KS3 English

Content Outline

Year 7	In all three years, students will study a wide range of subjects including: prose fiction, poetry, Shakespeare, modern drama, non-fiction, media, film studies, as well as a range of writing skills, such as descriptive, narrative and persuasive writing. Speaking and listening is also an integral part of our KS3 English curriculum with a strong emphasis on discussion, debate, drama and formal presentations.
Year 8	
Year 9	

Progress

Expected Progress in English is two sub grades per academic year
Good Progress in English is three sub grades per academic year

Assessment Methods

- A baseline reading assessment at the start of Year 7
- End of year reading tests for Years 7, 8 and 9
- A variety of written assessments throughout the year
- Speaking and listening assessments throughout the year
- NFER spelling tests at the start of Year 7, 8 and 9
- Many opportunities for self and peer assessment
- Online 'Star Reading' tests from the software package, 'Renaissance Learning' (Year 7 and 8 only)
- Reading quizzes from Renaissance Learning (Year 7 and 8 only)

Homework

Two homework tasks per week, adhering to the school homework timetable. As part of the KS3 library programme, many of these homework tasks will be designated as private (library book) reading sessions. Teachers will monitor each student's Renaissance Learning quizzes each term to assess reading progress and completion of homework

Indicative content – Year 7

- Controlled use of a variety of simple and complex sentences. Confident use of a range of sentence structures
- Full range of punctuation used consistently and accurately. Very occasional errors on more ambitious structures
- Paragraphs skilfully used to support meaning and purpose. Overall direction of the text is clear. Structure is increasingly crafted
- Writing is shaped and imaginative to suit audience, purpose and form. Convincing voice or viewpoint established with only occasional slips. A range of writing techniques used for audience and purpose, mostly successful
- A range of increasingly ambitious vocabulary is used, mostly accurate. Vocabulary is often chosen for effect and choices are mostly successful
- Spelling is very accurate including the majority of more uncommon words
- Relevant points are clearly identified, including summary and synthesis from different sources or different places in the same text. Aptly chosen evidence to support ideas

- Comments are based on textual evidence. Different layers of meaning are identified with some attempt at detailed exploration. Starting to consider the wider implications of a text
- Some detailed exploration of structure. Analyses a range of structural choices
- Some detailed exploration with appropriate terminology
- Starting to understand writing techniques within the context of the whole text
- Main purpose is identified through precise textual analysis. Viewpoint is clearly developed and explored through textual evidence
- Some exploration of styles and conventions used by writers from different periods. Detailed discussion of interpretation and context

Indicative content – Year 8

- A variety of well-chosen sentence types are used, with rare loss of control. A range of features used to craft sentences that have individual merit
- Paragraph length and complexity is shaped and crafted for a variety of effects. Structure creates well-paced texts
- Imaginative and generally successful adaptation of wide range of forms to suit a variety of audiences and purposes. Well-judged and fully sustained voice or viewpoint. A range of writing techniques used for audience and purpose
- A good range of ambitious vocabulary is used. Choices are imaginative and very successful throughout
- Increasing ability to draw on wider reading/knowledge in order to analyse an argument. Evidence used with increasing precision and analysis
- Beginning to develop interpretations that weigh up evidence and tease out meanings. Insightful reading.
- Some evaluation of structure. Some insight into writer's craft
- Beginning to develop precise, perceptive analysis of how language is used
- Beginning to develop analytical or evaluative comments. Detailed understanding of how viewpoints are established and the precise effects on readers
- Some analysis of how texts were influenced by earlier texts and conventions. Analysis of interpretation and context

Indicative content – Year 9

- Sentence structure is imaginative, precise and accurate, matched to writer's purpose and intended effect on the reader
- Management of paragraphing provides textual coherence and cohesion to position the reader appropriately in relation to purpose. Ambitious and well-controlled structuring of subject matter
- Creative adaptation of a wide range of forms. Distinctive personal voice and style matched to intended effect
- A wide range of ambitious and precise vocabulary is used. Highly imaginative and successful throughout.
- Correct spelling throughout
- Clear critical stance develops a coherent interpretation of text(s), drawing on imaginative insights and well supported by reference and wider textual knowledge
- Clear appreciation and understanding of how language and structure support the writer's purpose and meaning.
- Clear and critical understanding of writer's purpose and viewpoint
- Sustained critical analysis/evaluation/Appreciation of context and its effect on interpretation

