

The Royal Alexandra and Albert School

Key Stage 3 Curriculum 2017 – 2018

Please see National Curriculum documents for detailed programmes of study.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

KS3 Curriculum: Art

Year	Term	Unit	All Core Knowledge	All Core Skills	
7	1	COLOUR, MOOD AND PORTRAIT	Proportion, Scale, Distortion Techniques Line, Form, Colour Theory, Observational Drawing Tips & Tricks, Mark Making, Continuous Line, Contour Drawing	Developing Primary, Secondary And Tertiary Colours. Contextual: Colour And Mood Understanding Proportion And Plotting Features	Picasso Blue Period, Alexander Calder Wire Faces Van Gogh Portraits: Mood And Mark Making
	2	TEXTURE AND PATTERNS IN NATURE	Rubbings, Qualities And Restrictions Of A Range Of Drawing Tools, Creating Textures. Stenciling Technique	Understanding How To Use A Range Of Artistic Skills And Media. Basic Printmaking And Embroidery	Angie Lewin Damien Hirst Butterfly Kalidescope
	3	ART FROM OTHER CULTURES: INDIAN ART	Printmaking (Mono) Ceramics (Indian Elephant Ceramics) Mixed Media (String And Cardboard Construction)	Understanding Different Art Forms From Different Cultures Creating Tone And Colour	Indian Culture, Patterns And Motif.
Year	Term	Unit	All Core Knowledge	All Core Skills	
8	1	ARCHITECTURE	Printmaking (Lino And Monoprint) Perspective Drawing 3d Construction Mixed Media	Relating Pupils Own Work To Their School And Local Environment.	Valerie Thornton
	2	CELLS	Textiles And Hand Stitching, Experimenting With A Range Of Techniques To Form Cells, Soft Construction, Ceramics,		
	3	GRAFFITTI	Stenciling, Mixed Media, Ceramics	Outreach Art Contemporary And Female Artists	Swoon, Ben Wilson, Banksy, Shepherd Fairy
Year	Term	Unit	All Core Knowledge	All Core Skills	
9	1	HUMAN DECAY	Rusting, Monoprint, Etch, Mixed Media, Acrylic, Experimenting With Found Materials, Ceramics.	Independence, Risk Taking, Confidence	Lucien Freud, Mark Powell
	2	BUTTERFLIES AND INSECTS	Pattern And Form, Collage, Ceramics, Printmaking	Printmaking And Embroidery Mixed Media	Damien Hirst Butterflies
	3	COLLECTIONS	Refining And Developing Drawing Skills In A Range Of Drawing Tools In Preparation For Gcse Art	Colouring Pencils, Graphite, Wax Resist	

KS3 Curriculum: Citizenship Studies

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	School council Introduction to Citizenship	Democracy Making your voice heard Political systems Voting Bringing about change General overview	Creation of a sustained argument Explanation of arguments and viewpoints Reaching valid conclusions Assess the impact of actions Question assumptions
	1b	PSHE - bullying	Definitions Forms of bullying Psychological effects Cyber bullying	Creation of a sustained argument Explanation of arguments and viewpoints Reaching valid conclusions Assess the impact of actions Question assumptions
	2a	Children's Rights	Universal human rights The wider world	Creation of a sustained argument Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Question assumptions
	2b	Refugees	Rights and responsibilities Britain and the wider world	Creation of a sustained argument Explanation of arguments and viewpoints Reaching valid conclusions Understand & explain interconnections between various aspects of areas covered Question assumptions
	3a	Island Community	Values of British Society including rights & responsibilities Democracy Government and forms of government Voting Law Criminal justice system	Creation of a sustained argument Explanation of arguments and viewpoints Reaching valid conclusions Understand & explain interconnections between various aspects of areas covered Plan and evaluate Assess the impact of actions Question assumptions
	3b	PSHE - SRE		

Year	Term	Topic	Core Knowledge	Core Skills
8	1a	School council Knife crime	Democracy Making your voice heard Political systems Voting Bringing about change Criminal justice system Community cohesion	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Plan and evaluate Citizenship action Question assumptions
	1b	Finance	Finance	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Assess the impact of actions
	2a	PSHE – SRE		
	2b	Politics	Democracy Government and forms of government British political system Bringing about political change Role of the media	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Understand & explain interconnections between various aspects of areas covered Assess the impact of actions Question assumptions
	3a	PSHE – drugs education		
	3b	Identity	Britishness? Identities Role of the media	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Understand & explain interconnections between various aspects of areas covered Question assumptions

Year	Term	Topic	Core Knowledge	Core Skills
9	1a	School council Climate change & campaigns	Democracy Making your voice heard Political systems Voting Bringing about change Britain and the wider world Rights and responsibilities Role of the media	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Plan, carry out and evaluate Citizenship action Assess the impact of actions Question assumptions
	1b	PSHE – options & study skills		
	2a	Laws & society	Values of British Society including rights & responsibilities The law Criminal justice system	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Presenting various viewpoints, including one's own and an opposing viewpoint Question assumptions
	2b	PSHE – SRE		
	3a	Community cohesion: case study London riots	Britishness? Values of British Society including rights & responsibilities Community cohesion Identities	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Understand & explain interconnections between various aspects of areas covered Question assumptions
	3b	Controversial issues	Rights and responsibilities Identities Role of the media Britain and the wider world	Creation of sustained arguments Explanation of arguments and viewpoints Reaching valid conclusions Enquiry Presenting various viewpoints, including one's own and an opposing viewpoint Understand & explain interconnections between various aspects of areas covered Question assumptions

KS3 Curriculum: Computer Science

Year	Term	Unit of work	Core skills	Core knowledge	
7	1	Weeks 1-3			
		Year 7 midyis testing Introduction to the school network and school email systems	<ul style="list-style-type: none"> • Ability to log onto computer network and access email • Being able to set up a directories and saving documents with appropriate names and extensions 	<ul style="list-style-type: none"> • Network set up and navigation • Choosing appropriate passwords • Importance of saving files with appropriate names • Organization of a digital content 	
	2	Weeks 4-8			
		Digital Literacy	<ul style="list-style-type: none"> • Communicate message using appropriate tools • Being able to communicate to different audiences • Independent internet research • Use IT equipment appropriately 	<ul style="list-style-type: none"> • Appropriate software for a given task • Design Process and communication techniques • Choice of design and language used • Understanding needs for referencing content found on the internet • User needs - social, cultural and moral • Health and safety in IT room 	
	3	Weeks 9-12			
		E-safety	<ul style="list-style-type: none"> • Understand why we need to be safe online. • Investigating how to be safe and protect ourselves • Recognise dangers 	<ul style="list-style-type: none"> • Understanding why we need to be safe online • Seeing the possibilities of danger and risk • Different types of social media • How to be safe online 	
Year	Term	Unit of work	Core skills	Core knowledge	
8	1	Weeks 1-3			
			<ul style="list-style-type: none"> • Investigating the uses of programming • Questioning the future of robotics • Computational thinking • Pseudocode 	<ul style="list-style-type: none"> • Understanding why coding is important • Seeing the possibilities of coding • Data Types (Boolean, string, float and integer) • Simple constructs (sequence and selection) 	
	2	Weeks 4-8			
			<ul style="list-style-type: none"> • Decomposition (Analysis of required code) • Testing solution • Debugging (Fault Finding) 	<ul style="list-style-type: none"> • Use of block based programming • Practically testing code through robotics • Understanding faults and analyzing code for faults 	
	3	Weeks 9 - 12			
			<ul style="list-style-type: none"> • Decomposition, algorithms, patters and Logic • Evaluating 	<ul style="list-style-type: none"> • Using robotics to produce a solution • Evaluating work for improvement 	

Year	Term	Unit of work	Core skills	Core skills
9	1	Weeks 1-3	<ul style="list-style-type: none"> • Understand hardware components and way the computer communicate across the internet • Using basic structures of HTML and CSS 	<ul style="list-style-type: none"> • Hardware components necessary to communicate across the internet • Protocols • Using of basic tags to create a structure of a webpage • Defining look of a website by CSS • Use of hyperlinks and image tags
			<ul style="list-style-type: none"> • Recognize how style different areas of HTML using <div> tag • Demonstrate understanding on how to add additional pages and link them together to create a site map • Understand that effective navigation is crucial 	<ul style="list-style-type: none"> • Understand how <div> tag is used to separate specific areas of a website • Use of <div> tags and CSS to format separate areas of a website • Creating a blank form page • Apply effective navigation bar/menu
	2		<ul style="list-style-type: none"> • Gather user input by using form • Add dynamic using JavaScript • Evaluate project and incorporate improvements 	<ul style="list-style-type: none"> • Implement user form • Demonstrate use of JavaScript • Complete evaluation, reflecting on any necessary improvements and (www and ebi)

