

# The Royal Alexandra and Albert School

## Key Stage 3 Curriculum 2021 – 2022

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](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	SKILLS	Proportion, Scale, Distortion Techniques Line, Form, Colour Theory, Observational Drawing Tips & Tricks, Mark Making, Continuous Line,	Developing Primary, Secondary and Tertiary Colours. Contextual: Colour And Mood Understanding Proportion And Plotting Features	Morandi, Picasso,
	2	COLOUR	Textures, patterns,	Understanding Different Art Forms from Different Cultures Creating Tone And Colour Colours. Contextual: Colour And Mood Understanding	Van Gogh,
	3	Portraits	Proportion, scale, colour mixing, observational drawing of the face	Understanding How to Use a Range of Artistic Different Cultures Creating Tone And Colour	Gustav Klimt
Year	Term	Unit	All Core Knowledge	All Core Skills	
8	1	POP ART	Line colour form shape. Ratio enlargement perspective	Colour mixing, 3d drawing, rendering, graphic drawing	POP ART artist Warhol Lichtenstein
	2	POP ART Final Piece Animal LANTERNS	Scale and Proportion. Shape and Line,	Size, ratio, colour pattern, texture. Mixed media	
	3	ANIMAL LANTERNS	Printmaking (Lino and Monoprint) Perspective Drawing 3d Construction Mixed Media	Willow and 3D form, wire construction	Polly Verity
Year	Term	Unit	All Core Knowledge	All Core Skills	
9	1	STREET ART AND BODY DECORATION	Line, Form, Colour Theory, Observational Drawing Tips & Tricks, Mark Making	Research, colour, ratio, perspective, mixed media, drawing, painting,	Banksy, Maori, Henna Keith Haring
	2	STREET ART AND BODY DECORATION / textile wrappers	Pattern and Form. Ratio, perspective, design	Enlargement, design, colour, mark making, texture	Clause Oldenburg
	3	TEXTILE WRAPPERS	Embroidery, pattern, collage, mood boards,	Printmaking And Embroidery Mixed Media. Texture.	Patiene Stevenson, Lucy Sparrow

**KS3 Curriculum: Computer Science**

Year	Term	Unit of work	Core skills	Core knowledge
7	1	Year 7 midyis testing	<ul style="list-style-type: none"> <li>Ability to log onto computer network and access email</li> </ul>	<ul style="list-style-type: none"> <li>Getting set up and navigating the school network</li> </ul>
		Introduction to the school network	<ul style="list-style-type: none"> <li>Being able to set up a directories and saving documents with appropriate names and extensions</li> </ul>	<ul style="list-style-type: none"> <li>Choosing appropriate passwords</li> <li>Importance of saving files with appropriate names</li> <li>Organisation of a digital content</li> <li>Identify the internal part of a computer</li> </ul>
		Hardware investigate	<ul style="list-style-type: none"> <li>Model a basic computer system</li> </ul>	
	2	Database investigation	<ul style="list-style-type: none"> <li>Be able to filter data based on criteria</li> <li>Created advanced searches</li> <li>Create a user interface to edit, display and enter content</li> </ul>	<ul style="list-style-type: none"> <li>Understand how and when to use databases</li> <li>Select and use criteria to filter lists</li> <li>Use forms to create user interfaces</li> </ul>
	3	Encryption	<ul style="list-style-type: none"> <li>To understand the term cryptography</li> <li>Use a range of encryption methods</li> <li>Be able to develop their own cipher code</li> </ul>	<ul style="list-style-type: none"> <li>To understand the term cryptography</li> <li>Be able to identify and use a range of encryption methods</li> <li>Develop and use a cipher code to write and encrypt a message.</li> </ul>
Year	Term	Unit of work	Core skills	Core knowledge
8	1	Data Representation	<ul style="list-style-type: none"> <li>Be able to convert numbers from binary (base 2) to deanery (base 10)</li> <li>Be able to add and subtract binary numbers</li> <li>Create a simple 1 bit and 2 bit image using binary data</li> </ul>	<ul style="list-style-type: none"> <li>Understand how computer data is represented using binary, a number system that uses 0s and 1s.</li> <li>Explain how computers store images and sound as data</li> <li>Be able to explain the difference between “Lossy” and “lossless” compression</li> </ul>
		Model Making	<ul style="list-style-type: none"> <li>Using a range of model making tools</li> <li>Creating flowcharts</li> <li>Creating Financial models</li> </ul>	<ul style="list-style-type: none"> <li>Decomposition – Using flowcharts to break a problem into smaller parts</li> <li>Using a model to explore real world problems</li> <li>Removing unnecessary information (abstraction)</li> <li>Processing data and making predictions</li> </ul>
		Problem Solving	<ul style="list-style-type: none"> <li>Use python to create simple programs</li> <li>Identifying the types of error in computer programs</li> <li>Debug and fix software</li> </ul>	<ul style="list-style-type: none"> <li>Use Sequence, Selection, assignment and iteration within a program</li> <li>Describe Syntax, Logical and system errors</li> <li>Design and use a simple test plan to debug and fix software</li> </ul>

Year	Term	Unit of work	Core skills	Core Knowledge
9	1	<p><b>Computer Systems</b></p> <p><b>Web Development</b></p>	<ul style="list-style-type: none"> <li>• Understand the purpose of the CPU</li> <li>• Describe common CPU components and their uses</li> <li>• Describe the difference between RAM and ROM</li> <li>• Use a web development (GUI) package to create a simple website.</li> <li>• Know how to combine text and images effectively</li> <li>• Create and test a website in a browser</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the function of the CPU as fetch and execute instructions stored in memory.</li> <li>• Explain the role of MAR, MDR, the program counter and the Accumulator</li> <li>• Explain the purpose of RAM and ROM in a computer system</li> <li>• Create and save a website, add and edit pages</li> <li>• Select fonts, colour palates and images and combine them effectively</li> <li>• Create a simple test plan</li> </ul>
	2	<p><b>Networks</b></p> <p><b>Ethical issues</b></p>	<ul style="list-style-type: none"> <li>• Identify Local and Wide area networks (LANs and WANs)</li> <li>• Recognise IP and MAC addresses</li> <li>• Understand how data is transmitted over a network</li> <li>• Identify the impacts of digital technology on the wider society</li> <li>• Understand how digital technologies can impact the environment</li> </ul>	<ul style="list-style-type: none"> <li>• What is a LAN, describe how it works?</li> <li>• What is a WAN, describe how it works?</li> <li>• Understand how computers use MAC addresses and IP addresses to send and receive data over a network</li> <li>• Discuss the impacts of digital technology on the wider society including: Ethical issues Cultural issues</li> <li>• Discuss the impacts of digital technology on the environment including: The impact of manufacture and disposal The impact of upgrading or replacing The impact of e-waste</li> </ul>

	<b>3</b>	<b>computational thinking</b>	<ul style="list-style-type: none"><li>• Create simple algorithms that represent computation problems</li><li>• Use decomposition to break large problems into smaller more manageable problems</li><li>• Identify the common characteristics of a problem</li><li>• Remove unnecessary detail within a problem</li> <li>• Use a range of program methods including assignment, sequence, selection and iteration</li><li>• Use procedures and functions</li></ul>	<ul style="list-style-type: none"><li>• Understand and use a range of computation methods and toolkits to describe problems including: Algorithmic thinking Decomposition Pattern recognition Abstraction</li> <li>• Understand the key programming concepts that are used in high level programming languages</li><li>• Use a modular approach to programming</li></ul>
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**KS3 Curriculum: Cooking and Nutrition**

Year	Term	Unit	All Core Knowledge	All Core Skills
7		Fruit 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 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	<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	<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>
	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>
	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>
	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. <b>(Context – domestic: health)</b></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</p>
<b>Year</b>	<b>Term</b>	<b>Unit</b>	<b>All Core Knowledge</b>	<b>All Core Skills</b>
<b>8</b>		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 scones</i></p>
		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>