Mathematics

Content Outline

Year 7	• Using directed numbers, fractions, decimals, percentages and ratios to solve problems • Sequences, including Fibonacci and triangular numbers • Finding and using the nth term of a sequence • Calculating perimeter, area and volume of simple shapes, • Calculating circumference and area of circles • Pythagoras' Theorem • Interpreting data • Simplifying expressions and solving simple equations • Using formulae • Calculating angles • Drawing and using graphs • Probability
Year 8	• Using all types of numbers in calculations • Writing numbers in terms of their prime factors and finding the lowest common multiple and highest common factor of two or more numbers • Writing and also multiplying numbers in standard form • Calculating and using percentage increase and decrease • Calculating probability and identifying mutually exclusive events • Finding the equation of linear graphs given 2 co-ordinates and identifying co-ordinates when given the equation • Expanding and simplifying algebraic expressions with two pairs of brackets • Calculating the area and perimeter of shapes, including semi-circles • Substituting values into expressions and solving worded problems • Solving equations involving fractions and variables on both sides • Using map scales and map ratios • Working with transformations of 2D shapes • Recognising and testing for congruent shapes • Interpreting statistical diagrams • Calculating the radius of comparative pie charts using ratio • Calculating averages from grouped frequency diagrams • Solving problems using direct proportion
Year 9	• Using percentages to solve simple interest problems and calculating the original value • Expanding and simplifying two or more brackets • Factorising algebraic expressions including quadratics • Solving equations involving fractions • Using congruent triangles to solve problems • Using scatter graphs and correlation • Working with applications of graphs (including quadratic and cubic graphs) • More complex sequences • Using Pythagoras' Theorem and its converse to solve problems • Working with standard form • Calculating surface area and volume of a cylinder • Working with direct and inverse proportion and their associated graphs • Solving simultaneous equations, using both graphical and algebraic methods • Working with compound units • Applying trigonometry to real life problems • Using Venn diagrams • Working with frequency trees

Progress

At KS3 Expected Progress in Mathematics is 2 sub grades per academic year, Good Progress is 3

By the end of year 7 students should be able to ….

Apply their knowledge to solve simple questions on all the topics

Solve simple multi-step problems based on the real world situations

Be confident using numbers, both with and without a calculator

By the end of year 8 students should be able to….

Build on the knowledge gained in year 7

Develop their confidence with number both with and without a calculator

Apply their knowledge to more complex multi-step problems

By the end of year 9 students should….

Build on the knowledge gained in years 7 and 8

Link topics together to answer questions

Solve complex problems based on real world situations

Be prepared to study Mathematics at GCSE

Assessment Methods

In Mathematics students will be assessed by:

Individual tests at the end of each topic

Problem solving tests spread throughout the year

End of year exams

Homework

Homework is set twice a week, usually using questions from the homework book sent home with the students at the start of the year. Homework will also be set on the MyMaths website for which students have an individual log in.

Science

Content Outline

Year 7	Biology topics: - Cells, Reproduction, Classification & Variation Chemistry topics: - Particles, Elements & Compounds, Acids Physics topics: - Energy, Forces, Space, Electricity & Magnetism
Year 8	Biology topics: - Keeping healthy, Shaping life, Life support Chemistry topics: - Chemical reactions, Materials & metals, The Periodic Table Physics topics: - Light, Sound, Heating & Cooling
Year 9	Project based learning topics: - • Digestion & Decomposition • Forensics • Magnetism The teaching of the GCSE course will commence in term 4.

Progress

At KS3 Expected Progress in Science is 2 sub grades per academic year, Good Progress is 3

By the end of year 7 students should be able to :

Ask questions based on observations of the real world

Make predictions using scientific knowledge and understanding

Select, plan and carry out the most appropriate types of scientific enquiries to test predictions

Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety

Make and record observations and measurements

Apply mathematical concepts and calculate results

Interpret observations and data to identify patterns

Evaluate data, showing awareness of potential sources error

By the end of year 8 students should….

Ask questions and develop a line of enquiry based on observations of the real world

Make predictions using scientific knowledge and understanding

Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent and dependent variables

Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety

Make and record observations and measurements using a range of methods for different investigations

Apply mathematical concepts and calculate results

Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions

Evaluate data, showing awareness of potential sources of random and systematic error

By the end of year 9 students should….

Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience

Make predictions using scientific knowledge and understanding

Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables

Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety

Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements

Apply mathematical concepts and calculate results

Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. Present reasoned explanations, including explaining data in relation to predictions and hypotheses

Evaluate data, showing awareness of potential sources of random and systematic error and identify further questions arising from their results

Assessment Methods

In Science students will be assessed by:

Completing end of topic tests linked to the themes listed above

Collecting, analysing and evaluating experimental data during assessed practical tasks

Extended projects (see homework tasks below)

Homework

Students will be expected to complete two extended projects over the course of every two (new) terms. These will link to the material being covered in lessons and will assess both conceptual understanding as well as 'How Science Works' ideas. All tasks can be accessed via the VLE. In addition to this, homework **may** be set once a week and will be **if** it is appropriate to do so i.e. if it supports or develops the students' understanding of the topic material.

French

Content Outline

Year 7	**Students will learn:** • To describe themselves and other people • To talk about their families and animals • To describe their home and their town • About French festivals • To say which clothes they wear • To say what the weather is like • To explain what they do in their spare time • To tell the time • To count to 1000 • To use the key verbs of avoir, etre, jouer, aller, faire. • To form the present tense of regular –er and –ir verbs • To use adjectives to describe their work • To use connectives to make their speech and writing more complex
Year 8	**Students will learn:** • To say what they eat • To buy things in shops and cafes • To describe holidays • To describe life at school • To explain how they help at home • To form and use –re verbs in the present tense • To form and use the near future tense • To form and use the perfect tense
Year 9	**Students will learn:** • To describe people • To say how they use technology • About Paris • To describe a film or a book • To say what they did when they were younger • To explain how to resolve environmental problems • To say what they would like to do in the future • To develop their use of the near future tense and the perfect tense

Progress

At KS3 Expected Progress in French changes each year as progress is faster in year 7 when students first start to learn the language.

- In year 7 students will be expected to make 6 sub-grades of progress (generally from Foundation 2 to grade 1+), good progress will be to achieve 7 sub-grades (grade 2 at the end of year 7).
- In year 8 students will be expected make 5 sub-grades with good progress being 6.
- In year 9 students will be expected to make 4 sub-grades with good progress being 5.

By the end of year 7 students should be able to:

- write a paragraph in French on a familiar topic using present tense verbs and opinions.
- understand short paragraphs of written and spoken French on familiar topics.
- hold a conversation in French on familiar topics.

By the end of year 8 students should be able to:

- write longer paragraphs of French in which they refer to present and future events, they are also beginning to refer to past events.
- understand the main points from longer paragraphs of written and spoken French which refer to past, present and future tenses.
- take part in a conversation which include questions, opinions and reasons.

By the end of year 9 students should be able to:

- write at length about past, present and future events and apply grammar in new contexts.
- understand the difference between present, past and future events.
- make themselves understood with little difficulty.

Assessment Methods

In French students will be assessed by

- End of term listening, reading, speaking or writing tests. One skill is tested per term.
- Weekly vocabulary tests

Homework

Each week students will have a list of 20 words to learn, they will need to learn the meaning and the spelling of the French words.

*Students will be given a vocabulary sheet at the start of each term which has all the vocabulary for the term on it, this sheet is also on the VLE and will be emailed to students at the start of term. Effective ways to learn this vocabulary are the 'Look, Cover, Write, Check' method and by using the Quizlet app/website where the MFL department have entered all the vocabulary for the year. (Search **CCGS French Year 7 Term 1 Week 1** to find the list for term 1 week 1 etc)*

Students will also be set other reading or writing homework as deemed appropriate by the teacher to consolidate their learning.

Spanish (Year 8 and 9 only)

Content Outline

Year 8	**Students will learn:** • To introduce themselves • To talk about their classroom • To describe people and pets • To give opinions on school subjects and teachers • To count to 100 • To describe their house • To say what they do in your free time • To describe their town • To give opinions • To use connectives • To use key verbs salir, ir, hacer, estar, ser, tener • To form and use the present tense • To form and use the future tense
Year 9	**Students will learn:** • To describe films and TV programmes • To invite someone to go out • To talk about holidays in the past • To order food in a restaurant • To describe clothes • To shop in Spain • To tell someone what is wrong with them • To say what a healthy diet is • To form and use the past tense • To use past, present and future tenses in work

Progress

At KS3 Expected Progress in Spanish changes each year as progress is faster in year 8 when students first start to learn the language than in year 9.

