

THE HARVEY GRAMMAR SCHOOL



Founded 1674

KS3 Curriculum Overview

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KS3 Scheme of Work - ENGLISH

Year 7		Topic(s)	Content
Term	1	New Beginnings	<ul style="list-style-type: none"> - Mini literacy and spelling tests to assess security of levels. - Work on reading and comprehension skills; reading a variety of texts. - Work on writing skills; structure of a formal letter. - Assessment: Writing a formal letter to primary schools- peer assessed on literacy skills developed through the term.
Term	2	Pre 1900 Literature	<ul style="list-style-type: none"> - Exploring a variety of different fiction examples. - Developing the skills to Point Evidence Explain - Looking closely at literary techniques and how they are used in the novels of Charles Dickens. - Assessment: Reading comprehension on extract from A Christmas Carol.
Term	3	Shakespeare	<ul style="list-style-type: none"> - Information and context about Shakespeare. - Exploration of Shakespeare's language. - Group performance of a role-play from A Midsummer Night's Dream. - Assessment: Performance and comprehension test on scenes from Macbeth.
Term	4	Myths	<ul style="list-style-type: none"> - Define myths and legends; explore examples from different cultures. - Identify key components of fairy tales and look at examples. - Focus specifically on structure of Greek myths. - Assessment: Plan and write own myth.
Term	5	Media	<ul style="list-style-type: none"> - Introduce term 'genre'. Explore different conventions within different genres of film- analyse film posters. - Speaking and Listening: Plan and create film trailer in groups. - Explore structure of film reviews. - Assessment: Write own film review.
Term	6	Travel Writing	<ul style="list-style-type: none"> - Define 'travel writing'; read through different examples and identify conventions of this style. - Explore persuasive techniques and how they are used in travel brochures. - In groups, create an island- write an example of travel writing and an advert for that island. - Assessment: End of year examination.
Year 8		Topic(s)	Content
Term	1	Poetry	<ul style="list-style-type: none"> - Explore a variety of figurative language used in poetry. - Read and identify themes, rhythm and purpose in contemporary and literary heritage poetry. - Write own examples of poems. - Assessment: Use comprehension questions to analyse a poem.
Term	2	Horror and the Supernatural	<ul style="list-style-type: none"> - Explore the idea of the gothic in literature; look at several different examples and identify conventions. - Revisit and develop idea of how and why figurative language is used; identify particular writing style and its effectiveness. - Assessment: Write own opening to/complete gothic story.
Term	3	Shakespeare	<ul style="list-style-type: none"> - Close study of <i>'The Tempest'</i>; create a summary of the events and main characters within the play. - Identify the performance elements in the play; group work- performance of opening scene. - Developed focus on relationships between characters. - Assessment: Essay exploring the idea of power.
Term	4	Media	<ul style="list-style-type: none"> - Exploration of persuasive techniques and how they are used. - Detailed analysis of types of advertising in Media- television, radio and print. - Group work: ad campaign for a new chocolate bar that includes a presentation of ideas. - Assessment: Persuasive speech for created chocolate bar.
Term	5	Crime	<ul style="list-style-type: none"> - Consider aspects of crime genre in literature. - Role-play for a crime scenario- group presentation of ideas. - Class discussion about crime and punishment. - Assessment: Write an essay that explores the ideas of crime and punishment.

KS3 Scheme of Work – ENGLISH

Term	6	Sci Fi	<ul style="list-style-type: none"> - Consider War of the Worlds (radio production); write and perform own script for radio play that is in the same style. - Create a book similar to <i>Dr Xargle</i> type on an aspect of life that would appear peculiar to an alien. - Assessment: End of year examination.
Year 9	Topic(s)	Content	
Term	1	Woman in Black	<ul style="list-style-type: none"> - Revisit the conventions of gothic literature and practice incorporating into own writing. - Read the entire text and carry out specifically analytical activities to develop understanding of writing style and author's purpose. - Reading Task: Write an essay that explores the characters in WiB, as well as identifying how fear is created through language. - Writing Task: Create a short gothic story; peer assess this to ensure that conventions are being included.
Term	2	Hope Springs	<ul style="list-style-type: none"> - Identify the conventions of a play; explore what is typically included in a narrative and what is unusual. Define stylistic and realistic- apply this to the text. - Group role play scenario about the characters in the play. - Read through the play, completing analytical tasks that develop understanding of purpose and characters. - Group work: create plan for a production of the play, focusing on one aspect. These will be presented to the rest of the class. - Assessment: Write a formal report that summarises the events that occur in the play.
Term	3	Shakespeare: Henry IV Part I	<ul style="list-style-type: none"> - Revisit contextual information about Shakespeare's life and performance. - Go through play; create summary and then complete activities about different aspects of the text. - Consider themes and characters within the text, considering the performance value. - Assessment: An essay comparing the characters of Hotspur and Hal.
Term	4	Poetry	<ul style="list-style-type: none"> - Go through the figurative language techniques that are found in poems. - Analyse a variety of poems, both contemporary and literary heritage. - Use the techniques to create own poem. - Assessment: Choose any two poems studied to compare; discuss in groups and then write in an essay format.
Term	5	Of Mice and Men	<ul style="list-style-type: none"> - Read the text, completing variety of activities to enhance understanding. - Analyse and explain characters and their relationships. - Role play- Use two characters from the novella and create a scenario to act out. - Assessment: Write a speech from the point of view of one of the characters explaining their feelings about events in the text.
Term	6	Language Skills	<ul style="list-style-type: none"> - Exploration of creative writing and development of persuasive techniques. - Development of comprehension skills, using a variety of texts. - Group work: produce a board game that encompasses all elements of language skills. - Assessment: End of year examination.

KS3 Scheme of Work – MATHEMATICS

Year 7		Topic(s)	Content
Term 1	Module 1		<ul style="list-style-type: none"> - Number, including multiplication and division. - Patterns and numbers. - Geometry and parallel lines. - Fractions, decimals and percentages and their equivalencies.
Term 2	Module 2		<ul style="list-style-type: none"> - BODMAS, estimating and using a calculator. - Adding and subtracting fractions. - Probability. - Formulae and negative numbers. - Decimals.
Term 3	Module 3		<ul style="list-style-type: none"> - Area and perimeter. - Co-ordinates and straight line graphs. - Translations, rotations and reflections.
Term 4	Module 4		<ul style="list-style-type: none"> - Constructions, triangles and quadrilaterals. - Equations. - Averages and comparing data.
Term 5	Module 5		<ul style="list-style-type: none"> - Plans, elevations, nets and volume. - Grouping data and pie charts. - Circumference and area of a circle.
Term 6	Module 6		<ul style="list-style-type: none"> - Surveys and Stem and Leaf. - Metric and imperial units.
Year 8		Topic(s)	Content
Term 1	Module 1		<ul style="list-style-type: none"> - Decimals and fractions including multiplication and division. - Fractions and percentages including increase and decrease calculations. - Polygons and angles. - Probability including using a Venn diagram.
Term 2	Module 2		<ul style="list-style-type: none"> - Transformations including combinations. - Enlargements using a positive scale factor. - Ratio and calculations. - Indices and estimating. - Formulae and brackets.
Term 3	Module 3		<ul style="list-style-type: none"> - Continuous data and representation. - Solving equations including brackets, unknown on both sides and fractions. - Straight line graphs including gradient and intercept. - Finding areas and perimeters of part circles.
Term 4	Module 4		<ul style="list-style-type: none"> - Standard form and calculations. - Distance time graphs and problems. - Scale drawing, bearing and constructions. - Surveys analysing data and scatter diagrams.
Term 5	Module 5		<ul style="list-style-type: none"> - Volume of prisms and density. - Two way tables and problem solving. - Simplifying algebraic expressions and simplifying. - Rounding and estimating. - Trial and improvement.
Term 6	Module 6		<ul style="list-style-type: none"> - Further percentages including reverse percentages. - Proof. - Pythagoras' Theorem.