KS3 Curriculum: Cooking and Nutrition

Year	Term	Unit	All Core Knowledge	All Core Skills
7		Fruit or Savoury Crumble	<p>Pupils will develop their knowledge and understanding of ingredients and healthy eating; recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating, to their own diet;</p> <p>Demonstrate a range of food preparation and cooking techniques;</p> <p>Recall and apply the principles of food safety and hygiene;</p> <p>Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p> <p>Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity).</p>	<p><i>Theory</i></p> <p>To explain the layout of the food room.</p> <p>To introduce pupils to the recipe and work booklet (progress tracker).</p> <p>To recognise, name and locate the tools and equipment in the food room.</p> <p>To describe the expectations for working in the food room.</p> <p>To explain and apply health and safety practices used.</p> <p>To practice safe and effective use of knives.</p> <p>To compare and evaluate existing products.</p> <p><i>Practical</i></p> <p>To prepare and cook a savoury dish with a topping made from starchy food, such as vegetable cobbler or savoury crumble.</p> <p>To demonstrate weighing and measuring, rubbing-in, preparation of fillings, e.g. peeling, slicing, and layering ingredients, using the oven (baking).</p> <p>To apply the principles of food safety and hygiene when cooking.</p>
		Pizza toast or Croque Monsieur	<p>Pupils will develop food preparation and cooking techniques; Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;</p> <p>Identify how and why people make different food and drink choices;</p>	<p><i>Theory</i></p> <p>To describe the principles of <i>The Eatwell Guide</i> and relate this to their own diet.</p> <p>To name the main nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p> <p>To explain where fruit and vegetables come from and how seasonality affects price and availability.</p> <p><i>Practical</i></p> <p>To prepare and cook a dish using dairy products, such as pizza toast</p> <p>To demonstrate the safe use of the grill/oven, grater and other small equipment.</p> <p>To apply the principles of food safety and hygiene when cooking.</p>
		Pasta Salad or Cous Cous Salad	<p>Pupils will develop their knowledge of consumer food and drink choice; Identify how and why people make different food and drink choices;</p>	<p><i>Theory</i></p> <p>To explain where cereals, potatoes, rice and other starchy foods come from and why they are important in the diet.</p> <p>To discuss energy balance.</p> <p>To identify how lifestyle and culture can affect food choice.</p>

		Pupils will be able to apply their knowledge to make informed choices;	<p>To calculate the energy and nutrients provided by a recipe using a nutrition analysis programme.</p> <p>To investigate what happens to these foods when heat is applied.</p> <p><i>Practical</i></p> <p>To prepare and cook a dish using vegetables, salad vegetables and a dressing, such as couscous, potato or slaw.</p> <p>To demonstrate the safe use of sharp knives.</p> <p>To investigate types of dressing, how they are made and why they are used.</p> <p>To apply the principles of food safety and hygiene when cooking.</p>
	Spicy Bean Burger or Koftas	Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;	<p><i>Theory</i></p> <p>To explain where meat, fish, eggs and beans come from and their importance in the diet.</p> <p>To list the food choices available for vegetarians and explain how their dietary needs are met.</p> <p>To investigate the characteristics of these foods in cooking.</p> <p><i>Practical</i></p> <p>To prepare and cook a savoury main meal dish, such as mini meat balls, koftas, spicy falafels.</p> <p>To demonstrate the skills of combining, forming and shaping.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To plan and create design criteria for a main meal dish for a teenager.</p>
	Rock Cakes or Cheese Straws	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; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;	<p><i>Theory</i></p> <p>To investigate ways in which recipes can be modified.</p> <p>To perform a simple product analysis and sensory evaluation.</p> <p>To write a simple timed plan for rock cakes or cheese straws.</p> <p><i>Practical</i></p> <p>To prepare and cook a batch of rock cakes or cheese straws and evaluate the dish.</p> <p>To demonstrate the skills of mixing and dividing a mixture, using the oven.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To evaluate a dish.</p>
	Flapjacks or Biscuits (Reward)	Pupils will evaluate and test their ideas and products and the work of others. Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.	<p><i>Theory</i></p> <p>To investigate and state some of the factors that affect food choice.</p> <p>To investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation.</p> <p>To investigate the nutritional requirements for teenagers and design a suitable main meal dish. (Context – domestic: health)</p>

			Track their progress using the work and recipe booklet (cooking, nutrition, ingredients and creativity).	<p><i>Practical</i></p> <p>To use a range of basic equipment, e.g. weighing scales, saucepan; To weigh and measure ingredients, e.g. oats, apricots, honey; To use a hob and oven safely; combine ingredients thoroughly; To make a baked dish, e.g. <i>fruity flapjacks or tropical granola bars</i>.</p>
Year	Term	Unit	All Core Knowledge	All Core Skills
8		Fruit or Savoury Scones	<p>Pupils will deepen their knowledge and understanding of food and nutrition; Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating; Name the main nutrients, sources and functions;</p> <p>Explain energy and how needs change through life; Name the main nutrients, sources and functions; Pupils will evaluate and test their ideas and products and the work of others.</p>	<p><i>Theory</i></p> <p>Recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. To list and explain the main nutrients provided by the diet. To define energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance. To explain the importance of hydration.</p> <p><i>Practical</i></p> <p>For students to build confidence in using the rubbing in technique and forming a dough. Students should be able to weigh and measure ingredients accurately; prepare ingredients, e.g. slicing; Demonstrate the rubbing in technique; Carefully form and shape a dough; Use the oven safely; Make a baked dish, e.g. <i>cheesy or fruit scones</i></p>
		Pasta and Ragu or Macaroni cheese	<p>Pupils will further develop food preparation and cooking techniques; Pupils will deepen their knowledge of consumer food and drink choice; Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</p>	<p><i>Theory</i></p> <p>To name the micronutrients and state why they are needed in the diet. To explain the sources, types and functions of vitamins, A, D, B group and C. To explain the sources, types and functions of calcium, iron and sodium. To investigate and compare a range of pre prepared pasta products. To explain the process of gelatinisation in sauce making.</p> <p><i>Practical</i></p> <p>To prepare and cook a main meal dish which demonstrates the role of calcium in the diet, such as, tuna pasta bake, vegetarian pasta bake. To demonstrate the preparation of an all-in-one sauce; demonstrates safe use of the hob/grill, accurate weighing and measuring, boiling, draining, mixing. To demonstrate and apply the principles of food safety and hygiene when cooking. To calculate the nutritional profile and compare the effect of using alternative ingredients</p>

	<p>Spring Rolls or Cheese and Onion Triangle</p>	<p>Pupils will be able to apply their knowledge to make informed choices; Demonstrate a wider range of food preparation and cooking techniques; To prepare and cook a dish that demonstrates shortening, such as savoury tart or mini quiche. To explain the science of shortening. To demonstrate the skills of rubbing in, rolling out, shaping, filling, use of the oven. To demonstrate and apply the principles of food safety and hygiene when cooking.</p>	<p><i>Theory</i> To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. To recognise and explain food standard schemes. To describe methods of filling and shaping a dish, such as spring rolls or pasties.</p> <p><i>Practical</i> To prepare and cook a dish using ingredients that are farmed assured/responsibly sourced, such as spring rolls, or cheese and onion triangles. To demonstrate skills in vegetable preparation, dividing, shaping finishing and baking. To plan and produce a recipe card promoting the food assured ingredient. To demonstrate and apply the principles of food safety and hygiene when cooking To measure ingredients; To make shortcrust pastry, using the rubbing in technique; prepare a range of ingredients for fillings, e.g. slicing; combine filling ingredients uniformly; To roll out pastry, ready for use; To line a baking dish or make/seal pasties; To use the oven safely; To make a pastry dish, e.g. <i>cheese and onion triangles</i> or spring rolls</p>
	<p>Vegetarian Lasagne or Shepherd's Pie or spaghetti bolognaise</p>	<p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently Apply the principles of food safety and hygiene; Explain the factors that affect food and drink choice; Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p>	<p><i>Theory</i> To identify and explain the factors that affect individual food choice. To investigate the dietary needs of young adolescents. To summarize the actions in the School Food Plan related to school lunches. To plan a dish suitable for a hot school lunch to help meet the nutritional needs of the identified group. (Context: Industrial – food)</p> <p><i>Practical</i> To prepare and cook a dish that demonstrates thickening such as bolognaise, shepherd's pie or lasagne, To explain the science of gelatinisation. To demonstrate the skills of preparing a range of vegetables, making a meat/alternative base, all-in-one sauce, layering, use of the hob/oven. To demonstrate and apply the principles of food safety and hygiene when cooking.</p>
	<p>Mini fruit cakes or Mini carrot cakes</p>	<p>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;</p>	<p><i>Theory</i> To prepare and cook a dish which demonstrates the role of carbohydrate in the diet, such as mini carrot cakes, apple cakes or berry cakes; demonstrate the safe use of the oven, weighing, mixing and dividing. To demonstrate cake making methods.</p>

