is actively promoted and encouraged. Students are very much in the driving seat and they and their desire to learn design the program of activities. Topics covered over the past few years include:</p> <ul style="list-style-type: none"><li>• HTML and JavaScript</li><li>• Computer Maintenance and Hardware Installation</li><li>• Cryptography and Code Breaking</li><li>• Python programming</li><li>• Robotics</li><li>• 3D Game Design</li><li>• Raspberry Pi Programming</li><li>• Mobile App development</li><li>• Computer Electronics and the Virtual Pipe Organ</li><li>• 3D Game Design and the <span style="border: 1px solid black; padding: 0 2px;">Kodu</span> Kup</li></ul>

## Design & Technology

<b>Year 7</b>	<b>Gadget holder project</b> - CAD/CAM. Working with Acrylic. Measured drawing. <b>Steady Hand Game</b> – Vacuum forming. Ergonomics. Working with Pine.
<b>Year 8</b>	<b>Renishaw Buggy Project</b> – Programming. Electronics. Chassis design using CAD/CAM. <b>CAM Toy Project</b> – Working with CAMS and followers. Joining wood.
<b>Year 9</b>	<b>USB Lamp</b> – Soldering. Designing for a Client. Lathe Work. <b>Electronic Decoration Project</b> – Soldering and Programming. CAD/CAM
Core skills are taught throughout KS3 in all projects and include:- <ul style="list-style-type: none"><li>• Analysis</li><li>• Evaluation</li><li>• Planning</li><li>• Problem Solving</li><li>• Designing – 3D drawing and rendering techniques</li><li>• Modelling and testing using 2D and 3D CAD and CAM</li></ul>	

## Drama

<b>Year 7</b>	Year 7 Drama focuses on establishing basic Drama techniques via two schemes of work throughout the year. For the first half of the year, pupils experiment with Drama techniques using Roald Dahl's 'Revolting Rhymes' as a stimulus, exploring characterisation, tableaux and freeze frames. For the second half of the year, pupils study the history of 'Commedia Dell'Arte' in order to gain an understanding of comedic techniques and stock characters. Throughout the year pupils are assessed in three key areas: devising, performing and evaluating. These are assessed through both practical and written work.
<b>Year 8</b>	Year 8 Drama consolidates and builds upon the basic Drama techniques established in Year 7. For the first half of the year, pupils study the history of 'Greek Theatre', exploring famous Greek myths practically and devising their own myth using tropes of tragedy. For the second half of the year, pupils study the history of 'Melodrama', experimenting with stereotypical characters and gestures, as well as the use of slapstick, music, mime and exaggeration. Throughout the year pupils are assessed in three key areas: devising, performing and evaluating. These are assessed through both practical and written work.
<b>Year 9</b>	As an opted-in subject, Year 9 Drama is taught for four hours per fortnight and focuses on developing the skills studied in Year 7 and 8 in order to prepare pupils who intend to study the subject further at GCSE. Throughout the year pupils are therefore introduced to various plays, styles and practitioners, completing both practical and written work. Pupils initially explore the theme of 'power and conflict' and are introduced to skills such as split-scene, cross-cutting, thought-tracking, and proxemics. They then study two styles of Drama: naturalism and non-naturalism, for which they devise their own anti-bullying adverts. Pupils also study the play 'Face', which explores discrimination, and the play 'The Curious Incident of the Dog at Night-Time' alongside physical theatre. During the course of the year, pupils study the various Drama mediums: acting, directing, lighting design, sound effects, costume and make-up design, and set design.

