

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 & 2	1 Growing up over Time	Range of extracts from fiction and nonfiction, poems exploring ideas and experiences around growing up and forming one's own identity
	2 Class reader: Goodnight Mr Tom OR The Boy in the Striped Pyjamas	Study of a complete novel, complementing the focus on childhood experience explored in Growing up over time
	3 Let's Think in English	Sequence of lessons devised by King's College London. These lessons aim to develop cognitive skills through a range of short texts, primarily explored through reading and discussion
	4 Frankenstein: the play	Stage adaptation (by Philip Pullman) of Mary Shelley's novel. Exploring the Gothic and introducing pupils to literary and dramatic concepts they will encounter throughout their study of English
	5 Consolidation of basic skills	Exercises designed to consolidate, secure and build upon pupils' understanding of English grammar, spelling and punctuation to strengthen their skills as writers and communicators across the curriculum
Term 3 & 4	1 The Tempest	Study of a complete play by Shakespeare. The work will be considered as a literary and dramatic text; Shakespeare's language and stagecraft; contextual issues e.g colonization; creative and academic tasks; spoken and written exercises; cross-curricular links with History, Geography, Art, Music and RE.
	2 Class reader: Miss Peregrine's School for Peculiar Children	Close study of a complete novel which will complement pupils' study of The Tempest for example the issues around the use of power and magic
	3 Let's Think in English	Sequence of lessons devised by King's College London. These lessons aim to develop cognitive skills through a range of short texts, primarily explored through reading and discussion
	4 Consolidation of basic skills	Exercises designed to consolidate, secure and build upon pupils' understanding of English grammar, spelling and punctuation to strengthen their skills as writers and communicators across the curriculum

Term 5 & 6	1 Quests and journeys	Unit of work exploring the genre of travel writing; a range of fiction and non-fiction texts
	2 Our Day Out	Study of a complete modern drama by Willy Russell
	3 Let's Think in English/class reader: The Hobbit by J R R Tolkien	Class reader links to main focus of Journeys and the quest narrative Exercises designed to consolidate, secure and build upon pupils' understanding of English grammar, spelling and punctuation to strengthen their skills as writers and communicators across the curriculum
	4 Consolidation of basic skills 4 End-of-year assessment	Pupils complete their study of the set texts. An end of year exam will assess their progress and understanding and measure their improvement in English over Year 7
Year 8	Topic(s)	Content
Term 1 & 2	1 Dodger by Terry Pratchett	Study of a complete novel by Terry Pratchett. Exploring how a contemporary novel with a historical setting and the relationships between history and fiction
	2 Class reader: Curious Incident of the Dog in the Night Time	Study of a complete novel by Mark Haddon
	3 Let's Think in English	Continuing the sequence of lessons on a fortnightly basis begun in Year 7
Term 3 & 4	1 Julius Caesar	Study of a complete play by Shakespeare. Exploring issues of power, trust, loyalty and betrayal
	2 Class reader: Martin Pig	Study of a complete novel by Kevin Brooks.
	3 Let's Think in English	
Term 5 & 6	1 Crime Writing	Study of a range of extracts and short texts, fiction and non-fiction, on the topic of Crime. Pupils will be introduced to a range of contemporary and heritage texts and consider the appeal of the crime genre across time, as well as addressing issues around crime and punishment
	2 Class reader: Running Girl by Simon Mason OR Knightley and Son by Rohan Gavin	Study of a complete contemporary crime fiction novel for young adults, exploring how the genre continues to have widespread appeal
	3 End-of-year assessment	End of year exam will assess progress made in English throughout Year 8

Year 9	Topic(s)	Content
Term 1 & 2	1 Journey's End OR The Woman in Black	Study of a complete modern Drama text or novel, developing skills and understanding gained throughout KS3
	2 Development of Language skills	Students practise and refine skills in both Reading and Writing addressed through the main set texts
Term 3 & 4	Romeo and Juliet	Study of a complete Shakespeare play, introducing the genre of Tragedy and extending students' understanding and appreciation of Shakespeare's language and stagecraft
Term 5 & 6	1 Anthology of poetry	Study of a range of heritage and contemporary poems, embracing both literary critical and creative approaches to poetry
	2 Of Mice and Men	Study of a complete novel by a heritage writer from a different culture
	3 End-of-year assessment	End of year exam will assess progress made in English throughout Year 9

KS3 Scheme of Work – MATHEMATICS

Year 7	Topic(s)	Content
Term 1	Module 1	Number, including primes highest common factor lowest common multiple. Patterns and numbers. Expressions and brackets Fractions, decimals and percentages and their equivalencies. BODMAS, estimating and using a calculator.
Term 2	Module 2	Formulae and negative numbers. Ordering fractions percentages decimals Setting up and solving Equations, substitution Linear Sequences
Term 3	Module 3	Fours rules and Fractions Percentages including multipliers. Approximating and Estimating. Ratio including problems.
Term 4	Module 4	Constructions and triangles Angles and Parallel lines Areas of shapes including the circle
Term 5	Module 5	Finding Surface area and volume including converting of units. Equations of lines Transformations
Term 6	Module 6	Mean mode median and comparing data Constructing Statistical diagrams

Year 8		Topic(s)	Content
Term 1	Module 1	Use of Venn diagrams in HCF and LCM Standard form and the 4 rules. Recurring decimals and fractions	
Term 2	Module 2	Ratio and proportion including best buys Real life graphs. Percentage problems including reverse percentage Solving equations including ones with 2 brackets to expand Changing the subject of a formula	
Term 3	Module 3	Solve inequalities Quadratic sequences.	
Term 4	Module 4	Equations of straight lines including calculating gradient Plans and elevations Angles and Polygons	
Term 5	Module 5	Length and area of part circles. Pythagoras Theorem Probability including sample space and probability trees Scatter Diagrams and interpretation	
Term 6	Module 6	Averages and grouped data Cumulative frequency diagrams	
Year 9		Topic(s)	Content
Term 1	Module 1	Further number, factors & multiples Fractions & Decimals problems Rounding including upper and lower bounds	
Term 2	Module 2	Algebra Quadratics Calculating with percentages Angles, scale diagrams and bearings Polygons	
Term 3	Module 3	Sequences Co-ordinates and linear graphs Circumference and area including part circles	
Term 4	Module 4	Scatter-graphs interpolation and extrapolation Statistics graphs and calculations Real life graphs	
Term 5	Module 5	Ratio and Proportion Equations including Quadratics 2D representation of 3d shapes	
Term 6	Module 6	Congruence and similarity Transformations	