			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;	To demonstrate and apply the principles of food safety and hygiene when cooking. To calculate the nutritional content and create a food label for a dish. <i>Practical</i> To weigh and measure ingredients accurately; To combine ingredients into a uniform mixture; To divide the mixture equally between cases; use the oven safely; To make a baked item, e.g. <i>mini-fruit cakes or mini carrot cakes</i> .
		Muffins or Pancakes (Reward)	Track their progress using the recipe and work booklet (cooking, nutrition, ingredients and creativity).	<i>Plenary</i> To appraise and evaluate their learning journey. To evaluate their practical cooking experiences. <i>Practical</i> To demonstrate skills in preparing a pancake batter; To prepare a range of ingredients, e.g. grating cheese, chopping fruit; To use the hob safely to shallow fry ingredients; To make a batter dish, e.g. <i>Sweet mini- pancakes or Savoury pancakes or muffins</i>
Year	Term	Unit	All Core Knowledge	All Core Skills
9		Savoury rice or Risotto	Pupils will extend their knowledge and understanding of food, diet and health; Apply the principles of <i>The Eatwell Guide</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;	<i>Theory</i> To describe and apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life. To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues. To prepare and cook a main meal dish that demonstrates the use of starchy foods, such as savoury rice. To demonstrate the safe use of the hob, sharp knives and other small equipment. To carry out an evaluation of a range of prepared rice products. To demonstrate and apply the principles of food safety and hygiene when cooking. <i>Practical</i> To prepare and cook a main meal dish such as savoury rice or mushroom and spinach risotto. To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice. To demonstrate and apply the principles of food safety and hygiene when cooking. To investigate what happens when rice and other grains are cooked.

	<p>Pesto pizza or Finnish fruit plait</p>	<p>Pupils will extend food preparation and cooking techniques; 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;</p>	<p><i>Theory</i> To explain the sources, types and functions of carbohydrate. To explain the sources and functions of fibre in the diet. To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. To identify varieties of bread and bread products available to the consumer.</p> <p><i>Practical</i> To investigate the functions of ingredients used in bread making. To prepare and cook a dish using yeast dough, such as flavoured bread rolls, pizza wheels. To demonstrate the skills of preparing, kneading, shaping and finishing yeast dough. To demonstrate and apply the principles of food safety and hygiene when cooking. To compare and evaluate a range of bread based products.</p>
	<p>Stir Fry (Chow Mein) or Fajitas</p>	<p>Pupils will extend their knowledge of consumer food and drink choice; Investigate and discuss new trends and technologies used in food production, processing and cooking; To explain the characteristics of ingredients and how they are used in cooking. To plan and carry out practical tests to demonstrate the characteristics. To explain how recipes can be modified to meet specific requirements.</p>	<p><i>Theory</i> To prepare and cook a main meal dish suitable for a hot school lunch, such as chicken biryani, chicken Chow Mein. To demonstrate the preparation of vegetables, the use of herbs and spices, use of the hob. To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p><i>Practical</i> To prepare and cook a savoury main meal dish, such as stir fry or fajitas To demonstrate the skills of vegetable preparation and controlling heat. To apply the principles of food safety and hygiene when cooking. To plan and complete a sensory evaluation. To demonstrate the bridge-hold and claw-grip knife skills confidently; To prepare a range of ingredients, e.g. de-seeding chillies, grating fresh ginger; To use hob safely to stir-fry ingredients; To make a stir-fried dish, e.g. <i>sizzling stir-fry</i> or <i>fajitas</i>.</p>
	<p>Spinach, potato and chickpea Curry, lamb korma or Thai green chicken curry</p>	<p>Pupils will be able to apply their knowledge to make informed choices; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;</p>	<p><i>Theory</i> To explain the sources, types and functions of protein. To describe the dietary recommendations for protein and how it relates to their diet. To define protein complementation.</p> <p><i>Practical</i> To prepare and cook a main meal dish to demonstrate cuisine from other countries such as, Tapas, tacos, fajitas. To demonstrate the use of herbs and spices to enhance the flavour of a dish. To demonstrate and apply the principles of food safety and hygiene when cooking.</p>

		<p>Savoury or sweet choux buns</p>	<p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</p>	<p><i>Theory</i> To investigate chilled ready meals; ranges available, health and safety, manufacturing. To write a specification for the development of a chilled ready meal to meet specific criteria such as a single portion, reduced fat version, for a family of four. To create a timed plan for the preparation and cooking of the dish.</p> <p><i>Practical</i> To weigh ingredients precisely; To make the choux mixture, using the beating method; To adapt a basic choux mixture use the oven safely; To make a choux bun, e.g. <i>Sweet Choux Bun or Savoury Choux Bun</i></p>
		<p>Marble Pear Tray Bake or Victoria Sandwich</p>	<p>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.</p> <p>Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. Track their progress using their recipe and work booklet (cooking, nutrition, ingredients and creativity).</p>	<p><i>Theory</i> To review the opportunities for future courses and career options. To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.</p> <p><i>Practical</i> To prepare and cook a dish that demonstrates aeration, such as Dutch apple cake or a tray bake. To explain the science of aeration. To demonstrate the skills of creaming/all-in-one cake making, preparing baking tins, baking. To demonstrate and apply the principles of food safety and hygiene when cooking.</p>

KS3 Curriculum: Design and Technology

Year	Weeks	Unit	All Core Knowledge	All Core Skills
7	1-3	Pewter Keyring and Metal working: Writing a brief, researching the problem, identifying users, market research	<ul style="list-style-type: none"> • Health and safety procedures • Material ranges and classifications – Key terms • Material properties and application – Key terms • Key user needs – cultural, social, moral 	<ul style="list-style-type: none"> • Safe working practices Research and explore cultures, needs, users • Identify and solve design problems Develop specifications
	4-8	Pewter Keyring and Metal working: Design development, Product analysis, Process analysis	<ul style="list-style-type: none"> • Processes, tools and equipment • Design Process and communication techniques 	<ul style="list-style-type: none"> • Generate creative ideas • Communicate design ideas appropriately Conduct independent investigation
	9-12	Pewter Keyring and Metal working: Making and manufacturing, finishing processes, shaping filing and producing. Packaging of product. Evaluation and assessment of work.	<ul style="list-style-type: none"> • Packaging processes, tools and equipment • Key user needs – cultural, social, moral • Health and safety procedures 	<ul style="list-style-type: none"> • Research and analysis of existing packaging methods • Evaluate your work and the work of others • Refine ideas, products, processes
Year	Weeks	Topic	Core Knowledge	Core Skills
8	1-3	Structures and Wood working: Identifying a problem, researching the problem, identifying users, market research	<ul style="list-style-type: none"> • Material ranges and classifications – Key Terms • Material properties and application inc Structures, Loads and Forces – Key Terms • Key user needs – cultural, social, moral 	<ul style="list-style-type: none"> • Research and explore cultures, needs, users • Identify and solve design problems • Develop specifications
	4-8	Structures and Wood working: Research and planning for project, analysis of problem, identification of mechanical systems within a structure, researching the role of architects, Product analysis.	<ul style="list-style-type: none"> • Systems and control – mechanical and electronic • Processes, tools and equipment • Developments in design past and present • Roles of designers, engineers, technologists 	<ul style="list-style-type: none"> • Generate creative ideas • Communicate design ideas appropriately • Conduct independent investigation • Safe working practices in the workshop

	9-12	Structures and Wood working: Making and manufacturing, finishing processes, shaping filing and producing. Investigation of systems and mechanisms. Evaluation and assessment of work.	<ul style="list-style-type: none"> • Systems and control – mechanical and electronic • Processes, tools and equipment • Design Process and communication techniques • Health and safety procedures 	<ul style="list-style-type: none"> • Safe working practices in the workshop • Generate creative ideas • Communicate design ideas appropriately • Refine ideas, products, processes • Produce quality responses to problems • Evaluation of design
Year	Weeks	Topic	Core Knowledge	Core Skills
9	1-3	Body Adornment and extended materials investigation: Identifying a problem, researching the problem, identifying users, market and material, process research	<ul style="list-style-type: none"> • Material ranges and classifications – Key Terms • Material properties and application – Key Terms • Key user needs – cultural, social, moral • Processes, tools and equipment • Developments in design past and present 	<ul style="list-style-type: none"> • Research and explore cultures, needs, users • Identify and solve design problems • Develop specifications • Generate creative ideas
	4-8	Body Adornment and extended materials investigation: Planning for project, identification of materials and processes, Product analysis. Design Development and solution, plan for manufacturing	<ul style="list-style-type: none"> • Material ranges and classifications • Material properties and application • Processes, tools and equipment • Developments in design past and present • Design Process and communication techniques 	<ul style="list-style-type: none"> • Communicate design ideas appropriately • Conduct independent investigation • Refine ideas, products, processes • Produce quality responses to problems
	9-12	Body Adornment and extended materials investigation: Making and manufacturing, finishing processes, shaping filing and producing. Investigation of materials and processes. Evaluation and assessment of work.	<ul style="list-style-type: none"> • Processes, tools and equipment • Health and safety procedures • Material ranges and classifications • Material properties and application 	<ul style="list-style-type: none"> • Safe working practices in the workshop • Produce quality responses to problems • Evaluate your work and the work of others • Refine ideas, products, processes