## English

<p><b>Year 7</b></p>	<p>The Year 7 course aims to establish a base line of skills across the three areas assessed for the National Curriculum. <b>Course Description:</b> Consolidation units are taught in modules focusing upon the following areas: <b>Reading:</b> non-fiction – study of newspapers, letters, book reviews and information from web pages, media analysis. Fiction – study of extended prose texts, for Private peaceful sonnets and extracts from Shakespeare’s plays. <b>Writing:</b> non-fiction – writing reports, leaflets and a cross media project. <b>Fiction:</b> writing creatively to describe, imagine and entertain and the creation of a Poetry anthology. <b>Speaking and Listening:</b> Learning to argue constructively for a given purpose using persuasive language and presentational techniques. In addition there are Literacy support work groups and grammar lessons complementing a specified element of learning. Pupils also spend one lesson per fortnight following drama. <b>Homework:</b> 1 x 3 per 2 week cycle. All homework should be recorded in planners, checked and re-written if necessary. In addition pupils should read a variety of books (a minimum of 15 minutes each day) and complete exercises from their literary Skills booklets when set. There is always English Homework. <b>Assessment:</b> Pupils are continuously assessed through the year in line with assessment focus for Reading and Writing. After term one pupils set targets based upon initial teacher assessment of performance. A national curriculum assessment sheet is kept in exercise books in order that pupils can not only level their own work but also identify area for improvement. Levels can also be related back to teacher’s comments. Some language tests will be assessed numerically.</p>
<p><b>Year 8</b></p>	<p>The Year 8 course develops the skills and knowledge that form the basis of the English curriculum. <b>Course Description:-</b> Building on the skills acquired in Year 7. Development work focuses upon the following areas: - <b>Reading:</b> Non - fiction autobiographical accounts linked to the theme of travel. Fiction, study of extended prose text, analysis of Macbeth by William Shakespeare. <b>Writing:</b> non-fiction – travel writing, media unit focusing on terminology and viewpoint, fiction - writing creatively using a range of sentence structures and stylistic features to create clarity and interest, exploring poetry. <b>Speaking &amp; Listening:</b> learning different strategies to engage a listener’s interest and promote a point of view through precise expression and sustained debating. In addition literacy work extended personal reading and individual research projects are delivered one lesson per fortnight in library lessons alternating with drama. <b>Homework:</b> 1 x 2 per 2 week cycle. <b>All homework should be recorded in planners, checked and re-written if necessary. In addition pupils should read a variety of books (a minimum of 20 minutes each day) and complete exercises from their literary Skills booklets when set. There will also be tasks linked to an extended project.</b> <b>Assessment -</b> Pupils are continuously assessed through the year in line with assessment focus for Reading and Writing. After term one pupils set targets based upon initial teacher assessment of performance. A national curriculum assessment sheet is kept in exercise books in order that pupils can not only level their own work but also identify area for improvement. Levels can also be related back to teacher’s comments. Some language tests will be assessed numerically.</p>
<p><b>Year 9</b></p>	<p>The Year 9 course further develops the skills and knowledge that form the basis of the English curriculum. <b>Reading:</b> An introductory unit to the language of literature. Language skills. Comparative Literature. <b>Writing:</b> Review writing and argumentative writing. Transactional writing. Narrative and descriptive writing. Speech writing. Rhetoric. Using quotations. Approaching Shakespeare for GCSE assessment.</p>

## Geography

<b>Year 7</b>	Lessons involve a range of activities which include questioning, analysing visual images, research, role play, mysteries, classifying information. Students also plan, collect and present data, as well as begin to analyse and evaluate this information. Lessons always include discussion work to enable students to share ideas. Students use ICT to research and present information in a variety of methods such as movie making. They also use GIS in their map work. Geographical skills are developed throughout KS3 and are embedded into each enquiry and unit. Subjects covered in Year 7 include "The Restless Earth", "My Sense of Place", "Rivers and Flooding" and "Ecosystems".
<b>Year 8</b>	In Year 8 we aim to encourage students to have an enquiring mind in the world in which they live, to develop an understanding of the issues affecting people and the environment, to develop students' skills in independent enquiry and to develop students' verbal and written communication. The topics studied are "Weather and its Impact", "Energy and Climate Change", "Population and Migration", and "Our Changing Coasts".
<b>Year 9</b>	The topics studied in Year 9 are "Development Issues", "The Shrinking World", and "Dangerous Geography". We also ensure that students have the tools to succeed in GCSE Geography and their wider studies with a local Fieldwork Enquiry and a course on Geographical Skills.

# History

<b>Year 7</b>	What is History? The Norman Conquest. Medieval Monarchy. Power of the Church. Life in Medieval England. Renaissance.
<b>Year 8</b>	Charles the 1 <sup>st</sup> Cromwell. Uniting the Kingdoms. Changes to the Monarchy & Religion. Industrialisation. The Growth of the British Empire. Political Change, Revolutionary and Democratic
<b>Year 9</b>	The World at War. Between the Wars. A Continued War? Rise of the Super Powers Decline of the British Empire. Immigration and acceptance