	Spring Rolls	<p>Pupils will be able to apply their knowledge to make informed choices; Demonstrate a wider range of food preparation and cooking techniques;</p> <p>To prepare and cook a dish that demonstrates shortening, such as savoury tart or mini quiche.</p> <p>To explain the science of shortening.</p> <p>To demonstrate the skills of rubbing in, rolling out, shaping, filling, use of the oven.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p>	<p><i>Theory</i></p> <p>To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare.</p> <p>To recognise and explain food standard schemes.</p> <p>To describe methods of filling and shaping a dish, such as spring rolls or pasties.</p> <p><i>Practical</i></p> <p>To prepare and cook a dish using ingredients that are farmed assured/responsibly sourced, such as spring rolls, or cheese and onion triangles.</p> <p>To demonstrate skills in vegetable preparation, dividing, shaping finishing and baking.</p> <p>To plan and produce a recipe card promoting the food assured ingredient.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking</p> <p>To measure ingredients;</p> <p>To make shortcrust pastry, using the rubbing in technique;</p> <p>prepare a range of ingredients for fillings, e.g. slicing;</p> <p>combine filling ingredients uniformly;</p> <p>To roll out pastry, ready for use;</p> <p>To line a baking dish or make/seal pasties;</p> <p>To use the oven safely;</p> <p>To make a pastry dish, e.g. spring rolls</p>
	Spaghetti bolognaise	<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;</p> <p>Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p>	<p><i>Theory</i></p> <p>To identify and explain the factors that affect individual food choice.</p> <p>To investigate the dietary needs of young adolescents.</p> <p>To summarize the actions in the School Food Plan related to school lunches.</p> <p>To plan a dish suitable for a hot school lunch to help meet the nutritional needs of the identified group.</p> <p><b>(Context: Industrial – food)</b></p> <p><i>Practical</i></p> <p>To prepare and cook a dish that demonstrates thickening such as bolognaise</p> <p>To explain the science of gelatinisation.</p> <p>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.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p>
	Swiss Roll	<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></p> <p>To prepare and cook a dish which demonstrates the role of carbohydrate in the diet, such as Swiss Roll; demonstrate the safe use of the oven, weighing, mixing and dividing.</p> <p>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> .
		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</i>
<b>Year</b>	<b>Term</b>	<b>Unit</b>	<b>All Core Knowledge</b>	<b>All Core Skills</b>
9		Savoury rice	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. 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</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</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 stir fry. 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 or fajitas</i>.</p>

		Sweet choux buns	<p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;</p> <p>Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</p>	<p><i>Theory</i></p> <p>To investigate chilled ready meals; ranges available, health and safety, manufacturing.</p> <p>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.</p> <p>To create a timed plan for the preparation and cooking of the dish.</p> <p><i>Practical</i></p> <p>To weigh ingredients precisely;</p> <p>To make the choux mixture, using the beating method;</p> <p>To adapt a basic choux mixture use the oven safely;</p> <p>To make a choux bun, e.g. <i>Sweet Choux Bun</i></p>
		Victoria Sandwich	<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;</p> <p>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.</p> <p>Track their progress using their recipe and work booklet (cooking, nutrition, ingredients and creativity).</p>	<p><i>Theory</i></p> <p>To review the opportunities for future courses and career options.</p> <p>To appraise and evaluate their learning journey.</p> <p>To evaluate their practical cooking experiences.</p> <p><i>Practical</i></p> <p>To prepare and cook a dish that demonstrates aeration, such as Dutch apple cake or a tray bake.</p> <p>To explain the science of aeration.</p> <p>To demonstrate the skills of creaming/all-in-one cake making, preparing baking tins, baking.</p> <p>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"> <li>• Health and safety procedures</li> <li>• Material ranges and classifications – Key terms</li> <li>• Material properties and application – Key terms</li> <li>• Key user needs – cultural, social, moral</li> </ul>	<ul style="list-style-type: none"> <li>• Safe working practices Research and explore cultures, needs, users</li> <li>• Identify and solve design problems Develop specifications</li> </ul>
	4-8	Pewter Keyring and Metal working: Design development, Product analysis, Process analysis	<ul style="list-style-type: none"> <li>• Processes, tools and equipment</li> <li>• Design Process and communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Generate creative ideas</li> <li>• Communicate design ideas appropriately Conduct independent investigation</li> </ul>
	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"> <li>• Packaging processes, tools and equipment</li> <li>• Key user needs – cultural, social, moral</li> <li>• Health and safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Research and analysis of existing packaging methods</li> <li>• Evaluate your work and the work of others</li> <li>• Refine ideas, products, processes</li> </ul>
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"> <li>• Material ranges and classifications – Key Terms</li> <li>• Material properties and application inc Structures, Loads and Forces – Key Terms</li> <li>• Key user needs – cultural, social, moral</li> </ul>	<ul style="list-style-type: none"> <li>• Research and explore cultures, needs, users</li> <li>• Identify and solve design problems</li> <li>• Develop specifications</li> </ul>
	4-8	Structures and Wood working: Research and planning for project, analysis of problem, identification of loads and forces within a structure, researching the role of architects, Product analysis.	<ul style="list-style-type: none"> <li>• Loads and forces</li> <li>• Processes, tools and equipment</li> <li>• Developments in design past and present</li> <li>• Roles of designers, engineers, technologists</li> </ul>	<ul style="list-style-type: none"> <li>• Generate creative ideas</li> <li>• Communicate design ideas appropriately</li> <li>• Conduct independent investigation</li> <li>• Safe working practices in the workshop</li> </ul>

	9-12	Structures and Wood working: Making and manufacturing, finishing processes, shaping filing and producing. Evaluation and assessment of work.	<ul style="list-style-type: none"> <li>Processes, tools and equipment</li> <li>Design Process and communication techniques</li> <li>Health and safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>Safe working practices in the workshop</li> <li>Generate creative ideas</li> <li>Communicate design ideas appropriately</li> <li>Refine ideas, products, processes</li> <li>Produce quality responses to problems</li> <li>Evaluation of design</li> </ul>
Year	Weeks	Topic	Core Knowledge	Core Skills
9	1-3	Nightlight: Sustainability and world electronics, energy generation: Identifying the problem, researching the problem, identifying users, market and material, process research	<ul style="list-style-type: none"> <li>Material ranges and classifications – Key Terms</li> <li>Material properties and application – Key Terms</li> <li>Key user needs – cultural, social, moral</li> <li>Processes, tools and equipment</li> <li>Developments in design past and present</li> </ul>	<ul style="list-style-type: none"> <li>Research and explore responsible design, needs, users</li> <li>Identify and solve design problems</li> <li>Develop specifications</li> </ul>
	4-8	Nightlight: Electronic components and building the circuit: Planning for project, identification of materials and processes, Product analysis.	<ul style="list-style-type: none"> <li>Material ranges and classifications</li> <li>Material properties and application</li> <li>Processes, tools and equipment</li> <li>Health and safety procedures</li> <li>Developments in design past and present</li> <li>Design Process and communication techniques (schematic diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate design ideas appropriately</li> <li>Conduct independent investigation</li> <li>Produce quality responses to problems</li> <li>Safe working practices in the workshop</li> </ul>
	9-12	Nightlight: Sustainability and recycled items for the housing Design Development and solution, plan for manufacturing, making and manufacturing, finishing processes, shaping filing and	<ul style="list-style-type: none"> <li>Processes, tools and equipment</li> <li>Health and safety procedures</li> <li>Material ranges and classifications</li> <li>Material properties and application</li> </ul>	<ul style="list-style-type: none"> <li>Refine ideas, products, processes</li> <li>Safe working practices in the workshop</li> <li>Produce quality responses to problems</li> <li>Evaluate your work and the work of others</li> <li>Refine ideas, products, processes</li> </ul>

**KS3 Curriculum: Drama**

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
7	1	<b>Introduction to Drama</b>	<ul style="list-style-type: none"> <li>• Still image</li> <li>• Mime</li> <li>• Thought-tracking</li> <li>• Cross-cutting</li> <li>• Soundscape</li> </ul>	Rehearsal Creativity Team Work Performance Confidence Evaluation	<ul style="list-style-type: none"> <li>• To introduce the students to the basic concepts of working as a team and communicating both on a verbal basis but also through body language and facial expression</li> <li>• The use of games to promote thought and insight whilst breaking down barriers</li> <li>• Focusing on the theme of sexism, stereotyping and gender equality through the use of 'The Paper Bag Princess'.</li> <li>• To encourage discussion and evaluation regarding themes raised</li> </ul>
		<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Focusing</li> <li>• Rough theatre</li> <li>• Group work</li> <li>• Facial Expression</li> <li>• Body Language</li> <li>• Use of voice</li> <li>• Rehearsal</li> </ul>	Rehearsal Creativity Team Work Performance Confidence Evaluation	<ul style="list-style-type: none"> <li>• Developing a further understanding of improvisation</li> <li>• Introducing students to the skill of 'focusing' a scene</li> <li>• Introducing the students to the skill of 'rough theatre'</li> <li>• Clarifying the absolute importance of rehearsal to refine work</li> <li>• Working as a group and respecting one another's ideas and opinions</li> <li>• Facing and responding accordingly to challenges</li> <li>• Developing character through facial expression and body language</li> </ul>
	2	<b>Bullying and Peer Pressure</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Moral dilemma</li> <li>• Individual exploration</li> <li>• Group work</li> <li>• Facial expression</li> <li>• Body language</li> <li>• Use of voice</li> <li>• Character motivation</li> <li>• Empathy</li> </ul>	Rehearsal Creativity Team Work Performance Evaluation	<ul style="list-style-type: none"> <li>• To promote a sense of responsibility for their actions in consideration of the effect upon others</li> <li>• Developing an understanding of character motivation and defining sub-text</li> <li>• Developing previously studied role-play and improvisation skills</li> <li>• Introduction to 'serious issue' role-play (thus promoting self-discipline and control)</li> <li>• Developing thought, empathy and sensitivity</li> </ul>
		<b>Pantomime and Melodrama</b>	<ul style="list-style-type: none"> <li>• Proxemics</li> <li>• Exaggeration</li> <li>• Gesture</li> </ul>	Rehearsal Creativity	<ul style="list-style-type: none"> <li>• Defining the meaning of pantomime and melodrama as theatrical genres</li> <li>• Developing a sense of space and proxemics</li> </ul>