KS3 Curriculum: Drama

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
7	1	Basic Skills	Have a practical and theoretical understanding of: <ul style="list-style-type: none"> • Still image • Mime • Thought-tracking • Cross-cutting • Soundscape 	Rehearsal Creativity Team Work Performance Confidence Evaluation	Performance Task: Create a performance using all of the skills based on the Haunted House poem stimulus. Assessed on rehearsals, performance, and evaluation.
		Pantomime	Develop an understanding of the conventions of pantomime and apply these practically to a performance.	Rehearsal Creativity Team Work Performance Confidence Evaluation	Performance Task: Create a pantomime based on a well-known fairytale, including the conventions on plot and characters. Assessed on rehearsals, performance, and evaluation.
	2	The Evacuee	To know about the life of an evacuee during World War 2 and be able to develop a naturalistic character in this setting.	Rehearsal Creativity Team Work Performance Evaluation	Performance Task: Develop a naturalistic character and show their journey from finding out that they are being evacuated to when they are in the new house. Assessed on rehearsals, performance, and evaluation.
		Greek Theatre	To know about the story of Theseus and the Minotaur and to use different theatrical techniques	Rehearsal Creativity	Performance Task: To create a performance using different scenes of Theseus and the Minotaur to an audience.

			in order to present the story to an audience.	<p>Team Work</p> <p>Performance</p> <p>Confidence</p> <p>Evaluation</p>	Assessed on rehearsals, performance, and evaluation.
3		Exploring a Script	To explore the themes and characters in the play <i>Sparkleshark</i> .	Creativity	<p>Performance Task: To devise a performance based on one of the key themes from <i>Sparkleshark</i>.</p> <p>Assessed on rehearsals, performance, and evaluation.</p>
		Performing a Script	To perform extracts from the play <i>Sparkleshark</i> .	<p>Rehearsal</p> <p>Performance</p> <p>Evaluation</p>	<p>Performance Task: To perform extracts from the play <i>Sparkleshark</i>.</p> <p>Assessed on rehearsals, performance, and evaluation.</p>

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
8	1	Bullying	To understand the different types of bullying and how it impacts people.	<p>Rehearsal</p> <p>Creativity</p> <p>Team Work</p> <p>Performance</p> <p>Confidence</p> <p>Evaluation</p>	<p>Performance Task: To perform a performance based on a type of bullying and to include still images and thought-tracking.</p> <p>Assessed on rehearsals, performance, and evaluation.</p>
		Superheroes	Develop an understanding of the conventions of superheroes and apply these practically to a performance.	<p>Rehearsal</p> <p>Creativity</p> <p>Team Work</p> <p>Performance</p> <p>Evaluation</p>	<p>Performance Task: Create a superhero trailer including the conventions on plot and characters.</p> <p>Assessed on rehearsals, performance, and evaluation.</p>

2	Commedia dell'Arte	To know about the conventions of Commedia dell'Arte and how to apply this practically.	Rehearsal Creativity Team Work Performance Evaluation	Performance Task: Create a performance from one of the scenarios using the conventions of Commedia dell'Arte. Assessed on rehearsals, performance, and evaluation.	
	Runaway	To consider the reasons why a person might runaway and think about how to create a naturalistic character.	Rehearsal Creativity Team Work Performance Confidence Evaluation	Performance Task: Create a performance that demonstrates why a person might runaway, show feelings through the use of thought-tracking, and is done in a naturalistic style. Assessed on rehearsals, performance, and evaluation.	
	3	Exploring a Script	To explore the themes and characters in the play <i>Macbeth</i> .	Creativity	Performance Task: To devise a performance based on one of the key themes from <i>Macbeth</i> . Assessed on rehearsals, performance, and evaluation.
		Performing a Script	To perform extracts from the play <i>Macbeth</i> .	Rehearsal Performance Confidence Evaluation	Performance Task: To perform extracts from the play <i>Macbeth</i> . Assessed on rehearsals, performance, and evaluation.

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
9	1	Storytelling	Students develop an understanding of how to tell a story successfully and consider the use of a narrator whilst using line drama.	Rehearsal Creativity Team Work Performance	Performance Task: Create a performance using line drama based on a twisted fairytale. Assessed on rehearsals, performance, and evaluation.

			Evaluation	
	Physical Theatre	To develop an understanding and a practical ability to use a variety of techniques used within physical theatre.	Rehearsal Creativity Team Work Performance Evaluation	Performance Task: Create a pantomime based on a well-known fairytale, including the conventions on plot and characters. Assessed on rehearsals, performance, and evaluation.
2	Theatre In Education	To be able to consider issues that affect teenagers and create a piece of theatre that educates a target audience.	Rehearsal Creativity Team Work Performance Confidence Evaluation	Performance Task: Create a performance based on an issue. This will be performed to a target audience in order to educate them. Assessed on rehearsals, performance, and evaluation.
	Devising	To work as a group to create a performance based on a stimulus.	Rehearsal Creativity Team Work Performance Evaluation	Performance Task: To create a performance based on the stimulus of 'Changes'. Assessed on rehearsals, performance, and evaluation.
	Exploring a Script	To explore the themes and characters in the play <i>Missing Dan Nolan</i> .	Creativity	Performance Task: To devise a performance based on one of the key themes from <i>Missing Dan Nolan</i> . Assessed on rehearsals, performance, and evaluation.
3	Performing a Script	To perform extracts from the play <i>Missing Dan Nolan</i> .	Rehearsal Performance Evaluation	Performance Task: To perform extracts from the play <i>Missing Dan Nolan</i> . Assessed on rehearsals, performance, and evaluation.

KS3 Curriculum: English

Year	Term	Unit of work	Core skills	Core knowledge
7	1	Modern Novel	Identifying and explaining the presentation of a character: extract.	PEA: use of quotations and references, inference, predicting, personal response to texts. Embed: word classes on examination of language, clarify apostrophes and ensure focus on cogent expression [incl. connectives].
		Creative Writing: Plot and The Plotter	The ability to create and sustain a plot suited to the characters created. Varying content to genre of writing.	Genre expectations and managing plot/ structure, sentence structure, punctuation, incl. apostrophes, semi-colons, colons, ellipses and hyphens. paragraphing. Fronted adverbials/ clauses, articles, prepositions, coordination, synonym/antonym, proof-reading, reflection, modification. If relevant, Soap Opera/ Script conventions.
	2	Nature Poetry – across the centuries	Comparison of different attitudes towards nature as shown in a range of poems.	Push a more complex comparison of texts where possible, PEA, expressing preference with evidence, shifting receivership. Incorporate ‘Other Cultures’ if possible to open up further avenues for greater depth in comparative analysis. Context, as relevant.
		Product Launch	Ability to shape texts of different kinds to the requirements of an audience. To understand that products are reliant on the texts you understand. A Spoken Language Assessment should be assessed here.	Audience choices, persuasive frameworks, colons, design to impact, proof-reading, evaluation skills. Expose students to example products and their accompanying, varying mediums of advertisement, which demonstrate some reliance on audience knowledge of other texts. A Spoken Language Assessment should be assessed here.
	3	Modern Drama	The way a writer shapes a text for effect and develops characterisation and situation. Aspects of form.	Form features and their impact. Zooming in on extracts and then connecting in a wider sense. Focus on the construction of meaning and effects using language, structure and form as foci for close analysis.
		Travel Journalism	Presentation of time and place for specific audiences.	Semi-colons, facts, opinions, articles, blogs, vlogs, websites, reviews, Facebook, social media.
Year	Term	Unit of work	Core skills	Core knowledge
8	1	Modern Novel	Identifying and explaining the author’s presentation of characters and their relationship with one another.	PEA: use of quotations and embedding references, inference, predicting, developing a considered personal response to texts.
		Student Newsroom	The ability to construct a range of media texts using suitable formats. The differences between on-line and print journalism. The power of images, live-updates and Twitter.	Form features, incl. layout, and their impact independently and collectively: how do we listen to what writers say. Report/ Review writing. Group work. Pushing advanced vocabulary appropriate to readership. Sentence structure, commas, paragraphing, proof-reading.
	2	Introduction to Shakespeare	The ability to extract meaning and use evidence to prove ideas. Considering the way a theme is developed across a body of work rather than focusing on whole texts.	Thematically chosen sonnets and extracts from plays, ideas about contextual attitudes, elements of performance, form/structure/language.
		Night at the Movies	Identifying and interpreting a screenwriter/ director’s ideas and selecting aspects from their work that support this as well as comparing screenwriters’/director’s ideas and	Form features and media metalanguage. Could you use your Modern Novel [Autumn 1] and compare to a director’s adaptation to open up