KS3 Scheme of Work – MATHEMATICS

Year 9		Topic(s)	Content
Term 1	Module 1	Higher: <ul style="list-style-type: none"> - Standard form and calculations. - Transformations. - Pythagoras. - Tree Diagrams. 	Intermediate: <ul style="list-style-type: none"> - Sequences and limits. - Fractions reverse percentages. - Polygons, angles and parallel lines. - Locus.
Term 2	Module 2	Higher: <ul style="list-style-type: none"> - Simultaneous equations. - Percentage and proportion problems. - Sequences and functions. 	Intermediate: <ul style="list-style-type: none"> - Formulae fractions trial and improvement and equations with higher powers. - Analysing data. - Volumes and surface areas of prisms.
Term 3	Module 3	Higher: <ul style="list-style-type: none"> - Powers, roots, quadratics and cubic graphs. - Inverse operations, reciprocal and rounding. - Similarity congruency and ratio. 	Intermediate: <ul style="list-style-type: none"> - Estimates, calculator calculations. - Indices. - Probability.
Term 4	Module 4	Higher: <ul style="list-style-type: none"> - Data handling, including interpreting data. - Expanding and factorising simple expressions and quadratics. - Compound area and volumes of shapes. 	Intermediate: <ul style="list-style-type: none"> - Enlargements, congruency formulae. - Factorisation.
Term 5		Transfer to the GCSE course	
Term 6		Transfer to the GCSE course	

KS3 Scheme of Work – SCIENCE

Year 7	Topic(s)	Content
Terms 1 and 2	Living systems The particulate nature of matter Forces and motion	<ul style="list-style-type: none"> - Using a microscope to see plant and animal cells. - The role of diffusion. - Adaptations of unicellular organisms. - Cells, tissues, organs and systems. - The human skeleton, muscles and joints. - Matter and its properties. - The particle model and behaviour. - Changing state, water, mixtures, filtering and evaporation. - Chromatography and distillation. - Movement and speed. - Distance–time graphs. - Forces and representing forces. - Gravity and weight. - Friction, density, stretching and squashing. - Air and water resistance. - Balanced and unbalanced forces and forces and changes in movement.
Terms 3 and 4	Diet and health Atoms, elements and compounds Lever, moments and pressure	<ul style="list-style-type: none"> - A balanced diet. - The human digestive system. - Food tests. - A closer look at the food groups. - Malnutrition and obesity. - Energy requirements and drug use. - Atoms, elements and the Periodic Table. - Atoms, elements and compounds. - Mixtures and compounds. - Naming compounds. - Chemical symbols and formulae. - Chemical reactions. - Levers. - Calculating the turning effect. - Principle of moments. - Simple machines. - Pressure. - Hydraulic machines.
Terms 5 and 6	Genetics and evolution Reactions Electricity and electro-magnetism	<ul style="list-style-type: none"> - What is a species and variation? - Adaptation, natural selection and evolution. - Selective breeding. - Extinction. - Gene banks and biodiversity. - Chromosomes, Genes and DNA - Reactivity series. - Displacement reactions. - Properties of metal and non-metal oxides. - Exothermic and endothermic reactions. - Catalysts. - Reversible and irreversible change; how can we measure changes in a reaction? - Combustion. - Oxidation and reduction. - Static electricity. - Electric fields and charge. - Circuits and current. - Voltage and resistance. - Electrical relationships. - Magnetic forces, the Earth's magnetism and electromagnets.

KS3 Scheme of Work – SCIENCE

Year 8	Topic(s)	Content
Terms 1 and 2	Photosynthesis, respiration and circulation Acids and alkalis Energy	<ul style="list-style-type: none"> - Photosynthesis. - Minerals from the soil. - Gas exchange in plants and mammals. - Respiration. - The circulatory system and blood. - Working safely with acids and alkalis. - Reactions of acids and alkalis. - PH scale and indicators. - Conservation of energy. - Energy from food. - Fuels. - Heating: conduction and convection. - Radiation and evaporation. - Chemical and physical changes. - Energy calculations.
Terms 3 and 4	Reproduction and growth Materials and everyday Chemistry Waves	<ul style="list-style-type: none"> - Reproduction in humans and plants. - Menstruation. - Puberty. - Gestation (pregnancy) and birth - Where does the waste go? - Sustainable development. - Polymers. - Ceramics. - Composite materials. - Hydrocarbons and fuels. - Describing waves. - Light as a wave. - Refraction of light. - Colour. - Sound. - Loudspeakers and microphones. - Using sound and ultrasound. - Waves, energy and speed.
Terms 5 and 6	Ecosystems The Earth and atmosphere Space	<ul style="list-style-type: none"> - Ecosystems. - Food chains, webs and pyramids. - The importance of insects in crop pollination. - Effect of human population increase on the environment. - Effects of climate change. - Protecting the environment. - The Earth. - The rock cycle - The Earth as a resource. - Recycling. - Biofuels and the carbon cycle. - The atmosphere. - Human impact on climate change. - The Sun and stars and Solar System. - Gravity and orbits. - Days and seasons. - The Moon and its craters. - Eclipses. - Galaxies and the Universe. - Observing space.

KS3 Scheme of Work – ART & DESIGN

Year 7		
Year 7	Topic(s)	Content
Term 1	Identity	A general introduction to Art. Pupils use the theme of 'identity' or 'self' as starting points for the terms work. <ul style="list-style-type: none"> - Observational Drawing. - Proportions of the face. - Self-portrait. - Monoprinting.
Term 2	Colour Theory	Introduction to painting. <ul style="list-style-type: none"> - Colour Theory Knowledge. - Experimentation and colour mixing. - Artist Studies. - Mixed media work.
Term 3	Fauvism	Research into the work of the originators of Fauvism, Henri Matisse and Andre Derain. <ul style="list-style-type: none"> - Observational painting. - Use of mixed media. - Studies of Folkestone Harbour.
Term 4	Medieval Art	Cross curriculum study of medieval art linked to History and the trip to Rochester Castle. <ul style="list-style-type: none"> - Illuminated Manuscript. - Drolleries. - Drawing, painting and 3D work.
Term 5	Ceramic Art	An introduction to ceramic art and working in clay/3D. <ul style="list-style-type: none"> - Artist studies. - Grayson Perry's 'Who are you' show. - Narrative design and decoration. - Clay.
Term 6	Working in clay	Clay sculpture and decoration techniques. <ul style="list-style-type: none"> - Fabrication in clay. - Firing process. - Surface decoration. - Exhibition.
Year 8		
Year 8	Topic(s)	Content
Term 1	Day of the Dead	An exploration of the Mexican festival 'Dia de los Muertos'. <ul style="list-style-type: none"> - Artist studies. - Investigation of 'Festival' and 'Community Celebration'. - Develop individual response. - Clay work. - 3D card sculpture.
Term 2	Mechanical Form	An exploration of the work of artists that use the 'Man-made' environment as inspiration for their work. <ul style="list-style-type: none"> - Observational drawing. - Experimentation with different media. - Artist Studies. - Personal Response.
Term 3	Cubism	Research into the work of the Cubists and creation of a personal response. <ul style="list-style-type: none"> - Observational studies. - Artist studies. - 3D work. - Bas relief. - Mixed media.
Term 4	Urban Art	A study of the work of the 'Urban Artist' and the enhancement of found surfaces. <ul style="list-style-type: none"> - Artist studies. - Mural art and urban regeneration. - Explore local environment. - Develop personal response.