KS3 Scheme of Work – SCIENCE

Year 7		Topic(s)	Content
Terms	1 and 2	Organisms	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	Matter and its properties. The particle model and behaviour, gas pressure and diffusion. Changing state, water, mixtures, filtering and evaporation. Chromatography and distillation.
		Forces and motion	Movement and speed. Distance–time graphs. Forces and representing forces. Gravity and weight. Balanced and unbalanced forces and forces and changes in movement.
Terms	3 and 4	Ecosystems	Ecosystems. Food chains, webs and pyramids. Competition Plant Reproduction Seed Dispersal
		Reaction	Working safely with acids and alkalis. Reactions of acids and alkalis. PH scale and indicators. Making Salts Chemical Reactions Metals and Non metal Reaction of metals Displacement reactions.
		Energy	Conservation of energy. Energy from food. Fuels and energy resources Energy and Power calculations Energy stores and dissipation

Terms	5 and 6	Genetics and evolution	<p>What is a species and variation?</p> <p>Adaptation</p> <p>Reproductive systems</p> <p>Fertilisation and Menstrual Cycle</p> <p>Foetal development</p>
		Waves	<p>Nature of Waves</p> <p>Sound</p> <p>Loudness and Amplitude</p> <p>Pitch and Frequency</p> <p>The Ear and Hearing</p> <p>Using sound and ultrasound.</p>
		Electricity	<p>Static electricity.</p> <p>Electric fields and charge.</p> <p>Circuits and current.</p> <p>Voltage and resistance.</p> <p>Electrical relationships.</p>
		The Earth and atmosphere, space	<p>The Earth.</p> <p>The rock cycle</p> <p>Ceramics</p> <p>The Sun and stars and Solar System.</p> <p>Days and seasons.</p> <p>The Moon and its craters.</p>
Year 8		Topic(s)	Content
Terms	1 and 2	Organisms	<p>Photosynthesis.</p> <p>Minerals from the soil.</p> <p>Gas exchange in mammals.</p> <p>Breathing</p> <p>Drugs, alcohol and smoking</p> <p>Nutrition, food tests and diet and digestion</p>
		Matter	<p>Atoms, elements and the Periodic Table.</p> <p>Atoms, elements and compounds.</p> <p>Naming compounds.</p> <p>Chemical symbols and formulae.</p> <p>Chemical reactions.</p> <p>Polymers</p> <p>Group 1, 7 and the noble gases</p>
		Forces	<p>Friction</p> <p>Drag Forces</p> <p>Turning Forces</p> <p>Pressure in solids, liquids and gases</p> <p>Stress in solids</p>

Terms	3 and 4	<p>Ecosystems</p> <p>Reactions</p> <p>Energy</p>	<p>Respiration Biotechnology Photosynthesis Adaptations of the leaf Plant mineral ions</p> <p>Atoms in chemical reactions Thermal decomposition Combustion Conservation of mass Exothermic and Endothermic reactions Energy Level diagrams Bond Energies</p> <p>Work Done Heat Transfer Conduction/convection Radiation Insulation</p>
Terms	5 and 6	<p>Genes</p> <p>Electromagnetism</p> <p>Waves</p> <p>Earth</p>	<p>Natural Selection Extinction Preserving Biodiversity DNA and Genetics Genetic Modification Inheritance</p> <p>Magnets and Magnetic Fields Electromagnets Parallel Circuits</p> <p>Light as a wave. Reflection Refraction of light. Colour. Radiation and Energy Modelling Waves Electromagnetic Waves</p> <p>Global Warming Carbon Cycle Climate Change Extracting Metals Recycling</p>

Year 9		Topic(s)	Content
Terms	1 and 2	Cell structure and transport	Microscopes Animal, Plant and Prokaryotic cells Specialised animal and plant cells Diffusion, osmosis and active transport Adaptations for exchange
		Cell division	The cell cycle and mitosis Cell differentiation and cloning plants Stem cells, their potential uses and concerns
		Atomic Structure	Atoms Chemical equations Separating techniques History and structure of the atom Electronic structure Ions, atoms and isotopes
		Periodic Table	Development of the periodic table Electronic structure and the periodic table Group 1 – the alkali metals Group 7 – the halogens Explaining trends The transition elements
		Energy and Work	Energy Stores and changes Conservation of Energy Energy and Work Gravitational Potential Energy Stores Kinetic Energy Stores Energy Dissipation Energy and Efficiency
		Power and Energy Transfer by Heating	Electrical Appliances Energy and Power Energy transfer by Conduction Specific Heat Capacity Heating and Insulating Buildings
Terms	3 and 4	Organisation and the digestive system	Tissues and organs Structure of the digestive system Chemistry of food Enzymes as catalysts and factors affecting their action Enzymes in digestion and maximising their efficiency
		Structure and Bonding	States of matter Atoms into ions

		Molecules and Matter	<p>Ionic bonding</p> <p>Giant ionic structures</p> <p>Covalent bonding</p> <p>Simple molecular structures</p> <p>Giant covalent structures</p> <p>Allotropes of carbon</p> <p>Metallic bonding and structures</p> <p>Nanoparticles and their uses</p> <p>Density</p> <p>States of Matter</p> <p>Changes of State</p> <p>Internal Energy</p> <p>Specific Latent Heat</p>
Terms	5 and 6	<p>Organising animals and plants</p> <p>Photosynthesis</p> <p>Chemical Calculations</p> <p>Electrical Circuits</p>	<p>Blood composition and structure and function of blood vessels</p> <p>The heart and treating heart conditions</p> <p>Breathing and gas exchange</p> <p>Tissues and organs in plants</p> <p>Transport systems in plants</p> <p>Evaporation and transpiration and factors affecting their rate</p> <p>Photosynthesis reaction and adaptations of the leaf for photosynthesis</p> <p>Factors affecting the rate of photosynthesis</p> <p>Investigating the rate of photosynthesis</p> <p>How plants use glucose</p> <p>Maximising the rate of photosynthesis in a commercial setting</p> <p>Relative masses and moles</p> <p>Equations and calculations</p> <p>From masses to balanced equations</p> <p>Yields of a chemical reaction</p> <p>Atom economy</p> <p>Concentrations</p> <p>Titration and calculations</p> <p>Volumes of gases</p> <p>Static Electricity</p> <p>Current and Charge</p> <p>Potential difference and resistance</p> <p>Component Characteristics</p> <p>Series Circuits</p>