			perspectives, and how these are conveyed, across two or more texts.	the idea of different genres/ editing/ choices? Opinion, direct address, references, direct metaphor.
	3	Modern Drama	The ability to show understanding of the relationships between texts and the contexts in which they were written. Considering the way a writer uses language to achieve the desired effect.	Contextual factors: ideas and perspectives, PEA: use of embedded quotations and references, language analysis and authorial intention. Consolidation of form features.
		Spoken Language	The ability to understand variations in spoken language, explaining why language changes in relation to contexts. Evaluating the impact of spoken language choices in their own and others' uses. A Spoken Language Examination should be assessed here.	Transcripts, dialect, idiolect, history of English Language, social effects, meta-language. A formal Spoken Language Examination should be assessed here.
Year	Term	Unit of work	Core skills	Core skills
9	1	Shakespeare	Identifying and explaining the author's presentation of characters and their relationship with one another.	Consolidation of ideas about contextual attitudes, elements of performance, form/structure/language. PEA: confident use of embedded quotations and references, inference, predicting, personal response to texts. Confident ability to structure and sustain cogent comparative analysis.
		Campaign	Analysing, commenting on and reproducing persuasive language in the form of a written campaign. A Spoken Language Examination should be assessed here.	Sentence structure, commas, paragraphing, proof-reading, purpose, form, audience, tone and consolidation of persuasive frameworks. A Spoken Language Examination should be assessed here. Expose students to a range of current affairs: Brexit/ Save The Planet/ various public speaking campaigns to engage and sustain interest/ motivate autonomy.
	2	Modern Text	Identifying and commenting on key themes in text driver or explaining the author's presentation of one of the minor characters.	Consolidation of PEA structure with confident ability to embed quotation and comment on writer's use of language, structure and form for specific effect on the reader. Contextual factors.
		Autobiography	Ability to identify the methods an author uses to create an engaging text for their audience by analysing autobiographies.	Format, Purpose, Audience and Tone/ conventions of an autobiography compared with that of a biography. Explore sub-classes and vocabulary. Connectives, first person narrative, proof-reading, evaluation skills.
	3	Conflict Poetry	How an author's writing is affected by their context, using the 'Conflict' half of the anthology provided for GCSE.	Comparing texts, consolidation of poetical frameworks, PEA, contextual information. Incorporate discussion regarding 'Other Cultures' if possible to open up further avenues for greater depth of understanding regarding conflict across the world. Detailed poetry analysis and corresponding metalanguage is of absolute importance in anticipation of GCSE study.
		Creative Writing	Identifying the methods a writer uses to write an effective, creative text through the analysis and practice of narrative structure.	Colons and semi-colons, confident understanding and demonstration of varied sentence structure, paragraphing, proof-reading, evaluation skills, complex and varied vocabulary for effect, creation of voice and persona.

KS3 Curriculum: French MFL

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	BASICS/DESCRIPTION	Describe yourself and others/ favourite object	Articles, le,la,etc and verb avoir
	1b	FAMILY AND FRIENDS	Personality, family members and friends	Adjective agreement , verb etre, possessive adjectives
	2a	SCHOOL, HOME AND ANIMALS	Talk about school subjects,leisure activities and animals	Er verbs/colour adjectives perfect tense and je voudrais
	2b	FOOD	What you eat and drink, your opinion on food and how to order food	Partitive articles,negative form, aimer + infinitive, present tense of manger et boire
	3a	LOCAL AREA	Describe a town, ask directions and arrange to go out	Vouloir and pouvoir/il ya and il n’y a pas
	3b	LIFESTYLE	Clothes, weather and weekend activities	Reflexive verbs / present tense of faire/
Year	Term	Topic	Core Knowledge	Core Skills
8	1a	HOLIDAYS	Describe usual and ideal holidays festivals	Near future,perfect tense and present tense of choisir and prendre
	1b	SPORT AND LEISURE	Leisure activities, sports personality and parts of the body	Depuis+ present tense, pefet tense of aller and j’ai mal au/a la
	2a	Daily life in francophone countries	Daily life and issues in francophone countries	Comparisons, reflexive verbs and expressions wit h avoir
	2b	France and other countries	Compare UK and France, transport and new tech	Revision of perfect tense/use of qui/ superlative
	3a	medias	TV, music, films and advertising	Faire + infinitive, opinion in the past
	3b	technology	Tech/ social medias/ pro and cons	Adjectives/ impersonal structures
Year	Term	Topic	Core Knowledge	Core Skills
9	1a	Issues with teens	Relation with parents/ pocket money/life in the past	Modal verbs/imperative and imperfect
	1b	A balanced life style	Healthy eating, exercises/resolutions life in the future	Pronoun on/future tense/ expressions of quantity
	2a	Parties and festivals	Organise party/Traditions and festivals	Use of past and future tense/vous form
	2b	Transports and holidays	means of transport/buy tickets/ plan a holiday	Si and quand sentences/use of different tenses
	3a	Home	Type of houses/rooms/ furniture/ideal home	Prepositions/y pronoun/
	3b	Jobs and ambitions	Different jobs and qualities required/part time jobs	Si clauses/masc and feminine forms of jobs

KS3 Curriculum: Geography

Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
7	1	Map work	Co-ordinates (4 and 6 figure) , scale and distance Gradient, contours and spot height Sketch maps OS Maps Atlas Maps	Major rivers Mountains Local area	Use of OS maps and scales. Selection of correct map types for given data. Grid references. Map symbols.
		Hazards	Map skills Map analysis Understanding of processes	Location Earthquake and volcanic hazards Consequences and social impacts	Processes at tectonic boundaries and subsequent landforms. Case study locations, cause, effect, responses.
	2	Food at Gatton	Map skills Agricultural Geography	Sustainability Food instability	Choropleth mapping. Essay writing to explain.
		Glaciation Rocks weathering and soils	Map skills Key words Understanding of each process	Location Key definitions Being able to label key diagrams Glaciation Rocks weathering and soils	Processes of erosion and weathering and descriptions. Case study locations. Formation of glaciers.
	3	Fantastic Places	Map skills Perception of place Sense of place	Why a place can be fantastic Research and presentation of a fantastic place.	Geospatial data analysis. Extended writing to describe.
		China	Map skills Socio-economic data comparisons Important regions/cities comparison Case study information	Regional variations One child policy	Data comparison and description to describe population changes. Extended writing to describe China. Use of maps to describe China's variations.
Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
8	1	Crime	GIS Choropleth maps Basic statistics - Mean	Spatial distribution of crime Geographical causes of crime Geographical solutions to crime	Extended writing to explain how to reduce crime. Description of graphical information – bars and lines. Choropleth map description/explanation.
		Ecosystems	Spatial awareness Mapping Atlas work Sense of place	Regions of the world Climates Weather variations Types of vegetation	Extended writing to explain formation of ecosystems. Use of maps to identify reasons for different ecosystems.

				Human impact	Extended writing to describe impact humans are having.
	2	World Cities	Statistics Graph work Appreciating differences Thematic maps	Density of population Population pyramids inequality	Extended writing to explain what makes a world city. Use of mapping to describe population densities. Map symbols to identify features of a world city.
		Rivers and flooding	Map skills Appreciating impact of physical landscape on people	Hydrology Key features and how they are developed Impacts of flooding Impacts on humans	Diagram creation to aid in explanation of processes. Extended writing to explain differences between courses of river. Extended writing to explain human interactions with rivers.
	3	Transport	Understanding infrastructure Variation perspectives	Development of transport Social impacts Variation of transport around the world congestion solutions	OS maps to describe transport features. Extended writing to describe pros and cons of different transport methods. Choropleth maps to describe polluted areas. Graphical information to analyse changing trends in transport.
		Tourism	Sense of place Differentiation Atlas work	Ecotourism Sustainability Mass tourism Development of tourism Impacts of tourism	Description of graphical data to describe changes in tourism. Extended writing to explain changes in tourism. Extended writing to analyse positive and negative impacts of tourism on a specific case study.
Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
9	1	Weather	Thematic maps Isolines (isoyhets and isobars) Climate graphs Living line graphs Radial graphs	Variations in ppt and causes Factors affecting temperature, precipitation on a global, regional and local scale Weather hazards – causes, impacts and responses Understanding microclimates	Understanding of equipment use in determining weather conditions. Climate graph analysis. Extended writing to explain the creation of a microclimate.
		Geography of sport	Analysing data trends Field/picture observations Writing to inform Geolocational skills	Understanding basics of sport Understanding of tourism around sporting activities Pros and cons of sporting events locally and nationally	Extended writing to explain the social, economic or environmental impacts of sport on a variety of scales. Description and explanation of changes in participation of sport.