KS3 Scheme of Work – ART & DESIGN

Term	5	Sequential Art	An exploration into the History of Sequential Art, from the Cave Paintings of Lascaux to the art of the: <ul style="list-style-type: none"> - Comic strip. - Graphic novel. - Personal response. - Illustration of a narrative.
Term	6	Still Life	Development of observational skills using the still life as a focus. <ul style="list-style-type: none"> - Drawing and painting. - Printmaking. - Mixed media.
Year 9			
Term	1	Architecture	An introduction into the work of artists and architects and the use of layering in design. <ul style="list-style-type: none"> - Observational drawing. - Experimentation with different media. - Artist studies. - Personal response.
Term	2		
Term	3	Natural Form	A study of Natural Form as a theme for the development of a personal response. <ul style="list-style-type: none"> - Observational drawing. - Experimentation with different media. - Artist studies. - Personal response.
Term	4		
Term	5	Still Life	Development of observational skills using the still life as a focus. <ul style="list-style-type: none"> - Drawing and painting. - Printmaking. - Mixed media.
Term	6	GCSE	GCSE style project that develops work from Still life studies. <ul style="list-style-type: none"> - Develop ideas and intentions by working from first hand observation and experience. - Create a personal response that is linked to the study of other artist.

KS3 Scheme of Work – COMPUTER SCIENCE

Year 7		Topic(s)	Content
Term 1	1	Computational Thinking	<ul style="list-style-type: none"> - Computational Thinking is a problem-solving process that includes the following skills and challenges; Analysing and logically organizing data, data modelling, data abstractions, and simulations. - Formulating problems such that computers may assist, Identifying, testing, and implementing possible solutions. - Automating solutions via algorithmic thinking and generalising and applying this process to other problems.
Term 2	2	Programming (Small Basic)	<ul style="list-style-type: none"> - Boys now know how to sequence instructions but now this is their first introduction to a real programming language. We take our first steps nice and easy and the software we use is called Small Basic which is an introductory programming environment using colour coded syntax to help write and debug code/programs. - We also introduce the concept of a computer program as a set of instructions.
Term 3	3	Programming - Year 7 Major Project (Small Basic)	<ul style="list-style-type: none"> - After learning how to use Small Basic, create programs and use variables, branching, conditional statements and loops, boys are given a task to create a program of their own, with minimal teacher input and to see what they can produce for themselves. - Currently they are free to make a Football score vide-printer, a cinema booking system, a running times log or a shop. Very exciting, great engagement, and fantastic results.
Term 4	4	Data and Representation	<ul style="list-style-type: none"> - In this unit we look at the binary system for storing Data, exploring how numbers, characters and images are represented in binary and in hexadecimal and how these are converted into a form that the computer can understand.
Term 5	5	Computer Systems	<ul style="list-style-type: none"> - With a focus on hardware, students investigating the major components of computers and the suitability of these components for particular uses and applications. - We identify and investigate the function of the many different physical parts of a personal computer. - We learn the capability and suitability of hardware components necessary for the purchase of a situation-specific computer.
Term 6	6	Networks and Data Security	<ul style="list-style-type: none"> - We learn about the different types of computer network and their uses. - Understand what a topology is. - We investigate common network hardware and their purpose whilst also looking at the important role encryption plays in a network.
Year 8		Topic(s)	Content
Term 1	1	Software Design	<ul style="list-style-type: none"> - Students design, create and even program a Mobile App for The Harvey Grammar School and its potential users. T - He focus is on design here though, investigating and understanding different user requirements, and designing permissions for these using hierarchy structures.
Term 2	2	JAVA Programming (introduction to Greenfoot)	<ul style="list-style-type: none"> - Greenfoot is Educational software designed to make learning programming easy and fun (Kent University Computer Science Dept.) and focuses on Object Oriented programming. It is fun, challenging and focuses on programming objects so that they can move and interact with their environments. (This lends itself very well to creating computer games, which the students naturally love). This unit is interactive, engaging, and visual (which when used to teach and learn programming, makes learning to program easier) and, students are learning and teaching Java, one of the most important languages in the world.
Term 3	3	Greenfoot Programming	<ul style="list-style-type: none"> - Using Greenfoot to learn and apply the concepts of JAVA programming, boys learn how to make an interactive side-scrolling computer game. - This work has to be seen to be believed. Incorporating classes, methods, variables, Boolean, and all types of variables, this engages like no other unit. It's so good, we do it over two terms!
Term 4	4	"SHOOT!"	<ul style="list-style-type: none"> - As above.
Term 5	5	Data and Representation	<ul style="list-style-type: none"> - A challenging theory topic, looking at Logic gates, Boolean algebra and problem solving. This is a unit which gives boys the first taste of GCSE Computing in order to understand that there is a lot of work behind all of the fun programming that we do also.

KS3 Scheme of Work – COMPUTER SCIENCE

Term	6	Computer Systems	<ul style="list-style-type: none"> - In this unit, we again focus on theory and in particular, the design of the computer system. - Input devices, secondary storage, The CPU and Memory and how all of them are essential for a computer system to function at a high level.
Year 9	Topic(s)	Content	
Term	1	HTML and CSS programming	<ul style="list-style-type: none"> - These units on HTML and CSS are all about understanding what is behind the development of web page design. - HTML5 is the language for presenting content and CSS for enhancing and formatting more aesthetic and visually exciting content. - We also look at a little Javascript too.
Term	2	HTML and CSS programming	<ul style="list-style-type: none"> - These units on HTML and CSS are all about understanding what is behind the development of web page design. - HTML5 is the language for presenting content and CSS for enhancing and formatting more aesthetic and visually exciting content. - We also look at a little Javascript too.
Term	3	Programming with VB.Net	<ul style="list-style-type: none"> - Many students really enjoy this unit where again we apply our learning of the concepts of programming, but using what will be for many boys the third or fourth language that they have learned at The Harvey. We create forms with different aims and purposes, then code and program all of the elements of each form until we produce savings calculators, sandwich/pizza ordering programs and an interactive touch-screen blackboard among other things.
Term	4	Artificial Intelligence	<ul style="list-style-type: none"> - For some people, the dream has always been to build a computer which can think like humans can, or to learn from experience like we do. So far, this has been well documented in movies along a fantasy theme. However, the possibilities are improving all of the time, and Artificial Intelligence (AI) is becoming more and more of a realistic prospect. - Imagine a computer device that behaves in different ways depending on what you're doing and where you are. It could be a mobile phone that automatically turns itself onto silent when you walk into class, assembly or perhaps the cinema even! Then, as you get older, it may be that your mobile senses when you are driving and automatically switches to Bluetooth hands-free (if compatible with your car). Some of the possibilities afforded to us through Artificial Intelligence
Term	5	Computer Systems in the real world	<ul style="list-style-type: none"> - This is a fun, investigative unit of work which looks at the 'real world' application of modern developments in Computer technology. - How are computers used around the home, in buildings, even making things like refrigerators and toilets more user-friendly and efficient?
Term	6	Retro Computer Game Programming	<ul style="list-style-type: none"> - Using the programming language of their choice, students complete KS3 Computing by recreating popular retro computer games, such as (but not limited to) Asteroids, Pacman, Berzerk and Frogger.