## French

<b>Year 7</b>	In Year 7, students will build on their experience of foreign language learning at primary school and develop their speaking, writing, reading and listening skills in French. Topics covered include Self and the Family; Home – where they live; description of house, daily routine and leisure activities. Regular and irregular verb forms in the present tense are introduced. Students learn how to express opinions, use negative expressions and adjectives. Dictionary skills are also acquired.
<b>Year 8</b>	Students will work in pairs and small groups as well as a full class. Extensive use of French as the language of communication will be made in these activities. Use will be made of ICT including online activities to develop and reinforce understanding, particularly of grammar and vocabulary. Students may be expected to make presentations of prepared topics to the students.
<b>Year 9</b>	In Year 9 there will be continuation of the learning of a modern language in line with the National Curriculum with the opportunity to reach higher levels. Topics covered include; music, technology, health and fitness, holidays and travel, job and future plans. This year we concentrate on consolidating the key grammar and tenses needed for GCSE.

## Spanish

<b>Year 7</b>	In Year 7 all students will have a taster course in Spanish that will last for one term. This course will introduce learners to aspects of the Spanish language and also look at the cultural, historical and commercial significance of Spain, South America and the wider Spanish-speaking world.
<b>Year 8</b>	<p>In Year 8 students will practice to develop Listening, Reading, Speaking and Writing skills in Spanish.</p> <p><b>Topics covered include:</b></p> <p><b>Term 1</b> - Introducing yourself, numbers, talking about the classroom, alphabet.</p> <p><b>Term 2</b> - School subjects, opinions and reasons, snacks.</p> <p><b>Term 3</b> - Family, appearance and character.</p> <p><b>Term 4</b> - Talking about where you live, rooms in house, describing your room.</p> <p><b>Term 5</b> - Free time, sports.</p> <p><b>Term 6</b> - Describing your town, the weather.</p>
<b>Year 9</b>	<p>In Year 9 topics covered include:</p> <p><b>Term 1</b> - Nos presentamos (Personal Identification)</p> <p><b>Term 2</b> - La comida (Food and Shopping)</p> <p><b>Term 3</b> - De compras (Shopping, clothes, the High Street)</p> <p><b>Term 4</b> - El turismo (Holidays and Travel)</p> <p><b>Term 5</b> - ¡Diviértete! (Going out, leisure activities)</p> <p><b>Term 6</b> - La salud (Health and Fitness)</p>

## Latin

<b>Year 7</b>	In Year 7 all students will have a taster course in Latin that will last for one term. This course will introduce learners to aspects of the Latin language and also look at the cultural and historical context and legacies of the Roman world.
<b>Year 8</b>	<p>The aim in Year 8 is to build on the foundation already acquired in Year 7 and develop understanding of Latin vocabulary and Grammar to enable students to read short Latin texts with confidence.</p> <p><b>Topics covered include:</b></p> <p><b>Term 1</b> - Develop understanding of irregular and regular present tense verb forms, noun singular and plural forms. The use of the accusative case is introduced and developed.</p> <p><b>Term 2</b> - The perfect and imperfect tenses are also introduced. Roman life topics include the forum, theatre and slavery.</p> <p><b>Term 3</b> - Develop understanding of past tense verb forms, the accusative plural of nouns.</p> <p><b>Term 4</b> - The dative case is introduced in its singular form. Roman life topics include food, the gladiatorial games and the baths.</p> <p><b>Term 5</b> - The dative case is introduced in its plural form.</p> <p><b>Term 6</b> - Further work on verb forms and cases. Question words. Roman life topics include education, elections and the destruction of Pompeii by the eruption of Vesuvius in 79CE.</p>
<b>Year 9</b>	<p><b>In Year 9 topics covered are:</b></p> <p><b>Term 1</b> - In Britannia Life in Roman Britain, mining, farming, slavery.</p> <p><b>Term 2</b> - Apud Salviu conquest, romanisation, Boudica's rebellion.</p> <p><b>Term 3</b> - Rex Cogidubnus.</p> <p><b>Term 4</b> - In aula The Palace at Fishbourne.</p> <p><b>Term 5</b> - Alexandria Roman Alexandria, trade, racial tensions.</p> <p><b>Term 6</b> - Eutyclus et Clemens glassmaking in Alexandria, government of Egypt.</p>