	2	Environmental Issues	Analysing data trends Climate graphs Environmental Sustainability Audits	Anthropogenic climate change Human actions and positive feedback mechanisms Local scale and international scale issues Ecosystem impacts Sustainability	Variable! Topic re-written each year depending on content in news at the time. Will contain processes of global warming and diagram and explanation.
		Global Society.	Geolocation Sense of place and of time Infrastructure variations	Development of cities Models of city development Income variations in different cities. Common themes in cities. Urbanisation and issues related	Use of case study information of explain causes of migration. Description of graphical data to understand changes in migration. Extended writing to compare migration policies.
	3	Hot and cold	Appreciation of variation in space and time Climate graphs – polar and desert Analysing a glacial scene	The world is extreme and diverse Ecosystems of the extreme cold Ecosystems of the extreme heat Thematic mapping Basic understanding of glacial dynamics	Climate graphs and use of data to explain observations from images. Picture and GIS observations. Analysis of thematic maps. Climate data used to analyse causes of ecosystems.
		Disaster movies	Scrutinizing the reality of disaster movies in relation to actual earth processes Enacting genuine effects of and responses to natural hazards	Understanding the impacts of natural hazards on humans Understanding the responses to hazards on a varying time scales	Production of realistic and geographically correct disaster short.

KS3 Curriculum: History

Year 7: Power and Movement

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type	
7	1	1a 1066 – How did William the Conqueror become King of England?	Control <ul style="list-style-type: none"> - Rivals (who wanted to be king) - What happened? - Why? - Bayeux tapestry 	Causal reasoning	Extended answer – How did William the Conqueror become King of England?	
		1b 1066 – How did William establish control?	How did William establish control? <ul style="list-style-type: none"> - Feudal system - Castles Domesday Book	Change and continuity	Extended answer – How did William establish control in England?	
	2	2a Medieval Rulers - Henry and Becket <i>Need an enquiry question</i>			Source skills	Source questions
		2b Medieval Rulers – how should King John be remembered?	How should King John be remembered? <ul style="list-style-type: none"> - What did he do? - Magna Carta - How did different people interpret his actions? 	Interpretations	Interpretations questions	
	3	3a Medieval life – Rats or Revolt?	Rats or Revolt: What was the most significant in the Middle Ages? <ul style="list-style-type: none"> - The Black Death - The impact of The Black Death - The Peasant’s Revolt - The impact of The Peasant’s Revolt Judging significance using change and continuity	Significance	Presentation	

		3b Medieval life – Dark Ages vs. Golden Islamic Age	<p>How was life in Medieval Europe and Arabia similar and different?</p> <ul style="list-style-type: none"> - Arabian history – background on Ancient Arabia, developed work on Medieval Arabia. - Balloon debate on most significant Arabian invention - Research Medieval European inventions - Identify similarities and differences between these. 	Similarity and difference	Extended answer – How was life in Medieval Europe and Arabia similar and different?
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Year 8: Politics and Believing

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
8	1	1a Tudor Religion – Why did Henry VIII break with Rome?	<p>Power</p> <ul style="list-style-type: none"> - Reformation in Europe - Cause and creation of the Church of England. - Changes to the Church of England. 	Causal reasoning	Extended answer – Why did Henry VIII break with Rome?
		1b Tudor Religion – What happened to Catholic England?	Henry VIII – Elizabeth I (what they did to change Britain?)	Change and continuity	Presentation
	2	2a The English Civil War	<p>English Civil War</p> <ul style="list-style-type: none"> - Who was Charles I? - What caused The English Civil War? - What caused England to change during The English Civil War? 	Source skills	Source questions

		2b Interpretations of The English Civil War	How has The English Civil War been interpreted? <ul style="list-style-type: none"> - Interpretations of Charles e.g. execution scene - Background information e.g who was Cromwell, what did he do? Interpretations of Cromwell	Interpretations	Interpretations questions
	3	3a British Empire – what was life like in the British Empire?	<ul style="list-style-type: none"> - Choice of 2 from: Australia, Canada, India, , New Zealand PLUS Africa (including slave trade) and compare/contrast experiences - Empire Day/Crystal Palace (social impact on UK) 	Similarity and difference	Extended answer
		3b Gatton’s History	How significant was Gatton over time? <ul style="list-style-type: none"> - Rotten borough - Stately home - Monsons - Colemans - Boarding school 	Significance	Extended answer

Year 9: Conflict and Cooperation

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
9	1	1a Industrial Revolution	Change and continuity <ul style="list-style-type: none"> - Housing - Living conditions - Factories - Protest and vote 	Change and continuity	Extended answer – To what extent was England the same place in 1900 as in 1750?
		1b Causes of The First World War	Causes of The First World War <ul style="list-style-type: none"> - Alliances - Imperialism - Arms Race - Balkan Problem - Franz Ferdinand assassination - Essay 	Causal Reasoning	Extended answer – What caused The First World War?

2	2a Impact of The First World War on Lives	<p>How did The First World War impact upon people's lives?</p> <ul style="list-style-type: none"> - Trench life - The Somme (potential for a lesson on Douglas Haig → this would allow interpretations) - Women - British Empire soldiers - War in the air 	Source skills	Source questions
	2b The Second World War	<p>How did life in Nazi Germany change?</p> <ul style="list-style-type: none"> - Rise of the Nazi Party - Changes the Nazis made to Germany (leading to similarity and difference between different individuals) 	Change and continuity with similarity and difference	Presentation
3	3a Holocaust	<ul style="list-style-type: none"> - Persecution of Jews - Final Solution - What interpretations have historians given to suggest why ordinary people participated in the Holocaust? - How should the Holocaust be remembered? 	Source and Interpretations	Source and interpretations questions
	3b Genocides	<p>Comparing The Holocaust to other genocides e.g. Rwanda, Syria, Armenia.</p>	Similarity and difference	Extended answer

KS3 Curriculum: Maths

KS3	SKILL AREA	SPECIFIC SKILLS
Number	Place Value and Ordering Numbers	Understand and use place value for decimals and integers. Order positive and negative integers, decimals and fractions; and using =, ≠, <, >, ≤, ≥
	Number Properties	Prime numbers, factors (or divisors), multiples, common factors/multiples, HCF, LCM, prime number decomposition
	Number Skills (+, -, ×, ÷)	Use the 4 operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
	BIDMAS	Use the priority of operations, including brackets, powers, roots and reciprocals
	Functions	Recognise and use relationships between operations including inverse operations
	Indices	Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations
	Standard Form	Interpret and compare numbers in standard form $A \times 10^2$ $1 \leq A < 10$
	Fractions, Decimals and Percentages	Work with terminating decimals and their corresponding fractions, interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express 1 quantity as a percentage of another, compare 2 quantities using percentages, and work with percentages greater than 100%
	Measures & Compound Measures	Use standard units of mass, length, time, money and other measures, including with decimal quantities
	Rounding	Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]
	Bounds	Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$
	Calculator Use	use a calculator and other technologies to calculate results accurately and then interpret them appropriately
Algebra	Simplifying Expressions	Interpret algebraic notation, e.g. ab in place of $a \times b$; $3y$ in place of $y + y + y$; a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$; coefficients written as fractions rather than as decimals and the use of brackets
	Substitution	Substitute numerical values into formulae and expressions, including scientific formulae
	Re-arranging and Manipulating	Simplifying and manipulating algebraic expressions by collecting like terms, expanding, factorising and re-arranging
	Writing problems into algebra	Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs
	Solving Linear Equations	Use algebraic methods to solve linear equations in 1 variable (including all forms that require rearrangement)
	Co-ordinates	Work with coordinates in all 4 quadrants