		<ul style="list-style-type: none"> <li>• Group work</li> <li>• Ensemble</li> <li>• Development of work through evaluation</li> </ul>	<p>Team Work</p> <p>Performance</p> <p>Confidence</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Clarifying the importance of feedback and advice from peers in relation to improving and developing practical work</li> <li>• Working as part of an ensemble and developing scenes on equal respectful terms</li> <li>• Developing a capacity for students to 'laugh at themselves' through exaggeration</li> </ul>
3	<b>Darkwood Manor</b>	<ul style="list-style-type: none"> <li>• Narration</li> <li>• Group Work</li> <li>• Problem solving</li> <li>• Improvisation</li> </ul>	Creativity	<ul style="list-style-type: none"> <li>• Introduction to Narration as an alternative form of communication</li> <li>• Developing story based upon imagination and initiative</li> <li>• Working as a group and respecting one another's ideas and opinions</li> <li>• Facing and responding accordingly to challenges</li> </ul>
	<b>Devised Performance</b>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Response to stimuli</li> <li>• Imagination</li> <li>• Development of dramatic process</li> </ul>	<p>Rehearsal</p> <p>Performance</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Stressing the importance of working as a team in the creation of a short, devised performance (hence, listening and consideration)</li> <li>• Responding appropriately to a visual, aural and/or written stimuli</li> <li>• Cultivating student's imaginative skills</li> <li>• Understanding the process of performance (beginning, middle and</li> </ul>



Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
8	1	<b>Drama from a Poetry Stimulus</b>	<ul style="list-style-type: none"> <li>• Response to stimulus</li> <li>• Character motivation</li> <li>• Sub-text</li> <li>• Improvisation</li> <li>• Analysis of text</li> <li>• Improvisation</li> </ul>	Rehearsal Creativity Team Work Performance Confidence Evaluation	<ul style="list-style-type: none"> <li>• To use simplistic poetry as a stimulus to inspire imagination and define ideas.</li> <li>• To introduce students to ‘character motivation’ thereby gaining an understanding of what drives a character’s actions and responses.</li> <li>• To consider alternative forms of presentation on a dramatic basis.</li> <li>• To introduce the students to sub-text (what might be beneath what is being presented on stage).</li> </ul>
		<b>Mime</b>	<ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Improvisation</li> <li>• Body language</li> <li>• Facial expression</li> <li>• Gesture</li> <li>• Focus</li> </ul>	Rehearsal Creativity Team Work Performance Evaluation	<ul style="list-style-type: none"> <li>• To focus specifically on the importance of facial expression and body language as a means of non-verbal communication</li> <li>• To work independently</li> <li>• To work creatively and develop their imaginative skills</li> <li>• To consider alternative forms of dramatic performance skills</li> <li>• To introduce sub-text and metaphor into their work</li> </ul>

2	<b>Accent and Intonation</b>	<ul style="list-style-type: none"> <li>• Use of voice to communicate meaning</li> <li>• Use of tone</li> <li>• Challenging of stereotype</li> <li>• Defining narrative</li> <li>• Identifying importance of expression</li> </ul>	<p>Rehearsal</p> <p>Creativity</p> <p>Team Work</p> <p>Performance</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• To clarify the importance of voice as a means of communication</li> <li>• To focus on the use of tone, intonation, volume, pause and pace</li> <li>• To experiment with 'words' in relation to 'getting to the point' and 'less is sometimes more'</li> <li>• Developing an understanding of rural and foreign accent thereby challenging stereotypes</li> <li>• Create an understanding of tone being as critically important as 'what is said' in determining meaning (i.e. sarcasm)</li> </ul>
	<b>Commedia Dell'Arte</b>	<ul style="list-style-type: none"> <li>• Development of skills in body language, facial expression and gesture</li> <li>• Ensemble</li> <li>• Defining historical context</li> <li>• Physical comedy</li> </ul>	<p>Rehearsal</p> <p>Creativity</p> <p>Team Work</p> <p>Performance</p> <p>Confidence</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Introduction to the practical use of masks in lessons thereby enhancing skills in gesture</li> <li>• Developing skills in working as an ensemble</li> <li>• Developing skills in virtuosity and use of imagination working within the parameters of a set narrative framework</li> <li>• Introduction to the historical context of Drama</li> <li>• To create meaning and communication through the use of humour and physical comedy</li> </ul>
3	<b>Parody</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Body language</li> <li>• Facial expression</li> <li>• Voice</li> </ul>	<p>Creativity</p>	<ul style="list-style-type: none"> <li>• Experimentation using parody in improvisation thereby defining student's ability to work both instinctively and with confidence</li> <li>• To consider media perceptions and the world in which they live as the foundation for comedic role-play and improvisation</li> </ul>
	<b>Devised Performance</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Teamwork</li> <li>• Defining process</li> <li>• Defining structure</li> <li>• Script writing</li> </ul>	<p>Rehearsal</p> <p>Performance</p> <p>Confidence</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Stressing the importance of working as a team in the creation of an extended, devised performance (hence, listening and consideration)</li> <li>• Responding appropriately to a visual, aural and/or written stimuli</li> <li>• Cultivating student's imaginative skills</li> <li>• Understanding the process of performance (beginning, middle and end)</li> </ul>

Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
9	1	<b>Stereotyping</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Consideration of stereotype</li> <li>• Defining motivation</li> <li>• Understanding influence of media</li> </ul>	<p>Rehearsal</p> <p>Creativity</p> <p>Team Work</p> <p>Performance</p>	<ul style="list-style-type: none"> <li>• To encourage students to reassess and reconsider stereotypical representations and expectations based on appearance and media influenced perceptions.</li> <li>• To develop individual thinking.</li> <li>• To reaffirm students understanding of ‘character motivation’ thereby identifying what drives a character’s actions and responses.</li> </ul>

			Evaluation		
	<b>Status</b>	<ul style="list-style-type: none"> <li>• Dramatic conflict</li> <li>• Understanding importance of pace</li> <li>• Definition of motivation</li> <li>• Proxemics</li> <li>• Levels</li> <li>• Use of stage</li> </ul>	Rehearsal Creativity Team Work Performance Evaluation	<ul style="list-style-type: none"> <li>• To create dramatic conflict through the opposing status of characters</li> <li>• To consider the role of 'class' and 'social bearing' in society</li> <li>• To apply dramatic skills appropriate to characterisation</li> <li>• To work quickly and improvise based on instinct</li> <li>• To instil in students an understanding of pace in regards to comedy role-play</li> </ul>	
	<b>2</b>	<b>WW1 Poetry</b>	<ul style="list-style-type: none"> <li>• Response to stimulus</li> <li>• Defining meaning through creative language</li> <li>• Individual thinking</li> <li>• Improvisation</li> <li>• Character motivation</li> </ul>	Rehearsal Creativity Team Work Performance Confidence Evaluation	<ul style="list-style-type: none"> <li>• Using the poetry of Siegfried Sassoon, Wilfred Owen and Robert Graves as a stimulus to developing improvisation and role-play</li> <li>• Adding a historical context to enhance meaning and developing skills in sensitivity</li> <li>• To develop empathetic skills and an understanding/respect for those who lost their lives in battle</li> <li>• To develop individual thinking.</li> <li>• To reaffirm students understanding of 'character motivation' thereby identifying what drives a character's actions and responses.</li> </ul>
		<b>Music in Drama</b>	<ul style="list-style-type: none"> <li>• Use of music to inspire imagination</li> <li>• Defining genre</li> <li>• Improvising based on personal vision</li> <li>• Development of empathy through 'feeling'</li> </ul>	Rehearsal Creativity Team Work Performance Evaluation	<ul style="list-style-type: none"> <li>• To cultivate an understanding and appreciation of the <i>meaning</i> in music thus stimulating imagination and creativity in developing dramatic work</li> <li>• Experimenting with genre (Westerns, Thrillers, Romance etc) through the use of alternative composer's work functioning as a soundtrack (Ennio Morricone, Bernard Herrmann etc).</li> <li>• To encourage student's skills in developing work based on instinct</li> </ul>
	<b>3</b>	<b>Job Interviews</b>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Body language and posture</li> <li>• Use of voice to communicate</li> </ul>	Creativity	<ul style="list-style-type: none"> <li>• To prepare students for their future</li> <li>• To reaffirm the importance of body language, posture and use of voice as a means of positive communication</li> <li>• Defining the importance of 'reading' and understanding others train of thought as a means of defining their own responses</li> </ul>