## German

<b>Year 7</b>	In Year 7 all students will have a taster course in German that will last for one term. This course will introduce learners to aspects of the German language and also look at the cultural, historical and commercial significance of German and the German-speaking world.
<b>Year 8</b>	Topics covered in Year 8 include: Term 1 Talking about yourself Term 2 Talking about school Term 3 Talking about family Term 4 Talking about sports and hobbies Term 5 Saying where you live and talking about your home Term 6 Learning about some towns and cities in Germany, Austria and Switzerland
<b>Year 9</b>	In Year 9 topics covered include: Term 1 Holidays (Describing past holidays, weather) Term 2 Shopping and Eating (Money, food and drink) Term 3 Free time Activities Term 4 Health and Fitness (Sport, fitness, illness) Term 5 Going out (Social activities, clothes, problems) Term 6 Exchange (Living with a German family, excursions, activities)

# Mathematics

<p><b>Summary</b></p>	<p>Students follow a curriculum based on a model of progression which is part of a wider picture of preparation for the challenges of KS4 and the new GCSE. The course material has been designed to build upon attainment and embed the prior knowledge of students from the previous year as well as introduce new content.</p> <p>A variety of teaching approaches are used to motivate students and support effective learning. Students are challenged through the use of rich problems to encourage a deeper understanding of new topics taught. Progress of students is assessed through a combination of teacher assessments, class and homework tasks as well as formal tests. It is important that key topics are fully understood throughout the year so that students have the necessary foundations to progress the following year. There are 13 key topics that have been identified for each year group and through the use of consolidation tasks, students are able to demonstrate that they have fully mastered these key topics.</p>
<p><b>Year 7</b></p>	<p>Students are initially taught in their tutor groups and it is expected that changes to setting will occur at the start of Term 2. From then on students will be taught in 5 sets across 2 bands of ability.</p> <p><u>Mastery Indicator Key Topics</u></p> <ol style="list-style-type: none"> <li>1. Use positive integer powers and associated real roots</li> <li>2. Apply the four operations with decimal numbers</li> <li>3. Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines</li> <li>4. Simplify and manipulate expressions by collecting like terms</li> <li>5. Simplify and manipulate expressions by multiplying a single term over a bracket</li> <li>6. Substitute numbers into formulae</li> <li>7. Write a quantity as a fraction or percentage of another</li> <li>8. Use multiplicative reasoning to interpret percentage change</li> <li>9. Add, subtract, multiply and divide with fractions and mixed numbers</li> <li>10. Solve linear equations in one unknown</li> <li>11. Calculate surface area of cubes and cuboids</li> <li>12. Check calculations using approximation, estimation or inverse operations</li> <li><b>13.</b> Understand and use lines parallel to the axes, <math>y = x</math> and <math>y = -x</math></li> </ol>
<p><b>Year 8</b></p>	<p>Students are taught in 6 sets across 2 bands of ability.</p> <p><u>Mastery Indicator Key Topics</u></p> <ol style="list-style-type: none"> <li>1. Convert numbers into standard form and vice versa</li> <li>2. Apply the four operations with negative numbers</li> <li>3. Apply the multiplication, division and power laws of indices</li> <li>4. Factorise an expression by taking out common factors</li> <li>5. Change the subject of a formula when two steps are required</li> <li>6. Convert between terminating decimals and fractions</li> <li>7. Find a relevant multiplier when solving problems involving proportion</li> <li>8. Find and use the <math>n</math>th term for a linear sequence</li> <li>9. Solve problems involving percentage change, including original value problems</li> <li>10. Solve linear equations with unknowns on both sides</li> <li>11. Apply the formulae for circumference and area of a circle</li> <li>12. Plot and interpret graphs of linear functions</li> <li><b>13.</b> Calculate theoretical probabilities for single events</li> </ol>
<p><b>Year 9</b></p>	<p>Students are taught in 5 sets across 3 bands of ability.</p> <p><u>Mastery Indicator Key Topics</u></p> <ol style="list-style-type: none"> <li>1. Apply Pythagoras' theorem in two dimensions</li> <li>2. Use geometrical reasoning to construct simple proofs</li> <li>3. Use ruler and compass methods to construct the perpendicular bisector of a line segment and bisect an angle</li> <li>4. Solve problems involving similar shapes</li> <li>5. Use tree diagrams to list outcomes</li> <li>6. Manipulate algebraic expressions by expanding the product of two binomials</li> <li>7. Manipulate algebraic expressions by factorising a quadratic expression of the form <math>x^2 + bx + c</math></li> <li>8. Calculate exactly with multiples of <math>\pi</math></li> <li>9. Understand and use the gradient of a straight line to solve problems</li> <li>10. Plot and interpret graphs of quadratic functions</li> <li>11. Calculate with roots and integer indices</li> <li>12. Solve two linear simultaneous equations algebraically and graphically</li> <li>13. Change freely between compound units</li> </ol>