	Graphing - linear and quadratic	Recognise, sketch and produce graphs of linear and quadratic functions. Reduce a given linear equation in two variables to the standard form $y = mx + c$; Calculate and interpret gradients and intercepts of graphs of linear, quadratic and other equations. Use your graphs to make estimates or to find solutions.
	Sequences	Generate terms of a sequence from either a term-to-term or a position-to-term rule; Recognise arithmetic sequences and find the n th term; Recognise geometric sequences and appreciate other sequences that arise
Ratio, proportion and rates of change	Scales in Length, Area & Volume	Change freely between related standard units [for example time, length, area, volume/capacity, mass]. Use scale factors, scale diagrams and maps
	Ratio - Notation and Simplifying	Use ratio notation, including reduction to simplest form. Understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction
	Divide a quantity into a Ratio	Divide a given quantity into 2 parts in a given part: part or part: whole ratio; express the division of a quantity into 2 parts as a ratio
	Percentage Change	Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest
	Direct and Inverse Proportion	Solve problems involving direct and inverse proportion, including graphical and algebraic representations
Geometry and Measures	Perimeter, Area and Volume	Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapeziums, volume of cuboids (including cubes) and other prisms (including cylinders)
	Circles	calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
	Construction	Use a ruler, protractor and compass to bisect a line segment, bisecting an angle and to construct accurate triangles
	Symmetry	Describe, sketch and draw points, lines, parallel lines, perpendicular lines, right angles, regular and irregular polygons that have lines or rotational symmetry
	Similar and Congruent	Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruency
	Properties of 2D Shapes	derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies
	Transformations	Draw or describe the results of translations, rotations, reflections and enlargements
	Measures & Compound Measures	use standard units of mass, length, time, money and other measures, including with decimal quantities. As well as speed, distance and time and density, mass and volume
	Angle Rules	Learn angle rules and use them to calculate angles at a point, a straight line, opposite angles, angles on parallel lines and internal or external angles in regular polygons
	Pythagoras and Basic Trig	use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles

	Properties of 3D shapes	use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D
	Proof	interpret mathematical relationships both algebraically and geometrically
Statistics	Probability Scale	record, describe and analyse the frequency of outcomes. To understand fairness and bias. To use appropriate language and the 0-1 probability scale and understand that the probabilities are out of 1
	Theoretical Probability	generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities
	Sets / Venn Diagrams	enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
	Averages	describe, interpret and compare using measures of central tendency (mean, mode, median) and spread (range, consideration of outliers) for data that is discrete, continuous and grouped
	Graphs	construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, pictograms, frequency polygons, cumulative frequency and box plots
	Correlation	describe simple mathematical relationships between 2 variables in observational and experimental contexts and illustrate using scatter graphs and lines of best fit

KS3 Curriculum: Music

Year	Term	Unit of work	Core skills	Core knowledge
7	1	Weeks 1-3		
		Identify which instrument is best for me – including voice. Discuss and describe in the work booklet the function of the instrument and research it, including music for it.	<ul style="list-style-type: none"> • Research and explore cultures, needs, users • Identify genres of music related to it • Develop a plan for rehearsal and performance on the instrument 	<ul style="list-style-type: none"> • History & Development of the Instrument or Voice • Understanding of music written for the instrument • Discovering how to play the instrument
	2	Weeks 4-8		
		Planning a performance on instrument: Developing key skills to enable performance on an instrument or voice	<ul style="list-style-type: none"> • Review techniques required to perform the new discipline • Communicate the method used to the group • Conduct independent learning relating to the instrument and method 	<ul style="list-style-type: none"> • Understanding the use of equipment • Understanding the techniques required to make music • Put theory into practice and practice and perform short music
	3	Weeks 9-12		
		Preparing a short programme of music for a recital Evaluation and assessment of work.	<ul style="list-style-type: none"> • Evaluate your work and the work of others • Refine ideas, and reflect critically about your ability 	<ul style="list-style-type: none"> • Refining the use of the equipment • Refining technical ability • Consolidating techniques learnt to apply to similar instruments

Year	Term	Unit of work	Core skills	Core knowledge	
8	1	Weeks 1-3			
		Evaluating types of music technology we use, and researching what they do and how it is achieved.	<ul style="list-style-type: none"> • Research and explore • Relate understanding • Develop ideas for use 	<ul style="list-style-type: none"> • Understand technologies • Develop skills for application • Demonstrate knowledge of the technologies 	
	2	Weeks 4-8			
		Using technologies to create a musical performance or composition using technologies	<ul style="list-style-type: none"> • Generate creative ideas • Communicate creative appropriately • Develop a plan-of-attack for a successful piece to be created 	<ul style="list-style-type: none"> • Understanding how to use technologies effectively and successfully • Demonstrate understanding and use of equipment for effective use • Utilize technologies to create a successfully realized musical creation. 	
	3	Weeks 9-12			
		Refining the composition or performance, presenting it to others and evaluating success outcomes	<ul style="list-style-type: none"> • Refine the creative ideas used • Communicate ideas appropriately to others and share ideas • Evaluate the success of the task achieved 	<ul style="list-style-type: none"> • Control and deployment of a range of technologies for use in music • Processes, tools and equipment • Understanding the use of the communication tools • Performance to audience skills 	
Using Music Technology to support performing and creating music					

Year	Term	Unit of work	Core skills	Core skills	
9 Planning, preparing and delivering a performance as a member of a group	1	Weeks 1-3			
		Researching successful groups in music, including researching background and genres, and presenting findings	<ul style="list-style-type: none"> • Research and explore musical genres of interest • Present researched ideas in presentation • Develop own ideas for group work • Formulate a group for practical work 	<ul style="list-style-type: none"> • Research and Develop ideas • Presenting ideas to others • Making value judgments and formulating ideas 	
	2	Weeks 4-8			
		Forming a group and planning and preparing a range of music for a collaborative performance	<ul style="list-style-type: none"> • Communicate ideas appropriately as part of a group • Conduct independent learning of the techniques required to play an instrument • Refine ideas, based on a piece of music, expressing these within the group • Produce a performance 	<ul style="list-style-type: none"> • Understanding an extending ideas for instrumental performance • Collaborating with others • Coordinating a performance • Manage a performance using a range of instruments and technologies to deliver a collective presentation. 	
	3	Weeks 9-12			
		Performing a group performance as part of a group, and evaluating its success	<ul style="list-style-type: none"> • Performance range of music as a group • Evaluate your work and the work of others • Refine ideas, and consider success outcomes 	<ul style="list-style-type: none"> • Use a range of equipment successfully • Collaborate with others • Reflect on outcomes collaboratively • Demonstrate communication attributes 	

KS3 Curriculum: Physical Education

Year	Term	Unit of work	Core Knowledge	Core Skills
7	1	Cross Country Gymnastics Dance Netball/Hockey Rugby/Basketball	Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports Understanding a range of dance styles	Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc)
	2	Swimming Athletics Football Hockey/Basketball Basketball/Rugby Football/Lacrosse	Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports	Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc)
	3	OAA Tennis Rounders/Cricket	Impact of physical activity on health. Development of sport specific techniques. Development of performance in competitive sports. Development of skills needed for intellectual and physical challenges.	Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc). Use intellect to solve problems and build on trust.
Year	Term	Unit of work	Core Knowledge	Core Skills
8	1	Cross Country Orienteering Netball/Hockey Rugby/Basketball	Impact of physical activity on health and fitness. Development of sport specific techniques. Development of performance in competitive sports. Understanding of tactics/strategies.	Analysing their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. Working with others. Apply understanding of health and fitness impacts in external curriculum settings (clubs etc)

	2	Gymnastics Dance Swimming Football Hockey/Basketball Basketball/Rugby Football/Lacrosse	Impact of physical activity on health and fitness. Ideas around creativity Development of sport specific techniques. Development of performance in competitive sports Understanding a range of dance styles. Understanding of tactics/strategies.	Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc)
	3	Tennis Athletics Cricket/Rounders	Impact of physical activity on health and fitness. Ideas around creativity Development of sport specific techniques. Development of performance in competitive sports. Understanding of tactics/strategies.	Analysing their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. Working with others. Apply understanding of health and fitness impacts in external curriculum settings (clubs etc)
Year	Term	Unit of work	Core Knowledge	Core skills
9	1	Cross Country Swimming Netball/Hockey Rugby/Basketball PE Theory	Impact of physical activity on health and fitness and further understanding of the changes to the body. Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Personal Survival Skills. Understanding of tactics/strategies. Know the main components of: The CV System The Respiratory System	Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc) Know, understand and apply their understanding of the 2 body systems in relation to sport.