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. Vincent Van Gogh artist study Observational Drawing. Proportions of the face. Self-portrait. Monoprinting
Term 2	Colour Theory	Introduction to painting. Paul Gauguin artist study 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. Observational painting. Use of mixed media. Studies of Folkestone Harbour.
Term 4	Illustration English Literature	Cross curriculum study of Lamb to the Slaughter by Roald Dahl linked to English curriculum Quentin Blake artist study. Analysis of the text. Illustrative response to a passage.
Term 5	Still Life	A study of Still Life art and the concept of Vanitas. Paul Cezanne artist study. Create their own composition. Oil pastel personal response.
Term 6	Working in clay	Clay sculpture and decoration techniques. Fabrication in clay. Firing process. Surface decoration. Clay.
Year 8		
Year 8	Topic(s)	Content
Term 1	Day of the Dead	An exploration of the Mexican festival 'Dia de los Muertos'. Artist studies. Investigation of 'Festival' and 'Community Celebration'. Develop individual response. Ceramic decoration.
Term 2	Illustration English Literature	Cross curriculum study of Julius Caesar by William Shakespeare linked to English curriculum Victor Ambrus artist study. Analysis of the text. Illustrative response to a passage.

Term 3	Cubism	<p>Research into the work of the Cubists and creation of a personal response.</p> <p>Observational studies.</p> <p>Artist studies.</p> <p>3D work.</p> <p>Bas relief.</p> <p>Mixed media.</p>
Term 4	Urban Art	<p>A study of the work of the 'Urban Artist' and the enhancement of found surfaces.</p> <p>Roa artist study.</p> <p>Mural art and urban regeneration.</p> <p>Explore local environment.</p> <p>Develop personal response.</p>
Term 5	Social Awareness	<p>A visual investigation into the social classes.</p> <p>Grayson Perry and Richard Billingham</p> <p>Photographic Collage.</p> <p>Mixed Media final response.</p> <p>Illustration of a social scene.</p>
Term 6	Figurative Drawing and 3D.	<p>Development of observational skills using the figure as a focus.</p> <p>Alberto Giacometti artist study.</p> <p>Drawing from life.</p> <p>Sculpting.</p>
Year 9		
Term 1	Perspective	<p>An introduction into the use of one, two and three point perspective in art and design.</p> <p>Observational drawing.</p> <p>Experimentation with different media.</p> <p>MC Esher artist study.</p> <p>Personal response.</p>
Term 2	Natural Form	<p>A study of Natural Form as a theme for the development of a personal response.</p> <p>Observational drawing.</p> <p>Experimentation with different media.</p> <p>Ernst Haekel artist study.</p> <p>Personal response.</p>
Term 3	Still Life	<p>Development of observational skills using the still life as a focus.</p> <p>Drawing and painting.</p> <p>Euan Uglow artist study.</p> <p>Gestalt psychology.</p> <p>Measured final outcomes.</p>
Term 4	Illustration (English Literature)	<p>Cross curriculum study of The Tell-Tale Heart by Edgar Allen Poe linked to English curriculum.</p> <p>Irena Sibley and Giacomo Patri artist studies.</p> <p>Analysis of the text.</p> <p>Illustrative response to a passage using linocuts.</p>

Term 5	Portraiture	A study of portrait art exploring two diverse techniques. Lucien Freud and Chuck Close artist studies. Proportions of the human face. Two final responses, artist comparison.
Term 6	Personal Investigation	GCSE style artist study and personal response. Develop ideas and intentions by working from personal research. Artists of choice. Create a personal response that is linked to the study of chosen artist.

KS3 Scheme of Work – COMPUTER SCIENCE

Year 7	Topic(s)	Content
Term 1	Baseline testing and Software use	Baseline assessments to indicate level of computing competency. Familiarisation with school layout and incorporate organisation. Exploring software use for particular scenarios using Microsoft office applications. Creating various resources using Word, Excel and PowerPoint techniques.
Term 2	Computational Thinking	Introducing problem-solving skills, including analysing and logically organising data, data modelling and data abstractions. Algorithmic thinking and decomposing specific problems. Formulating problems and implementing solutions.
Term 3	Programming (Scratch)	Sequencing instructions to create programs. Introduction of a computer program being a set of instructions (linking to computational thinking). Using iteration to repeat processes for more efficient programming. Using mathematical operators to enhance programming.
Term 4	Computer Systems	Exploring the makeup of a computer, considering both hardware and software. Examining a variety of inputs and outputs, inspecting how and why they are required in a computer system. Focus on hardware, specifically memory and storage.
Term 5	Data Representation	Binary systems for storing data. Exploring how numbers represented in binary form. Converting binary numbers into decimal numbers. Converting hexadecimal data into other data formats to ensure a computer and human can understand.
Term 6	Programming (MicroBit)	Focus on another programming language (a simplified version of python). Creating programs, using similar techniques found in Scratch, resulting in LED lights displaying patterns. Further, in depth discussion and practical implementation to allow users to alter the MicroBit to change based on movement or user interaction.