KS3 Scheme of Work – DESIGN TECHNOLOGY

Year 7		
Year 7	Topic(s)	Content
Term 1	Introduction to DT and Safety Designing for others	<ul style="list-style-type: none"> - Introduction to safe working in the DT workshops: A4 Safety Poster Assignment. - Baseline DT tests. - Cultural Jewellery Pewter Casting Project: Considering design in other cultures and using research to influence the design and making of an item of jewellery using low temperature casting equipment.
Term 2	Designing for others	<ul style="list-style-type: none"> - Cultural Jewellery Pewter Casting Project: Considering design in other cultures and using research to influence the design and making of an item of jewellery using low temperature casting equipment.
Term 3	STEM Renewable Energy Systems and Control	<ul style="list-style-type: none"> - STEM Wind Turbine Conference: Individual research task on wind turbine technology as a solution to power needs in the UK. Working as teams to design and make wind turbine blades to present in a conference workshop. - STEM Wind Turbine Conference: Whole day workshop presenting team work and opportunity to meet visiting engineers to discuss STEM careers. - Control Technology: Using Logicator and Smart Boxes introduction to control systems and flow chart programming techniques, practical problem solving and interfacing to the outside world.
Term 4	Electronic Products	<ul style="list-style-type: none"> - Designing for a purpose: Strobe Light Project or Darlington Pair Night Light, Introduction to electronics construction skills, CAD/CAM and development of practical skills.
Term 5	Electronic Products Resistant Materials DMA	<ul style="list-style-type: none"> - Designing for a purpose: Strobe Light Project or Darlington Pair Night Light, Introduction to electronics construction skills, CAD/CAM and development of practical skills. - Photo frame Project – resistant materials skills development focus, designing a photo frame for a chosen end user.
Term 6	Developing Practical Skills Effective Research	<ul style="list-style-type: none"> - Photo frame Project – Resistant materials skills development focus - Independent Research Assignment: Project on a Great Engineer – a focus on the work of a chosen engineer and how they have affected our lives.
Year 8		
Year 8	Topic(s)	Content
Term 1	Safety Electronics & Product Modelling	<ul style="list-style-type: none"> - Level 2 Safety: Personal responsibility, mind map analysis and bench drill safety passport task. - Radio in a Lunchbox: Advanced electronics construction and 3D design of products inclusive CAD/CAM using Solid Works software and 3D printing techniques.
Term 2	Electronics & Product Modelling	<ul style="list-style-type: none"> - Radio in a Lunchbox: Advanced electronics construction and 3D design of products inclusive CAD/CAM using Solid Works software and 3D printing techniques.
Term 3	Systems design and prototyping Teamwork in Engineering Industrial Applications	<ul style="list-style-type: none"> - Control Studio and PCB Design: Designing using a systems approach, use of software to design layouts. PCB design skills, prototyping techniques used before production. - The Rocket Car STEM Challenge: Designing a 'rocket car' engineered to travel the furthest and fastest yet also protect an occupant. How to design and resolve conflicting demands. - Pneumatics: Use of pneumatics in industry, experience of pneumatics and applications, computer control of components.
Term 4	Systems design and prototyping Teamwork in Engineering Industrial Applications	<ul style="list-style-type: none"> - Control Studio and PCB Design: Designing using a systems approach, use of software to design layouts. PCB design skills, prototyping techniques used before production. - The Rocket Car STEM Challenge: Designing a 'rocket car' engineered to travel the furthest and fastest yet also protect an occupant. How to design and resolve conflicting demands. - Pneumatics: Use of pneumatics in industry, experience of pneumatics and applications, computer control of components.
Term 5	Embedding technology Effective research	<ul style="list-style-type: none"> - Electronic game using 4017/555 - Independent Research Assignment: Influential Designers Assignment, how designers improve our quality of living

KS3 Scheme of Work – DESIGN TECHNOLOGY

Term	6	Embedding technology STEM Structures Effective research	<ul style="list-style-type: none"> - Electronic game using 4017/555 - STEM Tower Challenge: Exploration of structures, what makes them strong, using teamwork solve construct a structure capable of supporting itself and a selected load. - Independent Research Assignment: Influential Designers Assignment, how designers improve our quality of living.
Year 9	Topic(s)	Content	
Term	1	Safety Programming	<ul style="list-style-type: none"> - Level 3 Safety – Safe use of machines inclusive portable equipment, power tool safety leaflet. - 14 pin PIC project: Advanced electronics construction project, programming of micro controllers.
Term	2	Programming	<ul style="list-style-type: none"> - 14 pin PIC project: Advanced electronics construction project, programming of micro controllers.
Term	3	Mechanisms and CAD/CAM	<ul style="list-style-type: none"> - Advanced use of CAD to design components, industrial applications. Students will have the opportunity to use Department CNC/Cam equipment.
Term	4	Mechanisms and Applications of CAD/CAM Smart Materials	<ul style="list-style-type: none"> - Advanced use of CAD to design components, industrial applications. Students will have the opportunity to use Department CNC/Cam equipment. - Independent Learning Assignment: The use of new/developing technologies and smart materials.
Term	5	Introduction to GCSE/Final project	<ul style="list-style-type: none"> - Stereo Amplifier or Clock Project: Choice of project depending on path student will be taking at KS4. - Amplifier is a focus on skills needed to commence a DT GCSE. - Clock is a consolidation of skills learnt throughout the KS3 course.
Term	6	Introduction to GCSE/Final project	<ul style="list-style-type: none"> - Stereo Amplifier or Clock Project: Choice of project depending on path student will be taking at KS4. - Amplifier is a focus on skills needed to commence a DT GCSE. - Clock is a consolidation of skills learnt throughout the KS3 course.

KS3 Scheme of Work – GEOGRAPHY

Year 7		Topic(s)	Content
Term 1	1	The World and You	<ul style="list-style-type: none"> - A general introduction to Geography; what makes up human/physical geography? - Locational knowledge – countries/ capitals, oceans etc. - Use of ICT to research and prepare for a presentation. - Detailed knowledge about one country, presented to the group and peer assessed.
Term 2	2	Geographical Skills	<ul style="list-style-type: none"> - General skills such as graph drawing and analysis, interpretation and annotation of photographs and more specifically map skills. - Map skills including grid references, map symbols, direction, scale, relief, latitude and longitude. - We will focus on using Ordnance Survey maps to better understand the Geography of the local area.
Term 3	3	Weather and Climate	<ul style="list-style-type: none"> - Study the factors that affect both climate and weather. - Look at examples of extreme weather events. - Use of fieldwork skills to collect, analyse and draw conclusions from geographical data on local weather using multiple sources of increasingly complex information i.e. synoptic charts.
Term 4	4	River Flooding	<ul style="list-style-type: none"> - To understand the factors that cause flood events then to study examples of floods in both LEDCs and MEDCs. - These case studies will focus on the causes and solutions to river flooding in countries with different levels of development.
Term 5	5	Settlements	<ul style="list-style-type: none"> - Geographical reasons for the locations of settlements. - How people have adapted to living in cities and how the growth of populations in developing countries has resulted in shanty towns. - To investigate sustainable ways of living in urban areas
Term 6	6	Crime	<ul style="list-style-type: none"> - To understand the Geography of crime i.e. how crime occurs in different areas and situations and how it can be mapped. - Pupils will apply their knowledge of crimes, patterns and locations to show how crime can be reduced in certain areas. - This topic involves the use of GIS (geographical information systems) to record and map crimes.
Year 8		Topic(s)	Content
Term 1	1	Population	<ul style="list-style-type: none"> - To investigate the global growth of population and how population change is related to birth and death rates. - Pupils will analyse the global distribution of population and study reasons for sparse and dense populations. - The idea of population management will be considered in countries with large populations such as China. - Pupils will also look at the factors that affect population movement and the impact of this migration.
Term 2	2	Resources and the Environment	<ul style="list-style-type: none"> - Pupils will study various types of renewable and non-renewable energy sources, including some investigation into less conventional energy sources such as fracking. - The impact that humans have on the environment through the consumption of resources will be considered along with ways to more sustainably manage development e.g. through reducing, reusing and recycling.
Term 3	3	Weathering, Rivers and Coasts	<ul style="list-style-type: none"> - The processes of weathering and erosion will be looked at with an emphasis given to the landforms that are produced by erosion, transportation and deposition along the coastline and along the long profile of a river. - The ways that a coastline can be managed will be considered with the pupils carry out their own DME (decision making exercise) to decide how best to protect some vulnerable areas of the UK's coastline.
Term 4	4	The World of Work	<ul style="list-style-type: none"> - Pupils will look at how employment structures in countries are influenced by the types of industry within those countries focussing on the shifting patterns of employment e.g. manufacturing from UK to China. - While pupils will look at all four industry types (primary, secondary, tertiary and quaternary) an emphasis will be given to the study of countries as case studies.