		<p><b>Devised Performance</b></p>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Teamwork</li> <li>• Defining process</li> <li>• Defining structure</li> <li>• Script writing</li> </ul>	<p>Rehearsal</p> <p>Performance</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Stressing the importance of working as a team in the creation of an extended, devised performance (hence, listening and consideration)</li> <li>• Responding appropriately to a visual, aural and/or written stimuli</li> <li>• Cultivating student's imaginative skills</li> <li>• Understanding the process of performance (beginning, middle and end)</li> <li>• Application of studied skills throughout YR's 7, Y8 and Y9 appropriate to content</li> <li>• Responding to an audience</li> <li>• Confidence development in terms of performing to peers</li> <li>• Preparation of key exam component for students taking GCSE Drama in Y10</li> </ul>
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**KS3 Curriculum: English**

Year	Term	Unit of work	Core skills	Core knowledge
7	1	<b>Creative Writing: Plot and The Plotter</b>	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.
		<b>Modern Novel</b>	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].
	2	<b>Product Launch</b>	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.
		<b>Nature Poetry – across the centuries</b>	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.
	3	<b>Modern Drama</b>	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.
		<b>Travel Journalism</b>	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	<b>Student Newsroom</b>	The ability to construct a range of media texts using suitable formats. The differences between on-line and print	PEA: use of quotations and embedding references, inference, predicting, developing a considered personal response to texts.
		<b>Modern Novel</b>	Identifying and explaining the author’s presentation of characters and their relationship with one another.	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	<b>Modern Drama</b>	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.

		<b>Night at the Movies</b>	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
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			perspectives, and how these are conveyed, across two or more texts.	the idea of different genres/ editing/ choices? Opinion, direct address, references, direct metaphor.
	<b>3</b>	<b>Introduction to Shakespeare</b>	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.
		<b>Spoken Language</b>	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.
<b>Year</b>	<b>Term</b>	<b>Unit of work</b>	<b>Core skills</b>	<b>Core knowledge</b>
<b>9</b>	<b>1</b>	<b>Writing Non-Fiction (Speeches)</b>	Ability to identify the methods an author uses to create an engaging text for their audience by analysing speeches. Spoken Language Assessment	Sentence structure, commas, paragraphing, proof-reading, purpose, form, audience, tone and consolidation of persuasive frameworks. Persuasive features AFOREST. A Spoken Language Examination should be assessed here.
		<b>Modern Text</b>	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.
	<b>2</b>	<b>Shakespeare</b>	Reading of text. Consolidating plot, characterisation, themes and motifs. Identifying and explaining the author's presentation of characters and their relationship with one another.	Information retrieval and synthesis. Development and comparison of characters. Development of themes. 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.
		<b>Reading Non-Fiction</b>	Ability to identify the methods an author uses to create an engaging and persuasive text.	Format, Purpose, Audience and Tone/ conventions of non-fiction. Explore sub-classes and vocabulary.



	3	<b>Conflict Poetry</b>	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.
<b>Pre-20<sup>th</sup> century Fiction</b>		Identifying the methods a writer uses to write an effective, creative text through the analysis and practice of narrative structure and genre.	Comparing the ways in which the authors have constructed the texts by examining the generic conventions of the texts. Evaluation: to what extent do you prefer one text to the other?"	
<b>Creative Writing</b>		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**

	TERM	TOP	ALL CORE KNOWLEDGE	ALL CORE SKILLS
7	1a	BACK TO SCHOOL	Saying your name and learning numbers Talking about brothers and sisters and age Describing a classroom Talking about likes and dislikes Describing yourself and others Saying what you do	Learning to pronounce key French sounds Using the verb <i>avoir</i> Using the definite and indefinite articles, Using the verb <i>aimer</i> + the definite article Using adjective agreement Understanding infinitives and regular <i>-er</i> verbs
	1b	IN CLASS	Talking about colours Telling the time Saying what you think of school subjects and why Talking about what you wear to school Talking about your school day Learning about a typical French school Saying what there is and isn't in a school	Using adjectives after nouns Using new <i>-er</i> verbs Reading and listening for gist Agreeing and disagreeing
	2a	FREE-TIME	Talking about the weather and seasons Talking about which sports you play Talking about activities you do Discovering sport in French-speaking countries Talking about what you like doing with technology	Learning more key French sounds Using <i>jouer à</i> and the verb <i>faire</i> Using cognates and context Using <i>aimer</i> + the infinitive Forming and answering questions
	2b	FAMILY LIFE	Talking about animals Using higher numbers Describing your family Describing where you live Talking about breakfast Learning about Bastille Day	Using the possessive adjectives my and your Using the <i>nous</i> form of <i>-er</i> verbs Using the partitive articles Using the glossary Substituting words to make texts your own
	3a	IN TOWN	Talking about places in a town or village Understanding prices in French Saying where you go at the weekend Inviting someone out Ordering drinks and snacks in a café Saying what you are going to do Talking about plans	Using the verb <i>aller</i> Using the verb <i>vouloir</i> Using the <i>tu</i> and <i>vous</i> form of the verb Using the near future tense Using two tenses together
	3b	REVISION	Revising all year 7 core knowledge	Revising all year 7 core skills

Year	TERM	TOP	ALL CORE KNOWLEDGE	ALL CORE SKILLS
8	1a	HOLIDAYS	Talking about school holidays Saying what you did during the holidays Describing a visit to a theme park Saying where you went and how Understanding holiday accounts and disasters Asking and answering questions	Revising the verbs <i>avoir</i> and <i>être</i> Using the perfect tense or regular <i>-er</i> verbs Using the perfect tense of irregular verbs Using the perfect tense of verbs that take <i>être</i> Listening for negatives in the perfect tense Reading to spot the perfect tense in a text Using the present and perfect tenses together
	1b	FESTIVALS	Talking about festivals and celebrations Saying what you like and dislike Describing festivals and special days Buying food at a market Describing dishes Talking about a future trip Writing about New Year	Using the present tense of regular <i>-ir</i> verbs and <i>-re</i> verbs Using transactional language Using prediction to help with challenging listening passages Giving answers in French for a reading task Using the near future tense with questions Combining the present and near future tenses
	2a	LEISURE	Talking about celebrities and TV programmes Talking about digital technology Arranging to go to the cinema Buying cinema tickets Talking about leisure activities	Using singular and plural adjective agreement Forming and answering a range of questions Using negatives Spotting synonyms Looking up perfect tense when reading Using three tenses together Speaking from notes
	2b	THE WORLD	Talking about where you live Discussing the weather Describing where you live Talking about jobs at home Talking about daily routine Talking about moving house Talking about a new region	Using <i>pouvoir</i> + infinitive Listening for different persons of the verb Using different strategies to decode words while reading Using reflexive verbs Using irregular adjectives Using three tenses in writing Using resources to find and translate words into French
	3a	SPORT	Talking about sports Giving opinions about sports Asking the way and giving directions Talking about injuries and illness Taking part into a conversation with the doctor Interviewing a sportsperson	Using <i>jouer à</i> and <i>faire de</i> Using the comparative Using the imperative Using <i>il faut</i> to say you must Translating from French into English Asking and answering questions in three tenses
	3b	REVISION	Revising all year 8 core knowledge	Revising all year 8 core skills
	YEAR	TERM	TOP	ALL CORE KNOWLEDGE
9	1a	MY WORLD	Talking about likes and dislikes Talking about after-school clubs and activities Describing your friends Describing birthday celebrations	Using <i>aimer</i> + noun or infinitive Using verbs in the present tense Using reflexive verbs Using the perfect tense

		Discussing what you are going to wear	Using the near future tense
<b>1b</b>	FUTURE PROJECTS	Talking about earning money Talking about what you want to do when you are older Talking about what you will do in the future Talking about what things will be like in the future Writing about an inventor	Using <i>pouvoir</i> and <i>devoir</i> Using <i>vouloir</i> Using the future tense Consolidating the future tense Using questions in three different tenses
<b>2a</b>	MUSIC	Talking about your musical tastes Describing what you used to be like Comparing your primary and secondary schools Talking about how things have changed Interviewing a young refugee	Using direct object pronouns Using the imperfect tense Using the comparative Using the present and imperfect tenses together Asking and answering questions in different tenses
<b>2b</b>	THE BEST OF WORLDS	Talking about food Discussing eating habits Talking about animals and the natural world Talking about plastic and the environment Talking about what you would like to do	Describing a photo Using a range of negatives Using the superlative Referring to two different time frames Using the conditional tense
<b>3a</b>	FRENCH-SPEAKING WORLD	Discussing where you would like to go Discussing impressive sites and monuments Saying what you like and dislike doing	Using a range of articles Using a range of adjectives Using infinitives in combination with other verbs Using a range of structures and verbs
<b>3b</b>	REVISION	Discussing young French-speakers you would like to meet Discussing plans for the future Discussing a past trip round the world Writing an article about a francophone artist, musician, etc.	Understanding how to use the present tense, near future, simple future, perfect and imperfect tenses Understanding how to ask and answer questions in a range of tenses