Year 8		Topic(s)	Content
Term 1	Data Representation	<p>Addition of binary values</p> <p>Exploring the relationship between binary and decimal.</p> <p>Understanding how characters, images and sound are represented to allow a computer to process them.</p> <p>Representing instructions using various techniques regarding data representation.</p>	
Term 2	Programming (Python Turtle)	<p>Another taste of programming, building on from the introduction of python with MicroBit in Year 7.</p> <p>Examining techniques involving sequencing, selection, iteration, functions and parameters.</p> <p>Students to program their 'turtle' to draw various shapes and designs in the most efficient way possible.</p>	
Term 3	Encryption	<p>Encryption, Decryption and Encryption Keys.</p> <p>Exploring why encryption is so vital to ensuring your information is kept safe.</p> <p>Various encryption methods such as Caesar Cipher, Hashing and Cryptography to be investigated.</p> <p>Students to create their own encrypted data for others to attempt to decrypt in a time sensitive scenario.</p>	
Term 4	Boolean Logic	<p>Challenging theory topic, looking at logic gates and truth tables.</p> <p>Linked to problem solving, students will explore how logic gates are a fundamental part of any device.</p> <p>Create logic circuits for various real life scenarios.</p>	
Term 5	E-Safety / Cyber Security	<p>Understanding the importance of using technology safely.</p> <p>Investigating varied types of cyber-attacks (malware, Trojan, spyware) and how to mitigate them.</p> <p>Examining how fake news and internet searches affect users</p>	
Term 6	Software Use	<p>Recapping software applications to create a variety of resources highlighting efficient software use.</p> <p>Using PowerPoint, Access, Excel and Word, students will produce projects using all forms of Microsoft applications, displaying all content covered within the year 8 programme.</p>	
Year 9		Topic(s)	Content
Term 1	Computer Systems 2 ('Build a computer project')	<p>Using previously covered content, students will design their own computer using online building tools.</p> <p>Justification for hardware and software additions based on previous knowledge.</p> <p>Report findings using Word Processing to highlight correct software use.</p>	
Term 2	Computer Networks	<p>The Internet of Everything (why the internet is so important in everyday living).</p> <p>WWW vs the Internet.</p> <p>Domains and IP addresses.</p> <p>Network protocols and layouts.</p> <p>Exploring how security measures link with network protocols.</p>	
Term 3	Programming (HTML & CSS skills)	<p>This unit focusses on HTML and CSS, understanding what is behind the development of web page design.</p> <p>HTML5 is the language for presenting content and CSS for enhancing and formatting more aesthetic and visually exciting content.</p> <p>Students to cover basics in web design including images, web links, styling, structures, lists and tables.</p>	

Term 4	Programming (HTML & CSS project)	Students to create their own set of web pages using skills from previous term. Website proposal created to check for web topic using either Word or PowerPoint. Students have access to multiple resources but work independently throughout the project.
Term 5	Programming/Project Planning (Planning and testing)	Understanding the Project Life Cycle (how users go about planning projects from start to finish. Decomposition and Algorithmic thinking considered when enhancing plans and project ideas Recapping and developing programming skills Importance of testing and evaluating
Term 6	Programming/Project Planning (Development and Final Project)	Effective coding skills put to practice Students tasked with creating their own program from a choice of ideas Each stage of the PLC to be considered and examined, ensuring successful project goals

KS3 Scheme of Work – DESIGN TECHNOLOGY

Year 7	Topic(s)	Content
Term 1	Introduction to DT and Safety Presentation methods Practical skills development	Safety – Introduction to workshop environment, basic expectations, behaviour and requirements for school workshops. Clothing and PPE. Workshop procedures: work and tool storage, emergency evacuation routes, start up and close down, arrival and departure. Baseline testing. Drawing and design skills – Oblique, Isometric and Perspective Memoholder project (timber) - FPT on marking out and basic practical skills, CNC engraving (introduction). Common assessment - (Safety)
Term 2	Practical skills development	Memoholder project (timber) - FPT on marking out and basic practical skills, CNC engraving (introduction).
Term 3	STEM research and problem solving. Electronic Products	STEM Mars Challenge - Individual research task on designing habitats for extended living on the planet Mars. The ‘Amazing Sensitive Circuit’ Project (PCB and polymers) – electronics and CAD/CAM – production of a PCB and design/manufacture of a housing using CAD/CAM. Common Assessment – Practical assessment of soldering (skills).
Term 4	Electronic Products	The ‘Amazing Sensitive Circuit’ Project (PCB and polymers) – electronics and CAD/CAM – production of a PCB and design/manufacture of a housing using CAD/CAM.

Term 5 & 6	<p>Cultural influences on Designing</p> <p>Model making and prototyping skills</p>	<p>Cultural Jewellery project (metal and timber) – research into South American jewellery and cultural icons, subsequent design of a pendant or similar item using casting techniques.</p> <p>Bedroom in a shoebox project - making a scale model of your bedroom in a shoebox – using any materials and techniques that you feel confident or happy to use. The only real restriction being that the model must be in a shoebox.</p> <p>Common Assessment – End of year examination</p>
Year 8	Topic(s)	Content
Term 1	<p>Safety</p> <p>Presentation methods</p> <p>Design style influences in everyday products</p>	<p>Level 2 Safety - Personal responsibility, mind map analysis and bench drill safety passport task.</p> <p>Drawing and design skills - Use of CAD - Techsoft 2D and vector design.</p> <p>Design style photo frame holder (timber and polymers) – identifying and selecting an appropriate design style – designing and producing a product to reflect the elements of that chosen style.</p>
Term 2	Design style influences in everyday products	<p>Design style photo frame holder (timber and polymers) – identifying and selecting an appropriate design style – designing and producing a product to reflect the elements of that chosen style. Techsoft 2D and vector design..</p> <p>Common Assessment – Research and report on the work of the Health and Safety Executive.</p>
Term 3	<p>Control Technology</p> <p>Practical skills development</p>	<p>Control technology level 1 – Input/process/output. Use of sensors and processing to control peripheral devices. Flow chart based programming.</p> <p>Hanging Basket Project (Metal) FTP – hot/cold forming and joining of metal experience.</p> <p>Note: projects may need to rotate so multiple groups can be accommodated</p>
Term 4	<p>Control Technology</p> <p>Practical skills development</p>	<p>Control technology level 1 – Input/process/output. Use of sensors and processing to control peripheral devices. Flow chart based programming.</p> <p>Hanging Basket Project (Metal) FTP – hot/cold forming and joining of metal experience.</p> <p>Note: projects may need to rotate so multiple groups can be accommodated</p> <p>Common Assessment – Control Technology problem solving</p>
Term 5	<p>STEM, working as a team to solve problems</p> <p>Research skills</p>	<p>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.</p> <p>Extended written research task - In the ‘How it Works’ style –research and produce a report on how it has affected/improved the quality of our lives. Select from: Metal, Polymers, Timbers, Smart Materials – Submit in Term 6</p>