KS3 Scheme of Work – GEOGRAPHY

Term	5	Geology and Glaciation	<ul style="list-style-type: none"> - This is a new unit still in development - this unit will include lessons on local geology and glacial landforms.
Term	6	Africa	<ul style="list-style-type: none"> - This is a new unit still in development – lessons will cover a variety of African countries and will include elements of topics previously studied in years 7 and 8.
Year 9	Topic(s)	Content	
Term	1	Extreme Environments	<ul style="list-style-type: none"> - Different climates throughout the world have different vegetation types (biomes). This unit looks at how the animals and plants are adapted to the climate and what the effects are on the people who live within these biomes. - Emphasis is given to the study of rainforests and both hot/cold deserts.
Term	2	Terrible Tectonics	<ul style="list-style-type: none"> - Pupils will study the structure of the Earth, the theories behind the movement of plates and the processes involved in the formation of volcanoes, earthquakes and tsunamis. - Pupils will also investigate how the effects of tectonic activity can differ in rich and poor countries, as well as how people can mitigate against such effects i.e. the 3 P's (prediction, preparation and prevention).
Term	3	Superpowers	<ul style="list-style-type: none"> - The decline of the traditional superpowers has resulted in the emergence of the new powers of Brazil, Russia, India and China (BRIC's). - We will look at what makes a superpower and how other countries are heading to become the new superpowers.
Term	4	The Development Gap	<ul style="list-style-type: none"> - Pupils will investigate ways to measure development and learn why different countries are at different levels of development. - Pupils will look briefly at how trade, debt and aid can be used to raise a countries level of development.
Term	5	Global Challenges	<ul style="list-style-type: none"> - This is a new unit still in development - this unit will include lessons on climate change and sustainable development.
Term	6	Geographical Skills	<ul style="list-style-type: none"> - Pupils will refresh and extend their knowledge of map skills up to the level required for GCSE Geography i.e. they will be able to accurately apply six figure grid references, measure scale, describe information from maps and photographs, draw and label cross-sections from OS maps, annotate photographs and be able to present and analyse data using a wide range of more complex techniques.

KS3 Scheme of Work – HISTORY

Year 7		
Year 7	Topic(s)	Content
Term 1	The arrival of the Normans in England	<ul style="list-style-type: none"> - An introduction to History looking at chronology and historical sources. - What was England like before the Norman invasion? - Who were the main contenders for the throne? - What happened at the Battle of Hastings? - Why did William win the Battle of Hastings?
Term 2	Religion and Medieval Society	<ul style="list-style-type: none"> - What happened to Thomas Becket? - Did Richard deserve his title 'Lionheart'? - Why was Jerusalem so important? - Was King John really a bad king? - What was life like in a medieval town/village?
Term 3	How did Islam spread in the Middle Ages?	<ul style="list-style-type: none"> - To what extent did Arabia differ from Medieval England? - What impact did Muhammad have on the Arab world? - Why were the Arabs so successful in creating an Empire? - What impact did Arab culture have on Europe?
Term 4	Conflict over France in the Middle Ages	<ul style="list-style-type: none"> - What were the reasons for the 100 years' war? - Why were the English successful? - Who were 'we few, we happy few'? - Why is Joan of Arc significant? - Why did the War of the Roses break out?
Term 5	The Black Death and the Peasants Revolt	<ul style="list-style-type: none"> - What were the symptoms of the Black Death? - What was the impact of the Black Death? - Why did the Peasants Revolt occur? - How did Richard II deal with the Peasant Revolt? - How were people punished in medieval times?
Term 6	Movement and settlement	<ul style="list-style-type: none"> - How do we remember the Normans? - What changes did the Normans make to Britain? - How effective were the castles of Medieval England? - What was life like for a medieval monk?
Year 8		
Year 8	Topic(s)	Content
Term 1	Tudor Life	<ul style="list-style-type: none"> - How much did life change under the Tudors? - Were poor people treated fairly? - How did criminals make their money? - How effective were Tudor punishments?
Term 2	The Reformation	<ul style="list-style-type: none"> - How important was religion in Tudor England? - Was Henry Catholic or Protestant? - Why did Henry VIII reform religion? - What changes did Edward VI make? Mary I? Elizabeth I?
Term 3	The Stuarts	<ul style="list-style-type: none"> - Why was the Gunpowder Plot unsuccessful? - What were the causes of the English Civil War? - Was Cromwell a hero or a villain? - Why was the monarch restored?
Term 4	The English Civil War	<ul style="list-style-type: none"> - How did the armies fight? - Case study on Naseby. - What was the New Model Army?
Term 5	The French Revolution	<ul style="list-style-type: none"> - What were the causes of the French Revolution? - Why was Louis executed? - What was the great terror? - How significant was Napoleon?
Term 6	Warfare	<ul style="list-style-type: none"> - Why do people go to war? - How have weapons changed? Has warfare evolved over time?

KS3 Scheme of Work – HISTORY

Year 9		Topic(s)	Content
Term 1		The Industrial Revolution	<ul style="list-style-type: none"> - Why did the Industrial Revolution occur? - How did businesses improve from 1750? - How did transport improve? - Why were children used as labour?
Term 2		Democracy in Britain	<ul style="list-style-type: none"> - How democratic was Britain in the 1800's? - How do elections work? - What makes a successful political party? - Does protest work?
Term 3		The Slave Trade	<ul style="list-style-type: none"> - Why did the Slave Trade start? - What happened during the middle passage? - What was life like on the plantations? - How was the emancipation achieved?
Term 4		World War One	<ul style="list-style-type: none"> - What caused WW1? - What happened at the Somme? - What was life like in the trenches? - Who were the conscientious objectors?
Term 5		World War Two	<ul style="list-style-type: none"> - Why did WWII start? - How important was Dunkirk? The Battle of Britain? The Battle of the Atlantic? The war in Russia? - What were the effects of the Atom bomb?
Term 6		The Holocaust	<ul style="list-style-type: none"> - Why did anti-Semitism exist in Europe? - How significant is Kristallnacht? - What happened to the Jews of Germany? - Who else was affected by the Holocaust? - Was there resistance to the Nazis?