- In year 8 students will be expected make 8 sub-grades progress (generally to a grade 2-) by the end of the year, good progress will be a 9 sub levels
- In year 9 students will be expected to make 6 sub-grades progress, good progress will be 7 grades

By the end of year 8 students should be able to:

- write short texts on a familiar topics using the future tense.
- give opinions
- take part in short conversations
- understand the main points from written and spoken texts

By the end of year 9 students should be able to:

- write at length about past, present and future events and apply grammar in new contexts.
- understand the difference between present, past and future events.
- make themselves understood with little difficulty.

Assessment Methods

In Spanish students will be assessed by

- End of term listening, reading, speaking or writing tests. One skill is tested per term.
- Weekly vocabulary tests

Homework

- Each week students will have a list of 20 words to learn, they will need to learn the meaning and the spelling of the Spanish words.

*Students will be given a vocabulary sheet at the start of each term which has all the vocabulary for the term on it, this sheet is also on the VLE and will be emailed to students at the start of term. Effective ways to learn this vocabulary are the 'Look, Cover, Write, Check' method and by using the Quizlet app/website where the MFL department have entered all the vocabulary for the year. (Search **CCGS Spanish Year 7 Term 1 Week 1** to find the list for term 1 week 1 etc)*

Students will also be set other reading or writing homework as deemed appropriate by the teacher to consolidate their learning

Art and Design

Key Stage 3 - Content Outline

Year 7	At the start of year 7 there will be a short project which covers the four main Assessment Objectives and introduces students to investigating a theme. They will develop a number of skills including observational drawing, investigating the work of relevant artists and developing creative ideas through experimenting with a range of media techniques and processes. As the year progresses students will broaden their understanding of what art is through investigating abstract styles and their meaning. They will also learn ways to represent architectural forms and different environments with a strong emphasis on mark making, composition, perspective and colour.
Year 8	During year 8, students continue to develop their drawing skills in a variety of ways including representing the human face in a number of ways. The Art and Craft of different cultures will be explored, with particular focus on pattern, colour and shape. Contemporary design will also be investigated including a study of branding and logos.
Year 9	Students will a explore different craft styles from their investigations developing their own designs in a number of different ways. Students will learn how to represent the human form before developing a theme based around their knowledge. They will investigate surrealism and explore ways in which they can create their own surreal outcomes, including using ICT as well as more traditional methods. By they end of KS3 Students will have covered most practical areas of art and design including, drawing, painting, print making, photography, three dimensional sculpture, textile processes and digital media.

Progress

Expected Progress in Art is 2 sub grades per academic year
Good Progress in Art is **3** sub grades per academic year,

By the end of Year 7 students should be able to show a basic understanding of the formal elements. Use a variety of mark making techniques successfully. Be able to mix colours effectively and have an understanding of perspective and proportion in their work. Be able to analyse the work of relevant artists and be able to make their own decisions when necessary.

By the end of year 8 students should be able to represent the human face effectively in a variety of ways. Have a deeper understanding of different cultures and their styles of art. Have a deeper understanding of modern design and branding and be able to use their knowledge and understanding to create effective outcomes in a variety of media.
By the end of year 9 students be able to creatively develop their own work based on their investigations. Draw effectively in a number of ways relevant to purpose including from observation and in design work. Have a strong understanding of how the work of others can inspire them. They will have an understanding of and will be able to create art work in a number of different ways including, drawing, painting, print making, photography, three dimensional sculpture, textile processes and digital media.

Assessment Methods In KS3 students will be assessed by: Individual pieces of work will be marked using the schools RAG system. Overall student levels and progression will be assessed through the marking of projects and their attainment in Four Key areas.

1- Learning from other artists/designers/cultures to help inspire the development of their own work.
2- Experimenting with media, processes and techniques.
3- Recording, through drawing, photography and written thoughts and observations.
4- How creative and personal their response is, to a theme and how successful the outcomes are to the practical work.