	<p>STEM, working as a team to solve problems</p> <p>Research skills</p>	<p>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.</p> <p>Extended written research task - In the 'How it Works' style –research and produce a report on how it has affected/improved the quality of our lives. Select from: Metal, Polymers, Timbers, Smart Materials.</p> <p>Common Assessment – End of Year Examination</p>
Year 9		
Year 9	Topic(s)	Content
Term 1	<p>Safety</p> <p>Presentation methods</p> <p>Designing for a need</p>	<p>Level 3 Safety – Safe use of machines inclusive portable equipment, power tool safety leaflet.</p> <p>Drawing and design skills – Rendering and presentation</p> <p>Clock Project – identify a need, write a design brief and set of specifications, design, make and evaluate.</p>
Term 2	Designing for a need	<p>Clock Project – identify a need, write a design brief and set of specifications, design, make and evaluate.</p> <p>Common Assessment - Safety information booklet for portable power tools</p>
Term 3	<p>Control Technology industrial applications</p> <p>The whole design process -Embedding Electronics into products</p> <p>Past and Present designers</p>	<p>Control Technology level 2 - Pneumatics: Use of pneumatics in industry, experience of pneumatics and applications, computer control of components (knowledge from Year 8 unit)</p> <p>Mini project – covering all areas of the design process, using textiles or justified material of choice – design and make a childs toy with light/sound features that encourages interaction and learning.</p> <p>Extended written task – Past and Present Designers report - research recognised designers (suggested from GCSE and GCE list) – produce report on their work and how it has influenced our current life styles both at personal and worldwide levels. On-going with deadline end of term 4.</p>
Term 4	<p>Control Technology industrial applications</p> <p>The whole design process -Embedding Electronics into products</p> <p>Past and Present designers</p>	<p>Control Technology level 2 - Pneumatics: Use of pneumatics in industry, experience of pneumatics and applications, computer control of components (knowledge from Year 8 unit)</p> <p>Mini project – covering all areas of the design process, using textiles or justified material of choice – design and make a childs toy with light/sound features that encourages interaction and learning.</p> <p>Extended written task – Past and Present Designers report - research recognised designers (suggested from GCSE and GCE list) – produce report on their work and how it has influenced our current life styles both at personal and worldwide levels. On-going with deadline end of term 4.</p> <p>Common Assessment – Pneumatics Problem Solving task.</p>

Term 5	The whole design process -Embedding Electronics into products	Mini project – covering all areas of the design process, using textiles or justified material of choice – design and make a child's toy with light/sound features that encourages interaction and learning.
Term 6	The whole design process -Embedding Electronics into products	Mini project – covering all areas of the design process, using textiles or justified material of choice – design and make a child's toy with light/sound features that encourages interaction and learning. Common Assessment – End of Year Examination

KS3 Scheme of Work – GEOGRAPHY

Year 7	Topic(s)	Content
Term 1	Fantastic Places	A general introduction to Geography; what makes up human/physical geography? Using 'fantastic places' to teach both locational knowledge (i.e. capitals, oceans etc) as well as skills. 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.
Term 2 & 3	Coasts	Pupils will learn the basic geographical processes that occur on a coastline i.e. erosion, weathering, transportation and deposition. There is an opportunity for fieldwork on site to look in more depth at weathering. The formation of landforms such as stack, arches, wave cut platforms etc will be taught with an emphasis places on sequencing and the use of key words. 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 & 5	Population and Migration	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. Pupils will be introduced to the key geographical concept of sustainability.
Term 6	Crime	To understand the Geography of crime i.e. how crime occurs in different areas and situations and how it can be mapped. This topic uses many skills with a focus on the presentation and analysis of data wherever possible. Pupils will apply their knowledge of crimes, patterns and locations to show how crime can be reduced in certain areas. This topic introduces GIS (geographical information systems) to record and map crimes. There is an opportunity for virtual fieldwork.

Year 8		Topic(s)	Content
Term	1	Rivers and River Flooding	<p>The processes of weathering and erosion will be looked at with an emphasis given to the landforms that are produced by fluvial erosion, transportation and deposition along the long profile of a river. It will be expected that pupils build on their knowledge of weathering and erosion from the coasts topic and apply this to a different context.</p> <p>To sequence the formation of v shaped valleys, waterfalls, floodplains, levees etc.</p> <p>To recap the use of OS maps to identify river features.</p> <p>To understand the factors that cause flood events then to study examples of floods in both LICs and HICs (create mini 'case studies').</p>
Term	2	Living and Working in the UK	<p>Geographical reasons for the locations of settlements.</p> <p>How people have adapted to living in cities and some of the issues of high density urban living.</p> <p>To investigate sustainable ways of living in urban areas</p> <p>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.</p> <p>Pupils will look at all four industry types (primary, secondary, tertiary and quaternary) and an emphasis will be given to the dominance of these industries in different types of countries (Fisher-Clark Model).</p> <p>Pupils will research and create a business model for the diversification of a hill farm in the Lake District. Emphasis here on justification and planning (as well as creativity).</p>
Term	3	Weather and Climate	<p>Study the factors that affect both climate and weather.</p> <p>Opportunity to research and present information as a group to the class.</p> <p>Look at examples of extreme weather events.</p> <p>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.</p>
Term	4	Resources and the Environment	<p>Pupils will study various types of renewable and non-renewable energy sources, including some investigation into less conventional energy sources such as fracking.</p> <p>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.</p>
Term	5 & 6	Africa	<p>This topic will look at 'Africa' through the focus of a few contrasting African countries.</p> <p>This topic is partially synoptic and will recap on topics such as coasts, rivers, population, resources and weather.</p> <p>This topic will bring together prior knowledge and there will be greater emphasis on the application of this knowledge.</p>
Year 9		Topic(s)	Content
Term	1	Extreme Environments	<p>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.</p> <p>Emphasis is given to the study of rainforests and both hot and cold deserts. Case Study style examples are used for each of these biomes to allow for more in depth study.</p>
Term	2	Terrible Tectonics	<p>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.</p> <p>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).</p>