KS3 Scheme of Work – FRENCH

Year 7		
Year 7	Topic(s)	Content
Term 1	C'est parti!	<ul style="list-style-type: none"> - Basic introduction: how to greet people and introduce yourself with name, age, birthday. - Numbers 1-30 and beyond. - Talking about what is in the classroom and using language to manage in the classroom. - Colours (making adjectives agree with nouns). - Using <i>un/une</i> and <i>le/la</i>.
Term 2	Famille et copains	<ul style="list-style-type: none"> - Talking about your brothers and sisters. - Possessive adjectives (<i>mon, ma, mes</i>). - More practise of the verb <i>avoir</i>. - Describing yourself and others (hair, eyes, height, and personality). - Understanding adjective agreements. - Talking about your pets.
Term 3	Chez moi	<ul style="list-style-type: none"> - Talking about where people live, describing your home and your bedroom. - Talking about what you do in the evening. - Telling the time. - Using the verb <i>habiter</i>. - Using simple prepositions (eg <i>devant, dans, sur</i>).
Term 4	On va en ville	<ul style="list-style-type: none"> - Asking about places in town, (<i>est-ce qu'il y a ...?</i>), asking for directions. - Talk about where you are going in town (using the prepositions <i>à la, à l', au, aux</i>) and expressions your opinion. - Ordering drinks and snacks. - Practising numbers.
Term 5	Ma Journée	<ul style="list-style-type: none"> - Talking about your daily routine. - Using reflective verbs. - Talking about your school timetable, your school subjects and your opinion with reasons. - Using connectives, intensifiers and the verb <i>faire</i>.
Term 6	On s'amuse	<ul style="list-style-type: none"> - Talking about sports and games as well as musical instruments. - Using the verb <i>jouer + à</i> and <i>jouer + de</i>. - Saying what you like to do (<i>aimer + infinitive</i>); what you can do at the leisure centre (<i>on peut + the infinitive</i>); and where you are going to go on holiday (<i>aller + the infinitive</i>).
Year 8		
Year 8	Topic(s)	Content
Term 1	Mon album de famille	<ul style="list-style-type: none"> - Talking about families, jobs people do and where they come from. - Describing the weather and what we do in different weathers. - Describing a typical day. - Using <i>er, ir</i> and <i>re verbs</i>, irregular present tense verbs, masculine/feminine nouns, <i>depuis, quand</i> and <i>si</i>.
Term 2	Temps libre	<ul style="list-style-type: none"> - Talking about yesterday evening and last weekend. - Talking about TV programmes you have watched and where you went. - Extending written and spoken responses. - The perfect tense with <i>avoir</i> and with <i>être</i>; irregular past principles; <i>c'était</i>.
Term 3	Les Sorties	<ul style="list-style-type: none"> - Making and reacting to invitations, making excuses. - Talking about clothes and practising exchanges in a shop. - Using the verbs <i>vouloir, pouvoir</i> and <i>devoir</i>. - Using comparatives and superlatives.
Term 4	Manager at boire	<ul style="list-style-type: none"> - Talking about food and French meals, preparing for a party, shopping for food and eating at a restaurant. - The definite article after <i>aimer</i> and <i>préférer</i>; the partitive article – <i>du/de la/des</i>; using <i>il faut + infinitive</i>; using <i>de</i> with quantities.
Term 5	Voyages et Vacances	<ul style="list-style-type: none"> - Talking about holidays and describing your past holidays. - Giving opinions. - Using the prepositions <i>en</i> and <i>à</i>. - More practise with the perfect tense.
Term 6	Les Copains	<ul style="list-style-type: none"> - Talking about your friends, pocket money and gadgets. - Using <i>notre/nos, avoir besoin de</i> and using the 3 main tenses.

KS3 Scheme of Work – FRENCH

Year 9	Topic(s)	Content
Term 1	Ca t'intéresse?	<ul style="list-style-type: none"> - Discussing what is on television, talking about films and what you have read. - Using past, present and future tenses.
Term 2	L'avenir	<ul style="list-style-type: none"> - Talking about the future – what you will do, talking about future careers and why learning a language is so important in a growing global economy. - Using the future tense.
Term 3	En bonne santé?	<ul style="list-style-type: none"> - Talking about illness and describing injuries. - Healthy living – understanding and giving advice. - Using expressions with <i>avoir</i> and <i>être</i>, using imperatives and using emphatic pronouns.
Term 4	Il était une fois	<ul style="list-style-type: none"> - Talking about what you used to do. - Talking about what sports you used to do. - Understanding a range of tenses, using <i>qui</i> and <i>que</i> and using the imperfect tense.
Term 5	On y va!	<ul style="list-style-type: none"> - Holidaying in a French-speaking country – investigating a region of France, organising travel arrangements, arranging hotel accommodation and a visit to an attraction. - Using adjectives. - Using the conditional tense.
Term 6	Project	<ul style="list-style-type: none"> - Creating a blog about yourself, your habits and your interests. - Using a variety of tenses and grammatical structures.

KS3 Scheme of Work – SPANISH

Year 8		Topic(s)	Content
Term	1	Presentate	<ul style="list-style-type: none"> - Basic introduction: how to greet people and introduce yourself with name, age, birthday, where you live. - Numbers 1-30 and beyond. - Learn the conjugation in the present tense.
Term	2	En el instituto	<ul style="list-style-type: none"> - Talking about your school and classroom equipment. - Talking about school subjects and timetable. - To give your opinion of subjects, teachers and activities you do in class. - Learning the snacks. - Revise the present tense.
Term	3	Mi familia	<ul style="list-style-type: none"> - Talking about your family and pets. - Describing yourself: personality and physical appearance with hair and eyes colour and height.
Term	4	En ciudad	<ul style="list-style-type: none"> - Talking about where you live. - Asking about places in a town and asking for directions. - Comparing places in town and cities. - Inviting and replying to invitations. - Learning the near future tense to say where you are going to go/what you are going to do.
Term	5	En casa	<ul style="list-style-type: none"> - Describing your home and your bedroom. - Talking about the activities you do in your home.
Term	6	Mi tiempo libre	<ul style="list-style-type: none"> - Talking about your daily routine, sports and activities. - Discussing the various activities you do depending on the weather. - Practising the near future tense to say where you are going to go/what you are going to do.
Year 9		Topic(s)	Content
Term	1	Diviértete	<ul style="list-style-type: none"> - Talking about what you do during your free time: sports, TV programmes, films, reading and music habits. - Comparing types of programmes, films, books and music. - Inviting and describing your favourite actor/actress. - Replying to invitations. - Using the present and near future tenses.
Term	2	Mis vacaciones	<ul style="list-style-type: none"> - Talking about your past, usual and future holidays giving details about the destination, the journey, the accommodation, the weather, the activities you did and your opinion. - Using the preterite, present and near future tenses. - Introducing the imperfect and conditional tenses.
Term	3	La comida	<ul style="list-style-type: none"> - Talking about food and drinks you have for different meals. - Ordering food and drinks at the market and at the restaurant. - Telling an imaginary meal at the restaurant with a famous person.
Term	4	De moda	<ul style="list-style-type: none"> - Talking about the clothes you wear in your own time and at school (uniform). - Describing different clothing styles. - Buying clothes in a shop. - Talking about shopping at the shopping centre. - Learning the comparative and the superlative.
Term	5	La salud	<ul style="list-style-type: none"> - Talking about illnesses, injuries and accidents. - Practising situations at the chemists and doctors. - Discuss your (un)healthy habits and problems with young people (obesity and diets).
Term	6	La salud + project	<ul style="list-style-type: none"> - Choice between: creation of a blog on myself or an album, or a magazine.