Homework

Appropriate homework will be set when necessary, no more than once every two weeks. This may be a practical exercise based on techniques or themes looked at in lessons or research and experimentation to aid the successful progress of ongoing class work.

Computer Science

Content Outline

Year 7	Our 'big' assessment questions are: • How can a problem be broken down so that it is easily solved? • How can a program produce a solution to a problem using inputs, outputs and decisions? • How can data be represented by a computer? • How can we interpret a computer specification? • What is a network and what are the different types? What hardware is needed to construct a network?
Year 8	Our 'big' assessment questions are: • How can we create web pages using the latest techniques? • How can we style our web pages and make updating them effortless? • How to incorporate a range of different techniques in game design and development using Java programming. • Know the features and factors affecting performance of individual hardware components. • Explain how the internet is constructed and how messages get from one place to another?
Year 9	Our 'big' assessment questions include: • What are the different programming constructs and how can these be used to develop programming capability? • How can we create online content which is targeted at influencing and persuading a target audience? • How can computer science influence the world around us? How does it change the way we live? • How will developments in artificial development affect our future?

Progress

At KS3 Expected Progress in Computer Science is 2 sub grades per academic year, Good Progress is 3.

By the end of year 7 students should be able to …

- Learn advanced techniques for problem solving and be able to design and develop a desktop application which will meet user requirements.
- Understand how data including characters numbers, and images are processed by a computer.
- Develop an understanding of hardware so that when you buy something it is more recognisable what you are paying for.
- Discuss the hardware used for creating a network and be able to recognise simple types.

By the end of year 8 students should….

- Be able to program using web languages and develop a capability to independently extend their learning to create other effects.
- Experience object orientated programming and know how to create a simple game.
- Understand logic gate architecture and how different decisions can be reached at machine level.
- Develop a more detailed understanding of hardware component performance and capabilities.
- Have an appreciation for the internet and how it works.

By the end of year 9 students should….

- To develop programming experience and understand and use a range of programming constructs which are used further at KS4.
- Develop a capability to program using efficient techniques and independently solve problems.
- Design professional web content with persuasive content and by using appropriate technology.
- Know the current technological trends in society and engage in the debate of developing artificial intelligence.

Assessment Methods

In Computer Science students will be assessed by completing a range of evidence comprising of practical and written exercises, investigations, debate, evaluations and/or project work at the end of each term.

Homework

Homework will be set once per week, to aid progress or attainment.

Geography

Content Outline

Year 7	• Our main topics in Year 7 include – • It's your planet • Maps and Mapping • About the UK • Glaciers • Rivers • Africa
Year 8	• Our main topics in Year 8 include – • Population • Urbanisation • Asia • Weather and Climate • Our warming planet • Coasts • China
Year 9	• Our main topics in Year 9 include – • Tourism enquiry • Earning a living • International Development • Living off natural resources • Russia • Middle East • Rocks and Soils • Crime and GIS

Progress

At KS3 Expected Progress in Geography is 3 sub grades per academic year. Good Progress is 4 sub grades.

By the end of year 7 students should be able to……

- Remember, list, recount, restate and recognise.
- Locational knowledge of the world's continents and oceans.
- Locational knowledge of studied countries.
- Accurate use of 4 figure and 6 figure grid references
- Ability to interpret basic maps
- To produce simple maps from memory and to represent ideas.
- FIELDWORK – Teacher led but simple enquiry cycle is understood.
- **By the end of year 8 students should be able to….**
- As above plus translate, paraphrase, clarify, describe and explain.
- Locational knowledge of own region.
- Locational knowledge of physical, environmental and human features of own region/country.
- Ability to interpret OS maps, keys and symbols
- To make maps with increasing accuracy.
- FIELDWORK – Teacher led with independent data collection and more independent organisation.

By the end of year 9 students should be able to….

As above plus categorise, organise, apply, classify, summarise determine, distinguish, compare and isolate.

- Locational knowledge of at least two countries other than the UK, case studies of physical, environmental and human factors.
- Ability to use various OS scale maps. To read contour lines and identify features.
- Ability to use OS maps alongside satellite imagery.
- Ability to use a range of different maps.
- Basic use of GIS
- FIELDWORK – Complete investigation that can explain the data and make simple conclusions.