# Music

<p><b>Year 7</b></p>	<p>The Year 7 curriculum (3 lessons per cycle) aims to stimulate students of all abilities to develop their appreciation and enjoyment of music through an active involvement in performing, composing, listening and appraising. Through a largely practically based course, students are encouraged to develop their musical skills in the areas of performing and composing. Through listening and appraising, students are encouraged to develop a sensitive and critical response to music from different cultures and historical styles. Central to these aims is the acquisition of a body of musical knowledge, skills and vocabulary as a basis for further study. Teachers will provide a range of learning resources to motivate and challenge all students. Opportunities will be provided for students to work individually, in pairs, in small groups and as whole class ensembles. Students will access a range of equipment including Yamaha DGX230 electronic pianos and Apple eMac computers to foster the development of keyboard skills and classroom xylophones to develop ensemble and improvisation skills. <b>Topics will include:</b></p> <p>Rhythm/Western drum rhythms/African drum rhythms/Rhythm grid notation/Traditional stave notation/Melody Melody graphs/melodic improvisation/Pentatonic scales/ostinatos and riffs/Fanfare composition/Ground bass and Canon composition/Basic chord patterns</p> <p><b>At the end of year 7 students would be expected to:</b> Perform from memory, by ear and from notation, maintain a part accurately within an ensemble performance, understand how their part fits within an ensemble, plan and rehearse performances individually and as part of a group, improvise rhythmic and melodic phrases individually and in a group performance, compose repeating patterns and combine several layers of music within a musical structure, understand basic stave and grid notation, use appropriate musical vocabulary in both oral and written responses, critically appraise their own and others' work and suggest improvements</p> <p><b>Homework</b> Homework is set occasionally at the teacher's discretion.</p> <p><b>Assessment</b> The development of students' performing, composing, listening and appraising skills are assessed according to National Curriculum levels. Assessment procedures take the form of teacher and peer assessment, using both oral and written feedback. Student evaluation of their work and the work of others is much encouraged. After the evaluation process students set their own targets for improvement to help them progress to the next NC level. Students are informed of their NC level at the end of the summer term.</p> <p><b>Extra-Curricular</b> Instrumental tuition is available on a wide range of orchestral and band instruments. For further information please contact Mr Godfree (Head of Music). All students are encouraged to participate in the programme of extra- curricular ensembles offered by the department. In 2014/2015 these are as follows:</p> <p>Joint School Orchestra, Big Band, Wind Band, Downfielders Folk Group, Senior Strings</p>
<p><b>Year 8</b></p>	<p>The Year 8 curriculum (2 lessons per cycle) aims to stimulate students of all abilities to develop their appreciation and enjoyment of music through an active involvement in performing, composing, listening and appraising. Through a largely practically based course, students are encouraged to develop their musical skills in the areas of performing and composing. Through listening and appraising, students are encouraged to develop a sensitive and critical response to music from different cultures and historical styles. Central to these aims is the acquisition of a body of musical knowledge, skills and vocabulary as a basis for further study. Teachers will provide a range of learning resources to motivate and challenge all students. Opportunities will be provided for students to work individually, in pairs, in small groups and as whole class ensembles. Students will access a range of equipment including Yamaha DGX230 electronic pianos and Apple eMac computers to foster the development of keyboard skills and to develop ensemble and improvisation skills. <b>Topics will include:</b></p> <p>Indonesian gamelan music, Minimalist composition techniques, 12-bar blues and blues improvisation, The development of Jazz, Theme and Variations, Making arrangements, Common chord patterns used in popular music, Extending knowledge of stave notation.</p> <p><b>At the end of year 8 students would be expected to:</b> perform more extensive parts from memory, by ear and from notation, maintain a part accurately and show awareness within an ensemble performance, understand how their part fits within an ensemble, plan, rehearse and present performances individually and as part of a group, improvise rhythmic and melodic phrases within given structures, compose by developing ideas within musical structures and music for special occasions, understand a variety of different notations including stave, grid and graphic scores, use appropriate musical vocabulary in both oral and written responses Critically appraise their own and others' work, suggesting improvements and commenting on how a composer's intentions have been realised.</p>