KS3 Scheme of Work – MUSIC

Year 7		Topic(s)	Content
Term 1	Discovering Music		<ul style="list-style-type: none"> - How do composers begin to compose? - Creating sound. - Creating graphical scores for our compositions
Term 2			<ul style="list-style-type: none"> - Keyboard Skills: reading notes of the treble clef (C to G) and finding the notes on a keyboard. - Learning to play a piece of music suitable to our ability.
Term 3	Rhythm and Melody		<ul style="list-style-type: none"> - Learning how to read and perform different rhythms. - Composing a rhythm piece and writing the score on Sibelius score writing software. - Samba Drumming practical sessions.
Term 4			<ul style="list-style-type: none"> - Medieval Music; composing your first melody and writing a score. - Adding simple harmony parts and developing more advanced musical features such as dynamics and articulation.
Term 5	Words and Music		<ul style="list-style-type: none"> - The Pentatonic Scale. - Setting words to music – natural speech rhythm. - Setting a Japanese Haiku to music. - Introducing a countermelody.
Term 6			<ul style="list-style-type: none"> - Syncopated Jazz Keyboard skills: introducing syncopation and minor keys. - Jazz influences in music.
Year 8		Topic(s)	Content
Term 1	Form and Structure		<ul style="list-style-type: none"> - The 12 Bar Blues: understanding and playing chords (triads). - Walking bass line. - Improvisation using the notes of the Blues Scale. - Performing 'Green Onions'.
Term 2			<ul style="list-style-type: none"> - Ternary (ABA) form and Rondo (ABACA...) form. - Composition task based on contrasts. - How to harmonise your own melody using simple triads.
Term 3	Keys and Scales		<ul style="list-style-type: none"> - Indian Music: Raga, Tala, Drone. - Putting together a small group performance which includes an Alap and improvisation using the notes of their own Tala.
Term 4			<ul style="list-style-type: none"> - Major and minor, how different tonality can be used to give different moods.
Term 5	Communicating through Music		<ul style="list-style-type: none"> - Communicating secret messages in music through musical motifs and rhythmic ideas. - Composing your own 'secret message' piece.
Term 6			<ul style="list-style-type: none"> - Pictures at an Exhibition: using music to represent a picture. - Studying Mussorgsky's work and composing our own pieces in response to art works.
Year 9		Topic(s)	Content
Term 1	Film Music		<ul style="list-style-type: none"> - Composing music for film, focusing on title music that sets the scene of a film.
Term 2			<ul style="list-style-type: none"> - Performing an arrangement of the James Bond theme. - Arranging sound fx for a short scene from a James Bond film and composing a music backing track that reflects the action on screen.
Term 3	Repetition and Variation		<ul style="list-style-type: none"> - Minimalism: American Music of the 1960s; advances in technology; reaction against 'atonal' music. - Composing using minimalist ideas.
Term 4			<ul style="list-style-type: none"> - Theme and Variations: Using techniques that have been used by composers for hundreds of years in all different styles, from Baroque to Contemporary Rock, to change a melody each time it is repeated.
Term 5	Popular Music		<ul style="list-style-type: none"> - Dance Music: Using computer software such as Audio Tool to compose a piece of dance music.
Term 6			<ul style="list-style-type: none"> - Song Writing: Pulling together all the work that we have done in Key Stage 3. - An opportunity to write a song in a style of your choice.

KS3 Scheme of Work – PHYSICAL EDUCATION

Year 7		Topic(s)	Content
Term 1	Single lesson	Baseline Testing	<ul style="list-style-type: none"> - All students undertake a series of practical assessments and skills tests in order to 'set' them in appropriate learning groups from term 2 during their Double lesson.
	Double lesson	Baseline Testing	<ul style="list-style-type: none"> - All students undertake a series of practical assessments and skills tests in order to 'set' them in appropriate learning groups from term 2 during their Double lesson.
Term 2	Single lesson	Gymnastics	<ul style="list-style-type: none"> - Students will focus on developing stability when holding their own body position and when supporting a partner, and on how to incorporate agilities into their sequences. - In all gymnastic activities, pupils have to think about how to demonstrate skills and agilities, singly, in combination and in sequences with as much control, accuracy and precision as possible.
	Double lesson	Rugby	<ul style="list-style-type: none"> - Students will develop basic skills and techniques required for rugby and refine them in small sided games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed
Term 3	Single lesson	Invasion Games	<ul style="list-style-type: none"> - In this unit, pupils will focus on developing team attacking and defending strategies and techniques. They will investigate the similarities and differences in different invasion games and use their knowledge, skill and understanding to develop the effectiveness of their play. - In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.
	Double lesson	Hockey	<ul style="list-style-type: none"> - Students will develop basic skills and techniques required for hockey and refine them in small sided games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed
Term 4	Single lesson	OAA	<ul style="list-style-type: none"> - In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. - They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.
	Double lesson	Basketball	<ul style="list-style-type: none"> - Students will develop basic skills and techniques required for basketball and refine them in small sided games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed
Term 5	Single lesson	Netball	<ul style="list-style-type: none"> - Students will develop basic skills and techniques required for netball and refine them in small sided games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed
	Double lesson	Athletics	<ul style="list-style-type: none"> - Students will be introduced to a variety of running, jumping and throwing events and develop basic techniques in order to gain the best possible personal best results. - Peer observation and analysis will be encouraged throughout in order for students to progress effectively.

KS3 Scheme of Work – PHYSICAL EDUCATION

Term 6	Single lesson	Cricket <ul style="list-style-type: none"> - Students will develop basic skills and techniques required for batting, bowling and fielding and refine them in small sided games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. Basic tactical ideas will be discussed.
	Double lesson	Striking and Fielding Games <ul style="list-style-type: none"> - Students will be introduced to basic throwing, fielding and catching skills and develop them through a variety of competitive games, where tactics to outwit opponents will be encouraged
Year 8	Topic(s)	Content
Term 1	Single lesson	Gymnastics <ul style="list-style-type: none"> - Students focus on preparing themselves physically, technically and compositionally for a gymnastic display in small groups. T - They will take on a range of roles and responsibilities to organise and perform in the display. - In all gymnastic activities pupils have to think how to produce skills and agilities singly, in combination and in sequences with as much control, accuracy and precision as possible.
	Double lesson	Rugby <ul style="list-style-type: none"> - In this unit pupils will develop the skills learnt in year 7 and use basic principles of attack and defence to plan strategy and tactics for rugby. - Pupils will work on improving the quality of their skills with the intention of outwitting opponents. - In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.
Term 2	Single lesson	Fitness <ul style="list-style-type: none"> - Pupils will look at different ways of warming up and should be able to carry out their own warm ups as they progress. - They will also look at different types of training and testing for fitness and discover how and why the body reacts to exercise.
	Double lesson	Hockey Using Skills, Techniques/Competition, Cooperation/ Tactics: <ul style="list-style-type: none"> - <u>Emphasis on offensive concepts</u>: Keeping possession, sending, receiving, and travelling. Penetration/ invasion, accurate passing and receiving, dodging, change of speeds. - <u>Defensive concepts</u>: Zoning, defending players in area change of speed running in different directions.
Term 3	Single lesson	Badminton <ul style="list-style-type: none"> - Students will develop basic skills and techniques required for badminton and refine them in competitive games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed.
	Double lesson	Basketball <ul style="list-style-type: none"> - Students will focus on developing, implementing and refining team and individual game plans. - Teams will be expected to plan strategies and implement them in different situations. - In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s). - In basketball games, the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.
Term 4	Single lesson	Invasion Games <ul style="list-style-type: none"> - In this unit, pupils will focus on developing team attacking and defending strategies and techniques. - They will investigate the similarities and differences in different invasion games and use their knowledge, skill and understanding to develop the effectiveness of their play. - In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.

KS3 Scheme of Work – PHYSICAL EDUCATION

Term 4	Double lesson	Football <ul style="list-style-type: none"> - In this unit pupils will develop the skills learnt in year 7 and use basic principles of attack and defence to plan strategy and tactics for football. - Pupils will work on improving the quality of their skills with the intention of outwitting opponents. - In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition
Term 5	Single lesson	Handball <ul style="list-style-type: none"> - Students will develop basic skills and techniques required for handball and refine them in competitive games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. Basic tactical ideas will be discussed.
	Double lesson	Athletics <ul style="list-style-type: none"> - Students will improve their running, jumping and throwing skills and learn specific techniques for events in order to improve performances. - They will carry out investigations into aspects of technique and use the information to become more technically proficient. - In all athletic activity, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.
Term 6	Single lesson	Striking and Fielding Games <ul style="list-style-type: none"> - Students will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques, in order to implement the tactics they wish to use. - Through a variety of games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent.
	Double lesson	Cricket <ul style="list-style-type: none"> - In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. - Pupils will further work on the skill of outwitting opponents. - In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. - Pupil should begin to accurately umpire games.
Year 9	Topic(s)	Content
Term 1	Single lesson	Fitness Training Theory <ul style="list-style-type: none"> - Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes. - The aim of this unit is to prepare the students for KS4 BTEC work and particular the Training for Personal Fitness Unit.
	Double lesson	Rugby <ul style="list-style-type: none"> - Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. - TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). - Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them.
Term 2	Single lesson	Fitness Training Theory <ul style="list-style-type: none"> - Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes. - The aim of this unit is to prepare the students for KS4 BTEC work and particular the Training for Personal Fitness Unit.