Assessment Methods

In GEOGRAPHY students will be assessed by

- Testing revised knowledge in an end of topic test.
- Decision making exercises (DMEs) based on understanding.
- Written up pieces of fieldwork.
- Map reading and skills tasks.
- End of year exam

Homework

Homework tasks should be set by the geography teacher approximately once a week and usually around one week will be allowed for the task to be completed. Tasks are intended to be meaningful and valued.

It is hoped that tasks would be around 30 minutes worth of work although this does depend on the child. Sometimes longer tasks will be set and then more time will be given.

Activities could include-

- Learning geographical spellings and their meanings.
- GOAL book entry (**G**eography **O**ut and **A**bout **L**og). This "scrapbook" style book is where geography learning out of the classroom can be recorded. E.g. geography in the news, holiday destinations etc.
- Completing class work.
- Researching a given topic.
- Revising and reviewing work.
- Responding to teacher feedback.
- Consolidating classwork with a task to apply what they have learnt.
- Getting organised, sticking in sheets and catching up!

In addition, the geography department have a termly challenge. Information on this can be found on the VLE, posters around school and from the class teacher. The termly challenge is an optional task that is open to all year groups. It is designed to challenge those students that are particularly interested or excel in the subject. A new title is offered each term and it is entirely student choice what they do with it. It is an opportunity to be creative too.

History

Content Outline

Year 7	Our 'big' assessment questions are: • Did people's lives improve in the years 1066-1485?' • Who had power in the years 1066-1485? • Was King John really a 'bad' king? • How significant was the British Empire?
Year 8	Our 'big' assessment questions are: • How and why did England's religion change in the years 1509-1603? • What were the causes of the English Civil War? • How far did life change for people in Britain in the years 1750-1900 • How did people gain the vote 1830-1928? • What was US Society like in the years 1918-41?
Year 9	Our 'big' assessment questions include: • What were the causes of the First World War? • Was the Battle of the Somme a disaster for the British? • What was the impact of the First World War? • Why were women given the vote in 1918? • What were the causes of the Second World War? • What was the key 'turning-point' of the Second World War? • What was the domestic impact of the Second World War? • What was the Holocaust? • What was the Cold War?

Progress

At KS3 Expected Progress in History is 3 sub grades per academic year, Good Progress is 4

By the end of year 7 students should be able to …

- Give detailed evidence/facts to explain why an event happened in the past.
- Use sources to answer enquiry questions and begin to question the reliability of these sources.
- Show that events and people in the past have been interpreted in different ways and give a basic explanation for why these differences exist.

By the end of year 8 students should….

- Give detailed evidence/facts to explain why an event happened in the past and classify this evidence into 'groups'.
- Use sources to answer enquiry questions and question the reliability of these sources in a more sophisticated manner.
- Show that events and people in the past have been interpreted in different ways and give clear explanations as to why these differences exist.

By the end of year 9 students should….

- Give detailed evidence/facts to explain why an event happened in the past and classify this evidence into 'groups. Furthermore, explanations of how different factors link and interact should be evident.
- Use sources to answer enquiry questions and question the reliability of these sources in a more sophisticated manner including an awareness of how the historical context affects the 'weight' given to a pice of historical evidence.
- Show that events and people in the past have been interpreted in different ways and give clear explanations as to why these differences exist. Furthermore, understanding of how the historical context, political ideology or 'access' to information explain these differences.

Assessment Methods

In History students will be assessed by:

- Completing essays at the end of every 'big' question/investigation.

Homework

Homework **can** be set once a week and will be **if** it is appropriate to do so i.e. if it supports or develops the students' understanding of the topic material.

Music

Content Outline

Year 7	Sound is all around – exploring the elements of music. Understanding the sound wall, rhythm notation and pitch notation. The Drum Kit. Soundscapes and Contrasts – exploring instrumental timbres. Exploring the instruments and sections of the orchestra. The music of China Music on the page - The varying notations of music and the musical scale. Learning to play scales and understanding semitones and tones.
Year 8	How musical devices create music – Riffs, ostinato and chords through the genres of Jazz and Blues. Learning the 12 bar blues chords on keyboard and ukelele) Music through time – a study of musical history. Music from Renaissance to 20th century Cycles and Structures through African music. Djembe practical work
Year 9	Music for dance – Pop and Rock. Understand the structures of popular music and how chords are used as a basis for melody. How to compose a melody on top of chords. Composing music for film and or television using common clichés. Learning about the history of film music. Music around the world. Looking at Brazilian Samba and Indian raga and learning about the contexts of each

Progress

At KS3 Expected Progress in music is 2 sub grades per academic year, Good Progress is 3.