	<p><b>Homework</b> Homework is set occasionally at the teacher's discretion.</p> <p><b>Assessment</b> The development of students' performing, composing, listening and appraising skills are assessed according to National Curriculum levels. Assessment procedures take the form of teacher and peer assessment, using both oral and written feedback. Student evaluation of their work and the work of others is much encouraged. After the evaluation process students set their own targets for improvement to help them progress to the next NC level. Students are informed of their NC level at the end of the summer term.</p> <p><b>Extra-Curricular</b> Instrumental tuition is available on a wide range of orchestral and band instruments. For further information please contact Mr Godfree (Head of Music). All students are encouraged to participate in the programme of extra- curricular ensembles offered by the department. In 2014/2015 these are as follows:  Joint School Orchestra, Big Band, Wind Band, Downfielders Folk Group, Senior Strings.</p>
<p><b>Year 9</b></p>	<p>The Year 9 curriculum (2 lessons per cycle) aims to stimulate students of all abilities to develop their appreciation and enjoyment of music through an active involvement in performing, composing, listening and appraising. Through a largely practically based course, students are encouraged to develop their musical skills in the areas of performing and composing. Through listening and appraising, students are encouraged to develop a sensitive and critical response to music from different cultures and historical styles. Central to these aims is the acquisition of a body of musical knowledge, skills and vocabulary as a basis for further study. Teachers will provide a range of learning resources to motivate and challenge all students. Opportunities will be provided for students to work individually, in pairs, in small groups and as whole class ensembles. Students will access a range of equipment including Yamaha DGX230 electronic pianos and Apple eMac computers to foster the development of keyboard skills and to develop ensemble and improvisation skills.</p> <p><b>Topics will include:</b> Reggae music, Britpop music of the 1980s/1990s, Rondo form, Film music, Modes and Modal scales, Chord progressions / song writing techniques, Extended keyboard skills</p> <p>At the end of year 9, the majority of students would be expected to be working at NC Level 5/6 and to: perform more extensive parts from memory, by ear and from notation, showing an awareness of tempo, dynamics, phrasing and timbre, maintain a part accurately and show awareness of their role within an ensemble, make adjustments to fit their part within an ensemble, improvise rhythmic and melodic phrases within given structures, compose and improvise in different musical styles and for specific occasions, develop and sustain musical ideas to achieve different musical effects understand a variety of different notations and use them to plan and revise work, use appropriate musical vocabulary in both oral and written responses, analyse, compare and evaluate how music reflects the contexts in which it is created and performed</p> <p><b>Homework</b> Homework is set occasionally at the teacher's discretion.</p> <p><b>Assessment</b> The development of students' performing, composing, listening and appraising skills are assessed according to National Curriculum levels. Assessment procedures take the form of teacher and peer assessment, using both oral and written feedback. Student evaluation of their work and the work of others is much encouraged. After the evaluation process students set their own targets for improvement to help them progress to the next NC level. Students are informed of their NC level at the end of the summer term.</p> <p><b>Extra-Curricular</b> Instrumental tuition is available on a wide range of orchestral and band instruments. For further information please contact Mr Godfree (Head of Music). All students are encouraged to participate in the programme of extra- curricular ensembles offered by the department. In 2014/2015 these are as follows:  Joint School Orchestra, Big Band, Wind Band, Downfielders Folk Group, Senior Strings</p>

## PE

This subject aims to build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and applies them across different sports and physical activities.

### **The department aims to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### **During Years 7 – 9 (Key Stage 3) students will experience and be taught to:**

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, for example, badminton, basketball, cricket, football, rounder's and rugby
- Develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