Term	3	Russia	<p>Alike the study of Africa in Year 8, this country study has synoptic elements i.e. climate, population, resources etc.</p> <p>Skills such as the use of maps and analysis of figures will be used.</p> <p>Pupils will finish the topic with an overview of Russia and will have an understanding of its people, environment, economy, politics and history (this will provide good basic context for learning about Russia in the future).</p>
Term	4	China	<p>Similar to Russia, the study of China allows for synoptic links to be made to prior topics.</p> <p>Pupils will finish the topic with an overview of China and will have an understanding of its people, environment, economy, politics and history (this will provide good basic context for learning about China in the future).</p>
Term	5	Development Dilemmas	<p>Pupils will investigate ways to measure development and learn why different countries are at different levels of development.</p> <p>Synoptic links will be made to employment (Fisher Clark model) and to previous HIC/LIC case studies.</p> <p>Pupils will look briefly at how trade, debt and aid can be used to raise a countries level of development.</p>
Term	6	Geographical Skills	<p>Pupils will briefly refresh and extend their geographical skills then apply these to decision making exercises.</p> <p>Pupils will plan and carry out their own geographical enquiry.</p>

KS3 Scheme of Work – HISTORY

Year 7	Topic(s)	Content	
Term	1	Anglo-Saxon and Norman Life	<p>What is History?</p> <p>How can we find out about Anglo-Saxon and Medieval England?</p> <p>How much change did the Norman Conquest bring to England?</p>
Term	2	Medieval Life	<p>Why was the Medieval Church so important?</p> <p>Did life get better in Medieval times?</p> <p>The Black Death.</p>
Term	3	The Reformation	<p>The kings and queens of Tudor England.</p> <p>The English Reformation.</p> <p>Which Tudor monarch changed religion the most?</p>
Term	4	Tudor Life	<p>Was the Tudor period a good time to be alive?</p> <p>The lives of the rich and the poor</p> <p>Tudor towns and entertainment</p>
Term	5	Life under the Stuarts	<p>King James I.</p> <p>Witchcraft, the Gunpowder Plot, medicine and plague, the Great Fire of London.</p> <p>Did changes to British society last?</p>
Term	6	The Industrial Revolution	<p>Causes of the Industrial Revolution.</p> <p>Changes to British public health.</p> <p>Was the growth of industry from 1750 to 1900 really a 'revolution' in British life?</p>
Year 8	Topic(s)	Content	
Term	1	Medieval Power Struggles	<p>Thomas Becket and Henry II.</p> <p>King John, the Magna Carta and the Peasants' Revolt.</p> <p>How powerful were Medieval monarchs?</p>

Term	2	Civil War and Revolution	Causes of the English Civil War. Was Oliver Cromwell a villain? Was the English Civil War a 'revolution'?
Term	3	The Rise and Fall of the British Empire	Why did Britain want an empire? The impact of the British Empire on Africa, America, Ireland, Australia, India and Britain. Why did the British Empire fall apart?
Term	4	Slavery and Civil Rights	The transatlantic slave trade. Why did it take until the 1800s for Britain to end slavery? Why did Martin Luther King still 'have a dream' one hundred years after slavery ended in the USA?
Term	5	20 th Century Dictatorships	Hitler's rise to power in 1933-34 and life in Nazi Germany. The Reichstag fire, the Enabling Act and Night of the Long Knives. What was life like in Nazi Germany?
Term	6	The Russian Revolution	The Communist Revolution of 1917 and life under Lenin and Stalin. Why did dictators dominate Europe in the 20th Century?
Year 9			
		Topic(s)	Content
Term	1	World War One	Causes of World War One and trench warfare. How should we remember the 'Great War'? How did World War One change the modern world?
Term	2	World War Two	Causes of World War Two. Why did the Allies win the Second World War? How did World War Two change the modern world?
Term	3	The Holocaust	What was the Holocaust? How can we explain why different groups of people acted the way they did? What makes a good causal explanation for the actions of Holocaust perpetrators?
Term	4	The Cold War and its Legacy	How close did the world come to nuclear war between 1945 and 1991? What caused the collapse of the USSR in 1991 and the end of the Cold War? Why did the 9/11 terrorist attacks happen in 2001?
Term	5	GCSE	Revision and end of year examination. The Kaiser of Germany What was life like in Germany before WWI?
Term	6	GCSE	WWI and its impact on Germany Weimar Germany What were the challenges faced by Germany after the war?

KS3 Scheme of Work – FRENCH

Year 7		Topic(s)	Content
Term	1	C'est parti!	<p>Basic introduction: how to greet people and introduce yourself with name, age, birthday.</p> <p>Numbers 1-30 and beyond.</p> <p>Talking about what is in the classroom and using language to manage in the classroom.</p> <p>Colours (making adjectives agree with nouns).</p> <p>Using un/une and le/la.</p> <p>European Day of Languages</p>
Term	2	Famille et copains	<p>Talking about your brothers and sisters.</p> <p>Possessive adjectives (mon, ma, mes).</p> <p>More practise of the verb avoir.</p> <p>Describing yourself and others (hair, eyes, height, and personality).</p> <p>Understanding adjective agreements.</p> <p>Talking about your pets.</p>
Term	3	Chez moi	<p>Talking about where people live, describing your home and your bedroom.</p> <p>Talking about what you do in the evening.</p> <p>Telling the time.</p> <p>Using the verb habiter.</p> <p>Using simple prepositions (eg devant, dans, sur).</p>
Term	4	Spanish	
Term	5	Spanish	
Term	6	Spanish	
Year 8		Topic(s)	Content
Term	1	Mon album de famille	<p>Talking about families, jobs people do and where they come from.</p> <p>Describing the weather and what we do in different weathers.</p> <p>Describing a typical day.</p> <p>Using er, ir and re verbs, irregular present tense verbs, masculine/feminine nouns, depuis, quand and si.</p>
Term	2	Temps libre	<p>Talking about yesterday evening and last weekend.</p> <p>Talking about TV programmes you have watched and where you went.</p> <p>Extending written and spoken responses.</p> <p>The perfect tense with avoir and with être; irregular past principles; c'était.</p>
Term	3	Les Sorties	<p>Making and reacting to invitations, making excuses.</p> <p>Talking about clothes and practising exchanges in a shop.</p> <p>Using the verbs vouloir, pouvoir and devoir.</p> <p>Using comparatives and superlatives.</p>
Term	4	Manager at boire	<p>Talking about food and French meals, preparing for a party, shopping for food and eating at a restaurant.</p> <p>The definite article after aimer and préférer; the partitive article – du/de la/des; using il faut + infinitive; using de with quantities.</p>
Term	5	Voyages et Vacances	<p>Talking about holidays and describing your past holidays.</p> <p>Giving opinions.</p> <p>Using the prepositions en and à.</p> <p>More practise with the perfect tense.</p>