By the end of year 7 students should be able to / should understand - see table above.

By the end of year 8 students should….- see table above.

By the end of year 9 students should….- see table above.

Assessment Methods

Composition of various pieces linked to the above. Composition may be individual or in groups.

Performance

Written work

Homework

Year 7

Music Theata software – basic music theory

“Music and Me”

Revision for End of Unit Tests and Year 7 exam.

Year 8

SAM Learning – basic music theory

Project on a Jazz Musician or Composer

Revision for End of Unit Tests and Year 7 exam.

Year 9

Various Listening homeworks

Project on a film composer

Revision for End of Unit Tests and Year 7 exam.

Physical Education

Content Outline

Year 7	Variety of Sports including; baseline testing, Gymnastics, Hockey, Dodgeball, Athletics and Softball
Year 8	Variety of Sports including; health-related athletics, Acro-Gymnastics, Hockey, Dance, Athletics and Softball
Year 9	Variety of Sports including; training methods in sport, Vaulting gymnastics, Football, Table-tennis, Athletics and Softball

Progress

Minimum expected will be 2 sub-grades per academic year. Good progress will be 3 sub levels.

By the end of year 7 students should be able to / should understand

Rules and roles in a variety of sports / link and combine skills and techniques / describe how exercise affects the body

By the end of year 8 students should….

Be aware of tactics / compare and analyse techniques / explain how exercise affects the body

By the end of year 9 students should….

Apply tactics to different sports / select and combine advanced skills / coach and plan for improvement

Assessment Methods

In PE students will be assessed by on-going practical assessments throughout all sports.

Homework

Is occasionally set by teachers.

Religious Studies

Content Outline

Year 7	**Religions** – An Introduction. **Sikhism** – Belief, Practice & Ethics: transition learning from Year 6 (KAS). **Christianity** – The life and ministry of Jesus part 1 – Implications for a Christian faith and the community.
Year 8	**Islam** – Belief, Practice & Ethics. **Christianity** - The life and ministry of Jesus part 2 – Implications for a Christian faith and the community. **Philosophy of Religion** – An Introduction
Year 9	**Buddhism** – Belief, Practice & Ethics. **Death & Burial Rituals & Concepts of the Afterlife**: Animal behaviour, Early Man, Egyptian mummification, Tibetan book of the Dead, Modern / Christian services. **Women in Religion** or **Key Christian figures in the 20th century**. Optional: **Humanism** & **Taoist studies** or other.

Progress

Expected Progress in Religious Studies is **3** sub grades per academic year,
Good Progress Religious Studies is **4** sub grades per academic year,

By the end of Year 7 students should be able to use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. Students ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

By the end of year 8 students should be able to use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments

By the end of year 9 students should use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression. Students articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Assessment Methods

In Religious Studies students will be assessed by:
End of Unit Assessments, once per term. Other assessments may include extended projects e.g. Hajj blog, etc.

Homework

Once every other week, written or otherwise directed.