## KS3 Curriculum: Geography

Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
7	1	Map work	<ul style="list-style-type: none"> <li>• Grid references (4 and 6 figure)</li> <li>• Scale and distance</li> <li>• Mental maps</li> <li>• OS Maps/symbols</li> <li>• Compass directions</li> <li>• Atlas Maps</li> <li>• Types of Maps</li> <li>• Relief</li> </ul>	<ul style="list-style-type: none"> <li>• Local area on a map</li> <li>• Landscape features on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Use of OS maps/symbols.</li> <li>• Selection of correct map types for given data.</li> <li>• Grid references.</li> <li>• Map symbols.</li> </ul>
		Hazards	<ul style="list-style-type: none"> <li>• Map skills, including analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic processes</li> <li>• Locational knowledge</li> <li>• Tectonic hazards</li> <li>• Impacts of volcanoes and earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• Processes at tectonic boundaries and subsequent landforms.</li> <li>• Case study: location, cause, effect, responses.</li> <li>• Why people live in hazardous areas</li> </ul>
	2	Ice Worlds	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Detailed annotation of processes</li> </ul>	<ul style="list-style-type: none"> <li>• Location; Glacial landforms</li> <li>• Weathering and erosion</li> <li>• Impacts of global warming</li> </ul>	<ul style="list-style-type: none"> <li>• Processes of erosion and weathering</li> <li>• Case study: locations and landforms</li> <li>• Global warming</li> </ul>
		Fantastic Places	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Research and presentation of a fantastic place.</li> </ul>	<ul style="list-style-type: none"> <li>• Why a place can be fantastic</li> <li>• Location</li> <li>• Perception of place</li> <li>• Sense of place</li> </ul>	<ul style="list-style-type: none"> <li>• Geospatial data analysis.</li> <li>• Extended writing.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The High Street</li> </ul>	<ul style="list-style-type: none"> <li>• Key Skill: Fieldwork</li> <li>• Identifying key questions</li> <li>• Identifying and reducing risks</li> <li>• Carrying out simple methods:               <ul style="list-style-type: none"> <li>- Pedestrian counts</li> <li>- Questionnaires (open</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Key Terms</li> <li>• Fieldwork techniques</li> </ul>	<ul style="list-style-type: none"> <li>• An evaluation of fieldwork skills</li> </ul>
		<ul style="list-style-type: none"> <li>• Green Gatton</li> </ul>	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Graphs</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Food sustainability</li> <li>• Recycling and what we can do</li> </ul>	<ul style="list-style-type: none"> <li>• Gatton's landscape</li> <li>• Gatton's food/dining hall</li> <li>• Gatton's heating</li> <li>• Sustainability</li> <li>• Graph work</li> </ul>

Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
8	1	<b>Crime</b>	<ul style="list-style-type: none"> <li>• GIS</li> <li>• Choropleth maps</li> <li>• Basic statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial distribution of crime</li> <li>• Geographical causes of crime</li> <li>• Geographical solutions to crime</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing to evaluate strategies to reduce crime.</li> <li>• Definitions, spatial distribution, causes and solutions to crime.</li> </ul>
		<b>Ecosystems</b>	<ul style="list-style-type: none"> <li>• Mapping - Atlas work</li> <li>• Sense of place</li> </ul>	<ul style="list-style-type: none"> <li>• Regions of the world</li> <li>• Ecosystems and biomes</li> <li>• Climate and weather</li> <li>• Types of vegetation</li> <li>• Types of animals</li> <li>• Human impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing to explain formation of ecosystems.</li> <li>• Use of maps to identify reasons for different ecosystems.</li> <li>• Extended writing to describe impact humans are having.</li> </ul>
	2	<b>World Cities</b>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Graph work</li> <li>• Thematic maps</li> <li>• Sense of place</li> </ul>	<ul style="list-style-type: none"> <li>• Population density</li> <li>• Migration</li> <li>• Population pyramids</li> <li>• Social Inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of world cities and rankings (alpha to gamma)</li> <li>• Case studies: London, Mumbai and San Francisco</li> </ul>
		<b>Rivers and flooding</b>	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• GIS</li> <li>• Decision-making: flood management</li> </ul>	<ul style="list-style-type: none"> <li>• Hydrology – transport and erosion</li> <li>• Landform development</li> <li>• Physical impacts of flooding</li> <li>• Human impacts of flooding</li> <li>• Case Study: Somerset</li> </ul>	<ul style="list-style-type: none"> <li>• Fluvial processes.</li> <li>• Differences between courses of river.</li> <li>• Human interactions with rivers.</li> </ul>
	3	<b>Transport</b>	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Development of transport</li> <li>• Social impacts</li> <li>• Environmental impacts - congestion</li> <li>• Variation of transport around world</li> <li>• Future transport</li> </ul>	<ul style="list-style-type: none"> <li>• Different transport methods.</li> <li>• Changing trends in transport.</li> </ul>
		<b>Tourism</b>	<ul style="list-style-type: none"> <li>• Sense of place</li> <li>• Atlas work</li> <li>• Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Ecotourism and sustainability</li> <li>• Mass tourism</li> <li>• Development of tourism</li> <li>• Impacts of tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical data - changes in tourism.</li> <li>• Impacts of tourism (Brighton case study)</li> </ul>

Year	Term	Unit of work	Core skills	Core knowledge	Key Assessment content
9	1	<b>Weather and Climate with Fieldwork</b>	<ul style="list-style-type: none"> <li>Climate graphs</li> <li>Radial graphs</li> <li>Fieldwork skills (collecting weather data)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding weather vs. climate</li> <li>Types/Causes of rainfall</li> <li>Factors affecting UK climate</li> <li>Global atmospheric circulation</li> <li>Tropical storms</li> <li>Microclimates</li> <li>Global Warming</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of equipment use in determining weather conditions.</li> <li>Fieldwork plan.</li> </ul>
		<b>Geography of Sport with Data Analysis</b>	<ul style="list-style-type: none"> <li>Analysing data</li> <li>Fieldwork skills</li> </ul>	<ul style="list-style-type: none"> <li>Impacts of sport</li> <li>Understanding of tourism around sporting activities</li> <li>Advantages/Disadvantages of sporting events/stadiums locally and nationally</li> </ul>	<ul style="list-style-type: none"> <li>Social, economic or environmental impacts of sport on a variety of scales.</li> <li>Process, analyse and evaluate data (Twickenham case study)</li> </ul>
	2	<b>Global Society with Decision Making</b>	<ul style="list-style-type: none"> <li>Decision-making</li> <li>Map skills</li> <li>Graph skills (DTM, Pop. Pyramids)</li> </ul>	<ul style="list-style-type: none"> <li>Development theories</li> <li>Population issues</li> <li>Migration issues</li> <li>Trade and globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Definitions</li> <li>HDI</li> <li>DTM</li> <li>Population Pyramids</li> <li>Case study: causes of migration</li> <li>Reasoned argument (decision-making)</li> </ul>
		<b>Disease Dilemmas with Geographical Literacy</b>	<ul style="list-style-type: none"> <li>Literacy (key terminology, PEE paragraphs)</li> <li>Map skills</li> <li>Graph skills</li> </ul>	<ul style="list-style-type: none"> <li>Spread of disease – physical and human factors</li> <li>Non- Comm. Vs. Communicable diseases – links to economic development</li> <li>Mitigation of disease</li> </ul>	<ul style="list-style-type: none"> <li>Classification and spread of disease</li> <li>Case study: Podoconiosis in Ethiopia</li> <li>Correct SPaG</li> <li>Extended writing</li> </ul>
	3	<b>Hot Deserts with Cartography</b>	<ul style="list-style-type: none"> <li>Cartographic skills</li> <li>GIS</li> </ul>	<ul style="list-style-type: none"> <li>Location of hot deserts</li> <li>Animal adaptations</li> <li>Sand dune formation</li> <li>Canyon formation</li> <li>Tourism</li> <li>Desertification</li> </ul>	<ul style="list-style-type: none"> <li>Definitions</li> <li>Landform development</li> <li>Human impacts</li> <li>Map analysis</li> </ul>