KS3 Scheme of Work – PHYSICAL EDUCATION

Term 2	Double lesson	Hockey <ul style="list-style-type: none"> - Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. - TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). - Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them
Term 3	Single lesson	Table Tennis <ul style="list-style-type: none"> - Students will develop basic skills and techniques required for table tennis and refine them in competitive games. - Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials. - Basic tactical ideas will be discussed.
	Double lesson	Basketball <ul style="list-style-type: none"> - Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. - TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). - Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them.
Term 4	Single lesson	Badminton <ul style="list-style-type: none"> - Students will focus on preparing for individual matches and competitions and that they will organise and compete in. - They will work in groups to help each other and to act as a team or a set of individuals playing against others. - In games activities, players use their knowledge, skills and understanding with the express intention of outwitting opponents. - Tactics will be discussed in relation to technical ability and ideas on future development shared.
	Double lesson	Football <ul style="list-style-type: none"> - Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations. - TGFU (The game for understanding) model to be used throughout module. (Understanding rules & regulations, game appreciation, tactical awareness, making appropriate decisions, skill execution and peer assessment). - Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them.
Term 5	Single lesson	Invasion Games <ul style="list-style-type: none"> - Students will look to create and develop their own games and competitions utilising equipment and techniques designed by them. - They will introduce and adapt rules and regulations and the games progress. - Leadership skills and communication abilities will be discussed and utilised.
	Double lesson	Athletics <ul style="list-style-type: none"> - In this unit, pupils will further enhance replication and performance across all disciplines. - Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. - In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.

KS3 Scheme of Work – PHYSICAL EDUCATION

Term 6	Single lesson	Lacrosse <ul style="list-style-type: none">- Students will develop basic skills and techniques required for lacrosse and refine them in small sided games.- Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.- Basic tactical ideas will be discussed.
	Double lesson	Cricket <ul style="list-style-type: none">- In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding.- Pupils will work on improving the skill of outwitting opponents.- In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.- Pupils should be able to accurately score, coach & officiate games.

KS3 Scheme of Work – RELIGIOUS EDUCATION

Year 7		
Year 7	Topic(s)	Content
Term 1	Christianity	<ul style="list-style-type: none"> - Sacred writing, bible cake. - Old Testament overview. - Alpha to Omega. - Creation to Flood. - Assessment: Compare creation stories and the Creation of Adam and eve. What does this say about God?
Term 2	Patriarchs	<ul style="list-style-type: none"> - Noah Abraham. - Ismael and Isaac (Prophets as recognised by Judaism, Islam and Christianity). - Jacob. - Assessment: What does the test of Abraham tell you about God?
Term 3	Christianity	<ul style="list-style-type: none"> - Patriarchs. - Joseph. - God's plan for Joseph. - Assessment: What does Joseph learn about God's plan?
Term 4	Judaism	<ul style="list-style-type: none"> - The Law & the Prophets. - Moses and the Israelites - Sedar meal and Jewish tradition. - Moses and the Israelites and slavery. - Assessment: Why is Passover important for Jews? Need symbolism of the different parts of the meal and how the ideas could influence their life and link to Moses and slaves. For the highest level also link it to Passover meals during the Holocaust.
Term 5	Buddhism	<ul style="list-style-type: none"> - Introduction to Siddhartha. - Enlightenment. - Dharma – 4 Noble Truths. - 8 Fold Path. - Buddhist Wheel. - Buddhism on the net. - Assessment: How and why did Siddhartha Gotama's life change so dramatically after he experienced the four sights?
Term 6	Islam	<ul style="list-style-type: none"> - 5 Pillars. - Worship. - Mosques. - Challenges facing 21s century Jerusalem for 3 religions. - End of Year Assessment
Year 8		
Year 8	Topic(s)	Content
Term 1	Life of Jesus	<ul style="list-style-type: none"> - Evidence: historic, forensic, religious. - Infant/Adult baptism. - Jesus the Jew. - Assessment: 'Did Jesus exist?' Discuss this statement giving sources and reasons to support your answer.
Term 2	Life of Jesus	<ul style="list-style-type: none"> - Bat/Barmitzvah. - Jesus gets lost. - Jesus' Ministry. - Parables, miracles and temptations. - Assessment: Is there such thing as a miracle? (denominational views) OR Why was Jesus tempted in the desert?
Term 3	Jesus turns the table	<ul style="list-style-type: none"> - Holy Week and the Last Supper. - Death of Jesus (focusing on the tortured sacrifice of Jesus and how this is important for Catholics). - Assessment: Did Jesus have to die?
Term 4	Resurrection	<ul style="list-style-type: none"> - Resurrection (focusing on the resurrected Jesus and their symbol of the cross). - Assessment: What is the significance of the resurrection? (denominational and atheist views).

KS3 Scheme of Work – RELIGIOUS EDUCATION

Term	5	Christian Workshop	<ul style="list-style-type: none"> - Eucharist (denominational differences linking the Sedar Meal and and the Last Supper with denominational differences of the Eucharist service describing the significance of Holy Communion within the Christian tradition today). - Hinduism. - Introduction to Gods and the story of creation. - Assessment: Explain how Hindu’s worship, refer to the Mandir and puja in your answer.
Term	6	End of Year	<ul style="list-style-type: none"> - Key beliefs. - Books. - Worship/Puja. - End of Year Assessment
Year 9	Topic(s)	Content	
Term	1	Journeys	<ul style="list-style-type: none"> - The journey of life. - Who am I? - What does it mean to be human? - Assessment: TRUMAN Show.
Term	2	Sanctity of Life	<ul style="list-style-type: none"> - Freedom and determinism. - IVF, PGD, Gattacca and Psalm 139. - The island. - Assessment: Zain Hashmi. Peer Assessment: re-visit targets.
Term	3	Sanctity of Life	<ul style="list-style-type: none"> - 10 Commandments. - Happiness – Beatitudes. - Sermon on the Mount. - Unforgiving servant. - Lost son. - Capital punishment. - Deadman walking.
Term	4	Human Relationships	<ul style="list-style-type: none"> - Christian Love – Agape – 1 Corinthians 13. - Peer Assessment: Forgiveness and the Mission Assessment. <p>EXTENSION:</p> <ul style="list-style-type: none"> - Marriage and (Muslim) arranged marriages. - Divorce.
Term	5	Abortion & Sanctity of Life	<ul style="list-style-type: none"> - Christian denominational view. - Muslim. - Internal Exams. - Assessment: How does religion respond to the issue of Abortion and Euthanasia? Refer to at least two different religions in your answer.
Term	6	Faith into Action	<ul style="list-style-type: none"> - Focusing on E question at GCSE. - Faith (denomination) into Action and Famous person: Jackie Pullinger (Good and Evil), Trevor Huddleson, Desmond TUTU (Equality, Poverty and Wealth), Vernon Jones, MLK (Equality, Poverty and Wealth), Gandhi (Hindu) and Equality (Passivism).