### **Assessment**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Religious Education

## Year 7

### Y7 RE

At KS3 all students follow the Gloucestershire agreed Syllabus (AS below) for Religious Education. (2017-2022). The aim is to help children grow into religiously educated young people, asking key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 7	<p>Theme / Concept: <b>Ultimate Questions-purpose</b></p> <p>Key Question: <b>Should happiness be the purpose of life?</b> (AS 3.17)</p> <p>Religion: <b>Christians, Buddhists, Muslim non-religious worldviews</b></p>	<p>Theme / Concept: <b>Incarnation</b></p> <p>Key Question: <b>Why do Christians believe Jesus was God on Earth?</b> (AS 3.6)</p> <p>Religion: <b>Christianity</b></p>	<p>Theme / Concept: <b>God / the Gurus/ values / Panth</b></p> <p>Key Question: <b>How are Sikh teachings on equality and service put into practice today?</b> (AS 3.12)</p> <p>Religion: <b>Sikhism</b></p>	<p>Theme / Concept: <b>Ultimate Questions-Origins</b></p> <p>Key Question: <b>Who made the universe?</b> (AS X)</p> <p>Religion: <b>Christianity, Islam, Buddhism, Hinduism non-religious worldviews</b></p>	<p>Theme / Concept: <b>God / Spiritual Expression in Art / Music</b></p> <p>Key Question: <b>What does it mean for Christians to believe in God as Trinity?</b> (AS 3.1)</p> <p>Religion: <b>Christianity</b></p>	<p>Theme / Concept: <b>Iman / ibadah / Akhlaq</b></p> <p>Key Question: <b>What is good and what is challenging about being a Muslim teenager in Britain today?</b> (AS 3:10)</p> <p>Religion: <b>Islam</b></p>

## Year 8

At KS3 all students follow the Gloucestershire agreed Syllabus (AS below) for Religious Education. (2017-2022). The aim is to help children grow into religiously educated young people, asking key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 8	<p>Theme / Concept: <b>Ultimate Questions-Problem of evil [wisdom]</b></p> <p>Key Question: <b>Why is there suffering? Are there any good solutions?</b> (AS 3:16)</p> <p>Religion: <b>Christians, Hindus / Buddhists, non-religious worldviews</b></p>	<p>Theme / Concept: <b>Buddha / dhamma / sangha</b></p> <p>Key Question: <b>The Buddha: how and why do his experiences and teachings have meaning for people today?</b> (AS )</p> <p>Religion: <b>Buddhism</b></p>	<p>Theme / Concept: <b>Gospel</b></p> <p>Key Question: <b>What is so radical about Jesus?</b> (AS)</p> <p>Religion: <b>Christians,</b></p>	<p>Theme / Concept: <b>Puzzling Ethical Questions [Creation]</b></p> <p>Key Question: <b>Good, bad; right, wrong: how do I decide? Should Christians be greener than everyone else?</b> (AS 3.14, 3.2)</p> <p>Religion: <b>Christians, non-religious worldviews</b></p>	<p>Theme / Concept: <b>Samsara / moksha / Brahman / atman/ karma / dharma</b></p> <p>Key Question: <b>Why don't Hindus want to be reincarnated and what do they do about it?</b> (AS 3.9)</p> <p>Religion: <b>Hinduism</b></p>	<p>Theme / Concept: <b>People of God, Risalah</b></p> <p>Key Question: <b>Does the world need prophets today?</b> (AS 3.4)</p> <p>Religion: <b>Christians Muslims</b></p>

**Year 9**

In year 9 students we use the elements of the Gloucestershire agreed Syllabus (AS below) for Religious Education. (2017-2022) that match up with the examination board Educas religious studies Specification Component A. Students explore different world religions including Christianity, Islam and Buddhism, Religious Philosophical and Ethical issues that prepare them for either the short course examination at the end of year 10 or given an option choice in addition the full course at the end of year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 9	Theme: Concepts <b>The Buddha; The Dhamma; The four noble truths</b>  Key Question: <b>What do Buddhist's believe and teach? (AS 3.15)</b>  Religion: <b>Buddhists,</b>	Theme / Concept: <b>Human personality; Human destiny and Ethics teaching</b> Theme / Concept:  Key Question: <b>What do Buddhist's believe and teach? (AS X)</b>  Religion: <b>Buddhists</b>	Theme / Concept: <b>The nature of God; Creation; Jesus Christ</b>  Key Question: <b>What do Christian's believe and teach? (GCSE Comp 2)</b>  Religion: <b>Christians</b>	Theme / Concept: <b>Salvation; The After life</b>  Key Question: What do Christian's believe and teach? (GCSE Comp 2)  Religion: <b>Christians</b>	Theme / Concept: <b>The nature of Allah; Prophethood; Angels</b>  Key Question: What do Muslims believe and teach? (GCSE Comp 3)  Religion: <b>Muslims</b>	Theme / Concept: <b>Akhirah; Foundations of Faith</b>  Key Question: What do Muslims believe and teach? (GCSE Comp 3)  Religion: <b>Muslims</b>

Full details of the EDUCAS Philosophy and Ethics and Religious Studies Specification can be found at <http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>