Term	6	Les Copains	Talking about your friends, pocket money and gadgets. Using notre/nos, avoir besoin de and using the 3 main tenses.
Year 9			
		Topic(s)	Content
Term	1	Qui suis je?	Discussing family relationships and describing people. Revising activities and times Using past, present and future tenses.
Term	2	Ma Ville et ma Maison	Talking about where you live Using depuis + present tense Pouvoir + infinitive
Term	3	Mes Etudes	Talking about school School subject and opinions Comparative & superlative Il faut
Term	4	Mes Loisirs	Free time activities including music, cinema and TV Irregular verbs Adverbs Si clauses
Term	5	Mes Loisirs (2)	Free time activities including sports and eating out Perfect tense with avoir Imperfect tense
Term	6	Les Fêtes	Talking about festivals & traditions Perfect tense with être Reflexives verb in the past tense

KS3 Scheme of Work – SPANISH

Year 7			
		Topic(s)	Content
Term	1	French	
Term	2	French	
Term	3	French	
Term	4	Spanish	Basic introduction: how to greet people and introduce yourself with name, age, birthday, where you live. Numbers 1-30 and beyond. Learn how to conjugate the present tense.
Term	5	Spanish	Describing yourself: personality and physical appearance with hair and eyes colour and height. Talking about and describing your family. Describe your pets.
Term	6	Spanish	Talking about your school and classroom equipment. Talking about school subjects and timetable. To give your opinion of subjects, teachers and the school. Revise the present tense.

Year 8		Topic(s)	Content
Term	1	Mi vida	Revision. Description of yourself and your family. Revision. Describing yourself: personality and physical appearance with hair and eyes colour and height. Describe your friends. Talk about what you do in your free time. Say what you and your friend are going to do in the future.
Term	2	Mi ciudad	Talking about where you live. Asking about places in a town and asking for directions. Learning the near future tense to say where you are going to go/what you are going to do. Talk about a special day.
Term	3	En casa	Talking about where you live, type of house. Describing your home and your bedroom. Talk about your daily routine and house chores. Say what you have for breakfast. Describe your dream house.
Term	4	Mi tiempo libre	Talk about what you like to do in you your free time. Give your opinion about technology and phones. Say what sports or activities you do depending on the weather. Learn how to tell the time in Spanish. Create a questionnaire for a celebrity.
Term	5	Mis vacaciones del pasado	Past holiday (where you went, who with and how.) Activities on holiday. Describing a last day on holiday. Opinion on a past holiday and understanding information about a tourist attraction.
Term	6	Mis vacaciones	To compare your usual holidays with your holidays in the past. Describe what to do in a summer camp. Use si and cuando clauses to talk about the weather. Talking about your past, present and future holidays giving details about the destination.
Year 9		Topic(s)	Content
Term	1	Diviértete	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. Using the present and near future tenses.
Term	2	Mis vacaciones	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.
Term	3	La comida	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	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	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	Choice between: creation of a blog on myself, an album, or a magazine.

KS3 Scheme of Work – MUSIC

Year 7		Topic(s)	Content
Term	1	Discovering Music	How do composers begin to compose? Creating sound. Creating graphical scores for our compositions
Term	2		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. Music Technology: Using Cubase to sequence a piece of music Developing technology skills such as choosing instruments, quantising, editing notes, fixing errors, copying and pasting tracks etc.
Term	3	Rhythm and Melody	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		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. Using Sibelius software to create a music score of your composition with multiple instruments.
Term	5	Words and Music	The Pentatonic Scale. Setting words to music – natural speech rhythm. Setting a Japanese Haiku to music. Introducing a countermelody.
Term	6		Syncopated Jazz Keyboard skills: introducing syncopation and minor keys. Jazz influences in music.
Year 8		Topic(s)	Content
Term	1	Form and Structure	The 12 Bar Blues: understanding and playing chords (triads) Walking bass line. Improvisation using the notes of the Blues Scale. Performing 'Green Onions' using sequencing software to mix the different parts.
Term	2		Ternary (ABA) form and Rondo (ABACA...) form. Composition task based on contrasts. Introduction to the concept of keys (tonic, dominant, relative minor) How to harmonise your own melody using simple triads.
Term	3	Keys and Scales	Indian Music: Raga, Tala, Drone. Putting together a performance that includes an Alap and improvisation using the notes of their own Tala.
Term	4		Major and minor, how different tonality can be used to give different moods.

Term	5	Communicating through Music	Pictures at an Exhibition: using music to represent a picture. Studying Mussorgsky's work and composing our own pieces in response to art works.
Term	6		Music in advertising: creating an advertising campaign, composing in response to a brief Using sequencing software to mix together audio and MIDI
Year 9		Topic(s)	Content
Term	1	Film Music	Composing music for film, focusing on title music that sets the scene of a film. Performing an arrangement of the James Bond theme.
Term	2		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	Minimalism: American Music of the 1960s; advances in technology; reaction against 'atonal' music. Composing using minimalist ideas.
Term	4		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	Dance Music: Using computer software such as Audio Tool to compose a piece of dance music.
Term	6		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	Games For Understanding	Games For Understanding Students to cover a range of activities related to Unit 2 Practical Sports Performance at KS4 looking at: rule development; the use of officials; the rules in action; the demands of sport on performance; and tactical analysis
	Baseline Testing	Baseline Testing 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 Games lesson.
Term 2	Gymnastics	Gymnastics 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.
	Rugby	Rugby 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	Badminton	Badminton 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.