Technology

Content Outline

Year 7	**Rotation Carousel year 7** Rotation 1 Minilight - Students will learn to design and develop your own logo, which can be incorporated into their 'Minilight' keyring design. They will then gain their first 'taste' of Computer Aided Design (CAD) to generate a 'virtual' version of your keyring. During the manufacture of their actual keyring they will experience; a variety of different plastics, as well as gain the hand tool and machine skills required to produce it to a high standard. Motorhead This project aims to explore certain mechanical elements and show how they can be used to make an item move in different ways. We will also be exploring the use of wood to manufacture an item to strict guidelines, in the same way as a small factory may operate. Rotation 2 Pimp my drive - In this unit you will use computer-aided design and computer aided manufacture to design and make a USB stick. Drawing techniques - We are going to explore the world of three dimensional (3D) drawing, to help your design work look realistic. We will cover 3D techniques from oblique to three-point perspective. Rotation 3 Food Technology – Students work through a number of cooking tasks support with theory work they are: Mini carrot cakes, apple crumble, cheese scones, fruit scones, Macaroni cheese or pasta in fish sauce, spinach potato and chickpea curry, fajitas, flap jacks, and chocolate truffles.
Year 8	**Rotation Carousel year 8** Rotation 1 Structures - Students will be required to design and make a structure, using inherently weak materials, which will conform to a series of limitations (known as a specification). Each structure will be tested to destruction with the best strength to weight ratio winning. Game over - Game Over introduces a high level of Solidworks skills coupled with an in-depth analysis of a particular product and a detailed design process specifically tailored for 3D Printing. Rotation 2 Lightspeed - Sustainability is something that we all MUST think about, be it in recycling materials and products or in how we reduce the amount of wastage in other areas. This project is aimed to make students think about where our electricity comes from, and how we could get it from a more eco-friendly source. How it's made - Good designers have a clear understanding of how things are manufactured in industry. This helps them to design realistic products that can be manufactured. This unit explores how we manufacture product in industry through practical exercises. Rotation 3 Food Technology – Students work through a number of cooking tasks support with theory work they are: Tiramisu, Tomato sauce, fresh pasta, lemon cheesecake, garlic flat bread, and yeast based pizza.
Year 9	**Rotation Carousel year 9** Rotation 1 Boom box - The manufacturing of a speaker stand, so that students can connect your mobile phone or mp3 player and listen to your music (or audio books?). Rotation 2 Skate n' skim - In this project you will be design a Skate or Skim board for a client, students will be manufacturing the board and the graphics. Rotation 3 Food Technology (Thanet earth) – Students work through a number of cooking tasks support with theory work they are: rough puff pastry, omelette, Asian style fritters, muffins, ratatouille, chocolate orange scones, chocolate tarts, and pancakes. Food Technology (breakfast project) – Students work through a number of cooking tasks support with theory work they are: breakfast muffins, blueberry and lemon pancakes, orange couscous, and eggs Florentine.

Progress

At KS3 Expected Progress in Technology is 2 sub grades per academic year, Good Progress is 3. The range of the Baseline test is 1- to 2+

By the end of year 7 students should be able to …

- Use a few different sources of information as well as prior knowledge to help generate ideas.
- Show an understanding of how culture and society are relevant when you develop and communicate your ideas.
- Show you are aware of constraints and how to tackle them.
- Use discussion, labelled sketches and models to communicate their designs, showing understanding of aesthetic and socio economic groups.
- Work from your own detailed plans, modifying them when needed.
- Use a range of tools, with some precision.
- Test and evaluate your product, showing that you understand the situations in which the products will function

By the end of year 8 students should….

- Use various sources of information recognising the significance of others' design work and showing that they understand the form and function of familiar products.
- Develop detailed criteria for their products and use these to explore proposals.
- Respond creatively to briefs, exploring and testing your ideas.
- Apply your knowledge and understanding by responding to several aspects of the original problem.
- Produce detailed plans that outline alternative methods of manufacture.
- Use a range of tools, materials, and processes, showing you understand their characteristics.
- Evaluate your product in use, and identify ways of improving it. As well as evaluating how effectively you have used information sources.

By the end of year 9 students should….

- Use a wide range of relevant information when developing and modelling ideas.
- Investigate form, function and production processes.
- Show an understanding of others' designs as you respond creatively to briefs, whilst exploring and testing your design thinking.
- Recognise the different needs of a range of users, and search for trends and patterns in existing solutions as you develop fully realistic products.
- Use discussion, labelled sketches and models to communicate your designs, showing understanding of aesthetic and socio economic groups.
- Produce plans that predict the time needed to carry out the main stages of making products whilst still being able to outline alternative methods of manufacture.
- Work with a range of tools, materials, and processes, showing you have full understanding of their characteristics and uses.
- Adapt your method of manufacture in response to changing circumstances solving technical problems and providing a sound explanation for any change from the design proposal.
- Select appropriate techniques to evaluate how your product would perform when used and demonstrate in the light of these findings how you would modify it to improve performance.

Assessment Methods

Students are assessed twice a rotation by completing theory and practical exercises on rotation areas on a carousel.

Homework

Homework **can** be set once a week and will be **if** it is appropriate to do so i.e. if it supports or develops the students' understanding of the topic material.

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