		<b>Tourism</b>	<ul style="list-style-type: none"><li>• Sense of place</li><li>• Atlas work</li><li>• Fieldwork</li></ul>	<ul style="list-style-type: none"><li>• Ecotourism and sustainability</li><li>• Mass tourism</li><li>• Development of tourism</li><li>• Impacts of tourism</li></ul>	<ul style="list-style-type: none"><li>• Graphical data - changes in tourism.</li><li>• Impacts of tourism (Brighton case study)</li></ul>
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**KS3 Curriculum: History**

Year 7: Power and Movement					
Year	Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
7	1	<ul style="list-style-type: none"> <li>1a Gatton's History – How significant was Gatton?</li> <li><i>Short module</i></li> </ul>	<ul style="list-style-type: none"> <li>How significant was Gatton over time?</li> <li>Early Gatton (prehistoric)</li> <li>Rotten Gatton</li> <li>Life in Gatton</li> <li>Gatton fire</li> <li>Gatton after the fire</li> <li>Gatton's story</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Poster/leaflet – How should Gatton be remembered?</li> </ul>
		<ul style="list-style-type: none"> <li>1b Prehistory – why is it remembered in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Why is prehistory remembered in different ways?</li> <li>Early Britain</li> <li>Stonehenge</li> <li>Lindow man</li> <li>Romans invade</li> <li>British hero?</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations questions</li> </ul>
		<ul style="list-style-type: none"> <li>1b 1066 – How did William the Conqueror become King of England? How did he establish control?</li> <li><i>Will probably go into</i></li> </ul>	<ul style="list-style-type: none"> <li>How did William the Conqueror become King of England? How did he establish control?</li> <li>Claimants to the throne</li> <li>Stamford Bridge</li> <li>Causes Harold won The Battle of Stamford Bridge</li> <li>The Battle of Hastings</li> </ul>	<ul style="list-style-type: none"> <li>Causal reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Extended answer – How did William the Conqueror become King of England?</li> </ul>
	2	<ul style="list-style-type: none"> <li>1c 1066 – How did William establish control?</li> </ul>	<ul style="list-style-type: none"> <li>How did William establish control?</li> <li>Hereward the Wake</li> <li>Harrying of the North</li> <li>Feudal system</li> <li>Castles</li> <li>Domesday Book</li> </ul>	<ul style="list-style-type: none"> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Extended answer – How did William establish control in England?</li> </ul>
		<ul style="list-style-type: none"> <li>2a Medieval hierarchies – Village life, Church structure, Henry and Becket</li> </ul>	<ul style="list-style-type: none"> <li>How important was religion in the Middle Ages?</li> <li>Life in a Medieval village</li> <li>Church structure and beliefs</li> <li>Doom paintings</li> <li>Monasteries and nunneries</li> </ul>	<ul style="list-style-type: none"> <li>Source skills</li> </ul>	<ul style="list-style-type: none"> <li>Source questions</li> </ul>

	3	<ul style="list-style-type: none"> <li>• 3b Medieval life – Dark Ages vs. Golden Islamic Age</li> </ul>	<ul style="list-style-type: none"> <li>• How was life in Medieval Europe and Arabia similar and different?</li> <li>• Arabian history – background on Ancient Arabia.</li> <li>• What was Medieval Baghdad like? How was it different to London?</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>• Extended answer – How was life in Medieval Europe and Arabia similar and different?</li> </ul>
		<ul style="list-style-type: none"> <li>• 2b Medieval Rulers – how should King John be remembered?</li> </ul>	<ul style="list-style-type: none"> <li>• How should King John be remembered?</li> <li>• What did he do?</li> <li>• Magna Carta</li> <li>• Was he doomed to fail?</li> <li>• How did different people interpret his actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations questions</li> </ul>

**Year 8: Politics and Believing**

Term	Unit/s of Work	Core Knowledge	Core Skills	Assessment type
1	<ul style="list-style-type: none"> <li>1a Tudor Religion – What happened to Catholic England?</li> </ul>	<ul style="list-style-type: none"> <li>What happened to Catholic England?</li> <li>Reformation in Europe</li> <li>Cause and creation of the Church of England.</li> <li>Changes to the Church of England.</li> <li>Henry VIII – Elizabeth I (what they did to change Britain?)</li> </ul>	<ul style="list-style-type: none"> <li>Change and continuity</li> </ul>	<ul style="list-style-type: none"> <li>Extended answer – How much did the religion of England change in the Tudor times?</li> </ul>
	<ul style="list-style-type: none"> <li>1b – Black Tudors</li> <li><i>Short module</i></li> </ul>	<ul style="list-style-type: none"> <li>Black Tudors</li> <li>What was life like in Tudor England?</li> <li>What can we learn about John Blanke using visual sources?</li> <li>What can we learn about black Tudors using original documents?</li> <li>What can sources tell us about racism in Tudor England?</li> <li>Which sources are most useful for an enquiry into the lives of Black Tudors?</li> <li>What can documentaries tell us about Black Tudors?</li> </ul>	<ul style="list-style-type: none"> <li>Source skills</li> </ul>	<ul style="list-style-type: none"> <li>Source work questions</li> </ul>
	<ul style="list-style-type: none"> <li>1c Tudor/Stuart Religion – Why were people accused of being witches?</li> <li><i>Short module</i></li> </ul>	<ul style="list-style-type: none"> <li>Witchcraft (focus on women being accused)</li> <li>Reasons why e.g. misunderstanding of science</li> <li>Should we trust sources about witches</li> <li>Compare to accusations of witchcraft in the UK to accusations in the USA</li> <li>Were people stupid for believing in witches?</li> </ul>	<ul style="list-style-type: none"> <li>Causal reasoning/ Sources</li> </ul>	<ul style="list-style-type: none"> <li>Source work questions</li> </ul>

2	<ul style="list-style-type: none"> <li>• 2a Interpretations of The English Civil War</li> <li>• <i>Long Module</i></li> </ul>	<ul style="list-style-type: none"> <li>• English Civil War</li> <li>• Who was Charles I?</li> <li>• What caused The English Civil War?</li> <li>• Who fought in The English Civil War?</li> <li>• How was the Civil War fought eg. The Battles Of Naseby and Newbury</li> <li>• How has the English Civil War been interpreted?</li> <li>• The execution of Charles 1</li> <li>• Interpretations of Oliver Cromwell</li> </ul>	<ul style="list-style-type: none"> <li>• Casual reasoning/</li> <li>• Interpretations/ Source skills</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations questions</li> </ul>
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3	<ul style="list-style-type: none"> <li>• 2b British Empire – What was life like in the British Empire?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Britain want an empire?</li> <li>• Roanoke (the lost colony)</li> <li>• The changing population of India</li> <li>• The impact of empire on Australia</li> <li>• Immigration experiences in the UK</li> <li>• An empire to be proud of?</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>	<ul style="list-style-type: none"> <li>• Extended answer</li> </ul>
	<ul style="list-style-type: none"> <li>• 3a Medieval West Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Ghana and power</li> <li>• Ghana and Mali</li> <li>• Life in 1400s Mali</li> <li>• Malian religion</li> <li>• Historiography</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and Difference / sources</li> </ul>	<ul style="list-style-type: none"> <li>• Extended answer – Why is it difficult for historians to know exactly about Mali?</li> </ul>
	<ul style="list-style-type: none"> <li>• 3b The Slave Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Was Africa a dark continent before slavery?</li> <li>• The Slave Trade</li> <li>• Life on plantations</li> <li>• The slave experience</li> <li>• Slave resistance</li> <li>• Harriet Tubman</li> <li>• The American Civil War</li> <li>• Freedom after the Civil War</li> <li>• Birth of the Civil Rights movement</li> <li>• The significance of the Civil Rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Source questions</li> </ul>

**KS3 Curriculum: Maths**

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

	<b>Graphing - linear and quadratic</b>	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.
	<b>Sequences</b>	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
<b>Ratio, proportion and rates of change</b>	<b>Scales in Length, Area &amp; Volume</b>	Change freely between related standard units [for example time, length, area, volume/capacity, mass]. Use scale factors, scale diagrams and maps
	<b>Ratio - Notation and Simplifying</b>	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
	<b>Divide a quantity into a Ratio</b>	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
	<b>Percentage Change</b>	Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest
	<b>Direct and Inverse Proportion</b>	Solve problems involving direct and inverse proportion, including graphical and algebraic representations
<b>Geometry and Measures</b>	<b>Perimeter, Area and Volume</b>	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)
	<b>Circles</b>	calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
	<b>Construction</b>	Use a ruler, protractor and compass to bisect a line segment, bisecting an angle and to construct accurate triangles
	<b>Symmetry</b>	Describe, sketch and draw points, lines, parallel lines, perpendicular lines, right angles, regular and irregular polygons that have lines or rotational symmetry
	<b>Similar and Congruent</b>	Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruency
	<b>Properties of 2D Shapes</b>	derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies
	<b>Transformations</b>	Draw or describe the results of translations, rotations, reflections and enlargements
	<b>Measures &amp; Compound Measures</b>	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
	<b>Angle Rules</b>	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
	<b>Pythagoras and Basic Trig</b>	use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles

	<b>Properties of 3D shapes</b>	use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D
	<b>Proof</b>	interpret mathematical relationships both algebraically and geometrically
<b>Statistics</b>	<b>Probability Scale</b>	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
	<b>Theoretical Probability</b>	generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities
	<b>Sets / Venn Diagrams</b>	enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
	<b>Averages</b>	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
	<b>Graphs</b>	construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, pictograms, frequency polygons, cumulative frequency and box plots
	<b>Correlation</b>	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	<b>Music Theory Form and Structure</b>	<ul style="list-style-type: none"> <li>• Reading music</li> <li>• Keyboard skills</li> <li>• Understanding the elements of music</li> <li>• Analytically listening</li> </ul>	<ul style="list-style-type: none"> <li>• Basic music theory (notation and rhythm)</li> <li>• Identifying how music is structured</li> <li>• Key terminology</li> <li>• Basic keyboard understanding</li> </ul>
	2	<b>Band Skills – ukulele and keyboard Song Composition</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Independent instrumental practice</li> <li>• Coordination</li> <li>• Communication</li> <li>• Melodic composition</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the use of instruments</li> <li>• Understanding the techniques required to make music</li> <li>• Experience on the DAW GarageBand</li> <li>• Understanding how simple melodies are written and developed</li> </ul>
	3	<b>Music Technology skills Singing project</b>	<ul style="list-style-type: none"> <li>• Keyboard coordination</li> <li>• Evaluation of own work</li> <li>• Creativity through improvisation</li> <li>• Melodic composition</li> </ul>	<ul style="list-style-type: none"> <li>• Refining the use of instruments and equipment</li> <li>• Refining technical ability on GarageBand</li> <li>• Learning correct singing techniques</li> </ul>



Year	Term	Unit of work	Core skills	Core knowledge
8	1	<b>The Blues and Improvisation Music Theory</b>	<ul style="list-style-type: none"> <li>• More advanced keyboard skills</li> <li>• Performance</li> <li>• Historical context</li> <li>• Reading music and applying this knowledge practically</li> </ul>	<ul style="list-style-type: none"> <li>• Control and deployment of further instrumental technical control</li> <li>• Performance to an audience</li> <li>• Historical context around Blues music</li> </ul>
	2	<b>Band Skills Music in the Media and Film</b>	<ul style="list-style-type: none"> <li>• Recognising how technology is used to create music</li> <li>• Self-evaluation of own project</li> <li>• Critical reflection of own work to edit and develop work</li> <li>• Performance skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of music software used in the industry</li> <li>• Understanding the technology techniques that are used in the music industry</li> <li>• Secure understanding of how to set equipment for a recording studio</li> </ul>
	3	<b>Composition Singing project</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Independent composition tasks</li> <li>• Communication and collaboration</li> <li>• Develop a plan-of-attach for a successful composition</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the use of compositional devices</li> <li>• Understanding the techniques required to make music</li> <li>• Create a composition using a range of structures and musical devices</li> </ul>

Year	Term	Unit of work	Core skills	Core
9	1	<b>Ensemble skills</b> <b>Music theory</b>	<ul style="list-style-type: none"> <li>• Further coordination for advance keyboard and ukulele skills</li> <li>• Generating creative ideas</li> <li>• Communicate creativity appropriately</li> <li>• Develop further understanding of theoretical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Developing further skills for application</li> <li>• Demonstrate understanding and use of equipment effectively</li> <li>• Performance to the class</li> <li>• Reflect on outcomes collaboratively</li> </ul>
	2	<b>Composition</b> <b>Music that has changed the world</b>	<ul style="list-style-type: none"> <li>• Refine creative ideas used</li> <li>• Continued development of communication skills through group work</li> <li>• Develop ideas for use</li> <li>• Evaluate the success of the task achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Making value judgements and formulating ideas</li> <li>• Presenting ideas to others</li> <li>• Coordinating a performance</li> <li>• Collaborating with others</li> <li>• Reflect with others collaboratively</li> </ul>
	3	<b>Musical Futures: The Concert</b>	<ul style="list-style-type: none"> <li>• Creating and developing musical ideas</li> <li>• Evaluation of own work</li> <li>• Refine ideas and reflect critically on the success of the composition to accompany the film</li> </ul>	<ul style="list-style-type: none"> <li>• Performance to an audience</li> <li>• Organising a concert</li> <li>• How to independently learn and interpret reading musical notation for chosen instrument</li> </ul>

### KS3 Curriculum: Physical Education

Year	Term	Unit of work	Core Knowledge	Core Skills
7	1	Cross Country Fitness Gymnastics Basketball Swimming	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. How to make performances creative. Working with others. Apply understanding of health impacts in external curriculum settings (clubs etc)
	2	Swimming Football Cricket Basketball Rugby Girls	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	Tennis Rounders Cricket Athletics	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/Fitness Orienteering Netball Rugby	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	Trampolining Swimming Football/Cricket Boys Basketball/Rugby Girls	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)
<b>Year</b>	<b>Term</b>	<b>Unit of work</b>	<b>Core Knowledge</b>	<b>Core skills</b>
9	1	Cross Country/Fitness Trampolining Netball/Hockey Rugby PE Theory Table tennis	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	Swimming Badminton Football Basketball/Rugby Girls 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. Understanding tactics and strategies. Understanding of tactics/strategies. Know the main components of: The Muscular 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 muscular systems in relation to sport.
3	Athletics Cricket Rounders Theory	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. Understanding of tactics/strategies. Know the main components of: The Skeletal 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) Apply map reading skills to navigate set routes. Know, understand and apply their understanding of the skeletal system in relation to sport.

**KS3 Curriculum: PSHE – this is currently being updated and will follow shortly**

**KS3 Curriculum: Religious Studies**

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	<b>Christianity:</b> How is the Bible relevant for Christians today?	World religion - Christianity	<b>Interpreting sources</b> Engage with big questions Interpretation Analysis
	1b	<b>Christianity</b> Is Jesus who he said he was?	World religion – Christianity	<b>Interpreting sources</b> Engage with big questions Self-reflection Interpretation
	2a	<b>Hinduism:</b> Do our actions influence our future?	World religion – Hinduism	<b>Analysing impact</b> Engage with big questions Reflect on the impact of religion Interpretation Analysis Practices and ways of life
	2b	<b>Islam:</b> How does Ramadan and the Hajj help Muslims to develop self-discipline?	World religion – Islam	Engage with big questions Reflect on the impact of religion Interpretation Analysis Practice and ways of life
	3a	<b>Comparative:</b> What does it mean to be a hero?	World religion – Comparative	<b>Compare and Contrast</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	3b	<b>Comparative/social ethics</b> – Is religion a good thing?	Social ethics - Comparative	<b>Compare and Contrast</b> 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	<b>Christianity:</b> Why are Martyrs examples for Christians to follow?	World religion – Christianity	<b>Interpreting Sources</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation
	1b	<b>Buddhism (part one):</b> How do Buddhists apply Buddha’s teachings about suffering?	World religion – Buddhism	<b>Interpreting Sources</b> Engage with big questions Reflect on the impact of religion Interpretation Analysis
	2a	<b>Sikhism:</b> How is equality expressed within the Sikh Dharam?	World religion - Sikhism	<b>Analysing Impact</b> Engage with big questions Interpretation Analysis Issues of equality
	2b	<b>Judaism:</b> How important are the home and tradition for Jews?	World religion – Judaism	<b>Analysing impact</b> Reflect on the impact of religion Interpretation Considering the importance of community
	3a	<b>Humanism:</b> How do Humanists answer the ‘big questions’?	Non-religious belief	<b>Evaluating Beliefs</b> Engage with big questions Self-reflection Interpretation Analysis
	3b	<b>Philosophy:</b> How can we know anything?	Ethics & Philosophy World religion – All with a focus on Christianity	<b>Evaluating Beliefs</b> 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	<b>Buddhism (part two)</b> – How do Buddhists apply Buddha’s teachings about suffering?	World religion – Buddhism	<b>Analysing impact</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	1b	<b>Social ethics:</b> What is the relationship between religion and the media	<u><b>Ethics &amp; philosophy</b></u> World religion – Comparative	<b>Analysing impact</b> Analysing sources Reflect on the impact of religion Interpretation Evaluation
	2a	<b>Christianity:</b> What does it mean to be a Christian?	World religion – Christianity	<b>Interpreting Sources</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
	2b	<b>Christianity:</b> Is humankind fallen?	World religion - Christianity	<b>Interpreting Sources</b> Constructing arguments Engage with big questions Self-reflection considering the consequence of action Interpretation
	3a	<b>Christian Ethics:</b> Is there a right way to live?	World religion –Christianity, Ethical theory	<b>Compare and Contrast</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis

	<b>3b</b>	<b>Philosophy:</b> Is faith compatible with science?	World religion – Christianity & non-religious belief	<b>Compare and Contrast</b> Constructing arguments Engage with big questions Self-reflection Reflect on the impact of religion Interpretation Analysis
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**KS3 Curriculum: Science**

Year	Term	Unit	Knowledge	Skills Assessed
7	1a	<ul style="list-style-type: none"> <li>i. Mixing, dissolving and separating</li> <li>ii. Forces and their effects</li> </ul>	<ul style="list-style-type: none"> <li>i. Using laboratory equipment, Distillation, Solubility, Chromatography</li> <li>ii. Types of force, Things that forces do, Useful and unwanted friction, Levers and turning forces</li> </ul>	<ul style="list-style-type: none"> <li>Experimental Skills and Investigations</li> <li>Measurements and Vocabulary</li> </ul>
	1b	<ul style="list-style-type: none"> <li>i. Cells and Respiration</li> <li>ii. Elements, compounds and reactions</li> </ul>	<ul style="list-style-type: none"> <li>i. How cells work for an organism, Aerobic respiration, Anaerobic respiration</li> <li>ii. Elements and atoms, The Periodic Table, Using simple models, Reactions</li> <li>iii.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Analysis and Evaluation</li> </ul>
	2a	<ul style="list-style-type: none"> <li>i. Energy transfers and sound</li> </ul>	<ul style="list-style-type: none"> <li>i. Energy, Useful and useless energy transfers, transferring more energy, Energy is carried by sound</li> </ul>	<ul style="list-style-type: none"> <li>Scientific attitudes</li> <li>Experimental Skills and Investigations</li> </ul>
	2b	<ul style="list-style-type: none"> <li>i. Eating, drinking and breathing</li> <li>ii. Physical changes</li> </ul>	<ul style="list-style-type: none"> <li>i. A healthy diet, The digestive system, The breathing system</li> <li>ii. Using the particle model to explain the states of matter, Using the particle model to explain properties, Particles in physical and chemical changes</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Measurements and Vocabulary</li> </ul>
	3a	<ul style="list-style-type: none"> <li>i. Skeleton and Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>i. The skeleton, Muscles, how plants are adapted to reproduce, Reproduction in humans</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and Evaluation</li> <li>Scientific Attitudes</li> </ul>
	3b	<ul style="list-style-type: none"> <li>i. Contact and non-contact forces</li> </ul>	<ul style="list-style-type: none"> <li>i. Gravity and space travel, Electrostatic and magnetic forces, Pressure, floating and sinking</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Analysis and Evaluation</li> </ul>

Year	Term	Unit	Knowledge	Skills Assessed
8	1a	i. Chemical changes ii. Magnetism and electricity	i. Acids, alkalis and indicators, Reactions of acids and alkalis, Combustion ii. How magnets work, Electromagnets, Explaining electric circuits, Series and parallel circuits iii. Healthy plants, Producers, Relationships in the environment	Experimental Skills and Investigations Measurements and Vocabulary
	1b	i. Variation for survival	i. Variation and classification, Survival of the fittest, Inside the nucleus, Inheritance	Knowledge Analysis and Evaluation
	2a	i. Obtaining useful materials ii. Motion on earth and space	i. Metal ores, Reactivity, Reaction energy and catalysts, Special materials ii. Forces in equilibrium, Motion, Gravitational fields and the motion of the Earth, Stars and galaxies	Scientific attitudes Analysis and Evaluation
	2b	i. Health and drugs ii. Plants and ecosystems	i. Cigarettes and alcohol, Effects of drugs, Preventing and treating infection, Disease ii. Healthy plants, Producers, Relationships in the environment	Knowledge Measurements and Vocabulary
	3a	i. Using our earth	i. The atmosphere, Damage to the Earth's resources, Recycling, The rock cycle	Scientific attitudes Experimental Skills and Investigations
	3b	i. Waves and energy transfer	i. Energy transfers, Energy in the home, Water waves, Light waves	Knowledge Analysis and Evaluation

Year	Term		Knowledge	Skills Assessed
9	1a	P5 Forces	Describing motion, understanding forces to make driving safer, what causes pressure in a fluid, motion of falling objects.	Knowledge Measurements and Vocabulary
	1b	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.	Knowledge Measurements and Vocabulary
	2a	C1 Atomic structure and the periodic table	Sub-atomic particles, Atoms, Elements and compounds, The periodic table, metals and non-metals.	Knowledge Scientific Attitudes
	2b	P1 Energy	Connection between energy transfer and power, connection between energy changes and temperature, monitoring and controlling energy transfer, environmental impacts of energy resources.	Knowledge Measurements and Vocabulary
	3a	B2 Photosynthesis development	Plant adaptations for survival, photosynthesis, factors affecting photosynthesis, transpiration, factors affecting transpiration, diffusion.	Knowledge Analysis and Evaluation
	3b	C8 Chemical analysis	Chromatography, Tests for gases, Tests for anions, Instrumental methods.	Knowledge Experimental Skills and Investigations

**KS 3 Curriculum: Spanish MFL**

Year	Term	Unit	All Core Knowledge	All Core Skills
7	1a	BASICS/INTRODUCTION	Greetings, 1-30, dates, colours, simple opinions, common nouns, pets, personality & hair and eyes	Pronunciation, adjective agreements & position, SER & TENER in "I" form, simple negative, direct/indirect object pronoun
	1b	FREE TIME	Numbers 31-100, Family, free time activities, days of the week, weather	Verb SER, TENER, Adverbs of frequency, me gusta + infinitive, free time activities in "I" form
	2a	WHERE I LIVE	Locations, types of house, rooms, adjectives, household chores	Adjectives of position, present tense
	2b	MY TOWN	Places in town, what you do in town, directions, weekend plans, opinions about where you live	Verb IR, near future, opinions
	3a	SCHOOL	Subjects and opinions, time, places around school, school rules, school clubs	Qué + adjective, opinion, se puede + infinitive, se permite/prohíbe + infinitive
	3b	SPANISH REGION	Types of homes, cities, festivals	Cultural knowledge of Spain, research skills & producing independent research in Spanish
Year	Term	Topic	Core Knowledge	Core Skills
8	1a	FOOD & MEALTIMES	Food, mealtimes	Present tense, radical changing verbs, opinions, mucho/poco, Writing focus
	1b	HOLIDAYS	Countries, transport, holiday activities	Verb SOLER, HACER, preterite tense, opinions in the preterite, past tense timeframes
	2a	USING TECHNOLOGY	How you use the internet and social media, television programmes, types of film, musical instruments	Making comparisons
	2b	CLOTHES & SHOPPING	Clothes and adjectives, types of shops, returning items in a shop, cardinal and ordinal numbers, complaining ,	Demonstrative adjectives, direct object pronouns, role-play focus
	3a	MY DAILY LIFE	Daily routine, morning & evening activities, relationships with friends and family	Reflexive verbs, infinitive structures, Verb PODER

	<b>3b</b>	ENVIRONMENT	Local & national environmental issues	Learning about a current topical environmental issue in Spain / South American countries
<b>Year</b>	<b>Term</b>	<b>Topic</b>	<b>Core Knowledge</b>	<b>Core Skills</b>
<b>9</b>	<b>1a</b>	ME, MY FAMILY AND FRIENDS	Family, personality, physical descriptions, relationships	Verb SER, agreement & position of adjectives, reflexive verbs, present tense, quantifiers
	<b>1b</b>	FREE TIME	Free time activities, types of tv programmes, films, social media, mobile technology, sport	Verb IR, Regular preterite tense, Verbs TENER, HACER preterite tense, comparisons/superlatives,
	<b>2a</b>	FOOD & EATING OUT	Going to a café/restaurant, ordering food, adjectives for food, special occasion meals	Verb QUERER present and preterite tenses, phrases of order, adverbs, role-play and photocard focus
	<b>2b</b>	CUSTOMS & FESTIVALS IN SPAIN & LATINAMERICA	Spanish fiestas	Verb IR in the preterite, imperfect tense & 3 irregulars: VER, IR, SER, time frames in the past
	<b>3a</b>	MY HOME & WHERE I LIVE	Furniture, types of house, locations, types of shops & items they sell	Expressions to defend an opinion, hay/es/ está, quantifiers, prepositions of position, justifying an opinion, demonstrative adjectives & pronouns
	<b>3b</b>	POVERTY IN LATINAMERICA	Charity & poverty vocabulary	Looking at children who live in poverty and how ONGs raise money to sponsor children's education