2	<p>Trampolining Badminton Football Hockey/Basketball Basketball/Rugby Football/Lacrosse PE Theory</p>	<p>Impact of physical activity on health and fitness and further understanding of the changes to the body. Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Ideas around creativity. Understanding tactics and strategies. Understanding of tactics/strategies. Know the main components of: The Muscular System</p>	<p>Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc) Know, understand and apply their understanding of the muscular systems in relation to sport.</p>
3	<p>Tennis Orienteering Cricket/Rounders PE Theory</p>	<p>Impact of physical activity on health and fitness and further understanding of the changes to the body. Map skills Development of advanced sport specific techniques. Development of advanced performance in competitive sports. Personal Survival Skills. Understanding of tactics/strategies. Know the main components of: The Muscular System</p>	<p>Analysing performance of their own and others' performances. Evaluating own and others performances' in order to develop and progress. Apply techniques in to game/performance situations. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc) Apply map reading skills to navigate set routes. Know, understand and apply their understanding of the skeletal system in relation to sport.</p>

KS3 Curriculum: Religious Studies

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	Christianity: Is Jesus Who He Said He Was?	World religion - Christianity	Constructing arguments Engage with big questions Self-reflection Interpretation
	1b	Sikhism: How do Sikhs achieve equality within Community Life?	World religion – Sikhism	Engage with big questions Interpretation Analysis
	2a	Islam: How is self-discipline reflected in the everyday life of a Muslim?	World religion – Islam	Engage with big questions Reflect on the impact of religion Interpretation Analysis Practices and ways of life
	2b	Comparative: Is religion a good thing?	World religion – Christianity	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	3a	Hinduism: Do our actions influence our future?	World religion – Hinduism	Engage with big questions Reflect on the impact of religion Interpretation Analysis Practices and ways of life
	3b	Comparative: What does it mean to be a hero? Not in new syllabus	World religion – All	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis

Year	Term	Topic	Core Knowledge	Core Skills
8	1a	Christianity: Is faith worth dying for?	World religion – Christianity & Buddhism	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	1b	Peace and Justice	World religion – Christianity	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	2a	HOW DO NON-RELIGIOUS PEOPLE ANSWER THE BIG QUESTIONS? (Humanism)	Non-religious belief	Engage with big questions Self-reflection Interpretation
	2b	Judaism: How important is community for Jews	World religion – Judaism	Reflect on the impact of religion Interpretation Analysis
	3a	Christianity: How is the Bible relevant to Christians today?	World religion – Christianity	Constructing arguments Engage with big questions Reflect on the impact of religion Interpretation Analysis
	3b	What is religion? (philosophy of religion)	World religion – All	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis

Year	Term	Topic	Core Knowledge	Core Skills
9	1a	Christian Ethics: Is there a right way to live?	World religion – Christianity, Ethical theory	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	1b	Buddhism: How do Buddhists apply Siddattha’s teachings about suffering?	World religion – Buddhism	Engage with big questions Reflect on the impact of religion Interpretation Analysis
	2a	Religion and Science – Is faith incompatible with science?	World religion – Christianity & non-religious belief	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	2b	Philosophy: How can we know anything?	<u>Ethics & philosophy</u> World religion – All but Christianity focus	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	3a 3b	Christianity: What does it mean to be a Christian?	World religion – Christianity Start of GCSE	Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis

KS3 Curriculum: Science

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	i. Cells ii. Mixing, dissolving and separating	i. How cells work for an organism, How plants are adapted to reproduce, Reproduction in humans ii. Using laboratory equipment, Distillation, Solubility, Chromatography	Maths Skills in Science, Practical Skills
	1b	i. Forces and their effects	i. Types of force, Things that forces do, Useful and unwanted friction, Levers and turning forces	Maths Skills in Science, Practical Skills
	2a	i. Eating, drinking and breathing ii. Elements, compounds and reactions	i. A healthy diet, The digestive system, The breathing system ii. Elements and atoms, The Periodic Table, Using simple models, Reactions	Maths Skills in Science, Practical Skills
	2b	i. Energy transfers and sound	i. Energy, Useful and useless energy transfers, Transferring more energy, Energy is carried by sound	Maths Skills in Science, Practical Skills
	3a	i. Getting energy your body needs ii. Physical changes	i. The skeleton, Muscles, Aerobic respiration, Anaerobic respiration ii. Using the particle model to explain the states of matter, Using the particle model to explain properties, Particles in physical and chemical changes	Maths Skills in Science, Practical Skills
	3b	i. Contact and non-contact forces	i. Gravity and space travel, Electrostatic and magnetic forces, Pressure, floating and sinking	Maths Skills in Science, Practical Skills
Year	Term	Unit	All Core Knowledge	All Core Skills
8	1a	i. Magnetism and electricity ii. Plants and ecosystems	i. How magnets work, Electromagnets, Explaining electric circuits, Series and parallel circuits ii. Healthy plants, Producers, Relationships in the environment	Maths Skills in Science, Practical Skills
	1b	i. Chemical changes	i. Acids, alkalis and indicators, Reactions of acids and alkalis, Combustion	Maths Skills in Science, Practical Skills

	2a	i. Motion on earth and space ii. Variation for survival	i. Forces in equilibrium, Motion, Gravitational fields and the motion of the Earth, Stars and galaxies ii. Variation and classification, Survival of the fittest, Inside the nucleus, Inheritance	Maths Skills in Science, Practical Skills
	2b	i. Using our earth	i. The atmosphere, Damage to the Earth's resources, Recycling, The rock cycle	Maths Skills in Science, Practical Skills
	3a	i. Waves and energy transfer ii. Health and drugs	i. Energy transfers, Energy in the home, Water waves, Light waves ii. Cigarettes and alcohol, Effects of drugs, Preventing and treating infection, Disease	Maths Skills in Science, Practical Skills
	3b	i. Obtaining useful materials	i. Metal ores, Reactivity, Reaction energy and catalysts, Special materials	Maths Skills in Science, Practical Skills
Year	Term	Unit	All Core Knowledge	All Core Skills
9	1a	B1 Cell Biology	Cell structure and function, development from a fertilised egg cell to a complex organism, obtaining energy from food, the study of microorganisms, growing microorganisms in a lab.	Maths Skills in Science, Practical Skills
	1b	C1 Atomic Structure and the Periodic Table	Model of the atom, development of the model of the atom, isotopes, reactivity and the periodic table, transition metals and their compounds.	Maths Skills in Science, Practical Skills
	2a	P1 Energy	Connection between energy transfer and power, connection between energy changes and temperature, monitoring and controlling energy transfer, environmental impacts of energy resources.	Maths Skills in Science, Practical Skills
	2b	B2 Photosynthesis	Plant adaptations for survival, photosynthesis, factors affecting photosynthesis, transpiration, factors affecting transpiration, diffusion.	Maths Skills in Science, Practical Skills
	3a	C2 Structure, bonding and the properties of matter	State changes, energy needed for state changes, types of chemical bond, metallic properties, structure and properties of diamond and graphite.	Maths Skills in Science, Practical Skills
	3b	P5 Forces	Describing motion, understanding forces to make driving safer, what causes pressure in a fluid, motion of falling objects.	Maths Skills in Science, Practical Skills

KS 3 Curriculum: Spanish MFL

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	BASICS/DESCRIPTION	Greetings, 1-30, adjectives, dates, common nouns	Pronunciation, agreements, verbs in "I", negatives
	1b	EDUCATION	Subjects, school clubs, descriptions, opinion verbs	ER/IR/AR verbs (he/she), agreements, word order
	2a	FAMILY	Family, 30+, animals, qualifiers, adjectives, colours	Sing/pl verbs, possessive pronouns, verb SER
	2b	HOME	Countries, locations, adjectives, house objects	All 6 verb forms, ESTAR, prepositions, verb range
	3a	FREE TIME	Leisure activities, time phrases, time, opinion verbs	Irregular verbs, IR, word order, future/infinitives
	3b	REVISION/PROJECT	Key description nouns, verb range	Infinitives, future, sentence structure, agreements
Year	Term	Topic	Core Knowledge	Core Skills
8	1a	DESCRIPTION/ROUTINE	Opinion range, nationalities, adjectives, connectives	Irregular verbs, agreements, comparisons, reflexives
	1b	INVITATIONS/REPLIES	Locations, time phrases, time, leisure nouns	Future, infinitives, tengo que, opinions w/out verbs
	2a	HOLIDAYS	Countries, transport, time phrases, question words	Preterite, FUI, opinions in past, extensions
	2b	GASTRONOMY	Food, high numbers, quantities, prices	Negatives, opinion ext, conversation structure
	3a	CLOTHES/MONEY	Clothes, time phrases, adjectives	This/that, answering Q's, mixing tenses in 1 sent
	3b	REVISION/PROJECT	Clothing items, verb range, adjectives	Mixing 3 tenses in one, agreements, word order
Year	Term	Topic	Core Knowledge	Core Skills
9	1a	TECHNOLOGY	Technology nouns, time phrases, adjectives, film vocab	Agreements, comparisons, preterite, connectives
	1b	EDUCATION	School nouns, adjectives, free time nouns	Superlatives, future, infinitives, extension
	2a	HEALTH	Body parts, time phrases, food, illnesses	Sentence structure, key verbs, pronouns, future
	2b	EMPLOYMENT	Jobs, free time nouns, locations, future plans	Complex future, opinions, conditional
	3a	CULTURE	SA countries, geography/environment, daily routine	Quantifiers, conditional, DEBER, he/she form
	3b	REVISION/PROJECT	SA countries, employment vocabulary	Pronunciation, mixing 3 tenses in one