	Hockey	<p>Hockey</p> <p>Students will develop basic skills and techniques required for hockey and refine them in small sided games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed</p>
Term 4	Cricket	<p>Cricket</p> <p>Students will develop basic skills and techniques required for batting, bowling and fielding and refine them in small sided games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed</p>
	Basketball	<p>Basketball</p> <p>Students will develop basic skills and techniques required for basketball and refine them in small sided games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed</p>
Term 5	PE Lesson	<p>OAA</p> <p>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.</p>
	Athletics	<p>Athletics</p> <p>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.</p> <p>Peer observation and analysis will be encouraged throughout in order for students to progress effectively.</p>
Term 6	Tennis	<p>Tennis</p> <p>Students will develop basic skills and techniques required for tennis and refine them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed.</p>
	Striking and Fielding Games	<p>Striking and Fielding Games</p> <p>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</p>

Year 8	Topic(s)	Content
Term 1	Tennis	<p>Tennis</p> <p>Students will develop more complex skills and techniques required for tennis and refine them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Tactical ideas will be developed and used effectively.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Rugby	<p>Rugby</p> <p>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.</p> <p>Pupils will work on improving the quality of their skills with the intention of outwitting opponents.</p> <p>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p>
Term 2	Handball	<p>Handball</p> <p>Students will develop basic skills and techniques required for handball and refine them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed, developed and used within competitive situations.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Hockey	<p>Hockey</p> <p>Using Skills, Techniques/Competition, Cooperation/ Tactics:</p> <p>Emphasis on offensive concepts: Keeping possession, sending, receiving, and travelling. Penetration/ invasion, accurate passing and receiving, dodging, change of speeds.</p> <p>Defensive concepts: Zoning, defending players in area change of speed running in different directions.</p>
Term 3	Futsal	<p>Futsal</p> <p>In this unit pupils will develop the skills learnt in year 7 football and transfer to indoor futsal and use basic principles of attack and defence to plan strategy and tactics for futsal.</p> <p>Pupils will work on improving the quality of their skills with the intention of outwitting opponents.</p> <p>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement.</p>
	Basketball	<p>Basketball</p> <p>Students will focus on developing, implementing and refining team and individual game plans.</p> <p>Teams will be expected to plan strategies and implement them in different situations.</p> <p>In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s).</p> <p>In basketball games, the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.</p>

Term 4	Table Tennis	<p>Table Tennis</p> <p>Students will develop more complex skills and techniques required for table tennis and refine them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Tactical ideas will be developed and used effectively.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Football	<p>Football</p> <p>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.</p> <p>Pupils will work on improving the quality of their skills with the intention of outwitting opponents.</p> <p>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition</p>
Term 5	Volleyball	<p>Volleyball</p> <p>Students will develop skills and techniques required for volleyball and refine them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Tactical ideas will be developed and used effectively.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Athletics	<p>Athletics</p> <p>Students will improve their running, jumping and throwing skills and learn specific techniques for events in order to improve performances.</p> <p>They will carry out investigations into aspects of technique and use the information to become more technically proficient.</p> <p>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.</p>
Term 6	OAA	<p>OAA</p> <p>In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.</p> <p>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.</p>
	Cricket	<p>Cricket</p> <p>In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding.</p> <p>Pupils will work on improving the skill of outwitting opponents.</p> <p>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.</p> <p>Pupils should be able to accurately score, coach & officiate games.</p> <p>Striking and Fielding Games</p> <p>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.</p> <p>Through a variety of games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent.</p>

Year 9	Topic(s)	Content
Term 1	Invasion Games	<p>Invasion Games</p> <p>Students will look to create and develop their own games and competitions utilising equipment and techniques designed by them.</p> <p>They will introduce and adapt rules and regulations and the games progress.</p> <p>Leadership skills and communication abilities will be discussed and utilised.</p>
	Football	<p>Football</p> <p>Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations.</p> <p>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).</p> <p>Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them.</p>
Term 2	Handball	<p>Handball</p> <p>Students will develop more complex skills and techniques required for handball and develop them in competitive games.</p> <p>Rules and regulation knowledge will be enhanced and students will be encouraged to take on the roles of match officials.</p> <p>Intricate tactical ideas will be discussed, developed and used within competitive situations.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Hockey	<p>Hockey</p> <p>Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations.</p> <p>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).</p> <p>Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them</p>
Term 3	Futsal	<p>Futsal</p> <p>In this unit pupils will develop the skills learnt in year 7 and 8 football and transfer to indoor futsal and use developed principles of attack and defence to plan strategy and tactics for futsal.</p> <p>Pupils will work on improving the quality of their skills with the intention of outwitting opponents.</p> <p>In all games activities, pupils think about how to develop strategies and tactics to outwit the opposition.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement.</p>
	Basketball	<p>Basketball</p> <p>Students will be encouraged to extend skills learnt in years 7 & 8 and transition individual technique into match situations.</p> <p>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).</p> <p>Students will take on various roles both as players, coaches and organisers and develop communication skills giving feedback to others around them.</p>

Term 4	Table Tennis	<p>Table Tennis</p> <p>Students will develop more intricate skills and techniques required for table tennis and develop them in competitive games.</p> <p>Rules and regulations will be introduced and students will be encouraged to take on the roles of match officials.</p> <p>Basic tactical ideas will be discussed.</p>
	Fitness Training Theory	<p>Fitness Training Theory</p> <p>Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes.</p> <p>The aim of this unit is to prepare the students for KS4 BTEC work and in particular Unit 3 Applying the Principles of Training.</p>
Term 5	Health Related Fitness	<p>Health Related Fitness</p> <p>Students will be introduced to the basics of fitness testing and training and the preparation of individual training programmes in a practical environment.</p> <p>The aim is to cement solid ideas of the importance of HRF for long term opportunities to remain physically and mentally fit.</p>
	Athletics	<p>Athletics</p> <p>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.</p> <p>In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.</p>
Term 6	Tennis	<p>Tennis</p> <p>Students will develop complex skills and transfer them in competitive games/situations. Rules and regulations will be developed and students will be encouraged to take on the roles of match officials.</p> <p>Tactical ideas will be refined and used effectively.</p> <p>Students will be able to analyse their own, and others, strengths and areas for improvement</p>
	Cricket / Striking and Fielding Games	<p>Cricket</p> <p>In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding.</p> <p>Pupils will work on improving the skill of outwitting opponents.</p> <p>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.</p> <p>Pupils should be able to accurately score, coach & officiate games.</p> <p>Striking and Fielding Games</p> <p>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.</p> <p>Through a variety of games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent.</p>

KS3 Scheme of Work – RELIGIOUS EDUCATION

Year 7		
Year 7	Topic(s)	Content
Term 1	Ideas about God and Creation	<ul style="list-style-type: none"> • Polytheism: Roman, Greek and Egyptian gods and myths.. • The Hindu conception of Brahma. • The Hindu creation story and the Trimurti. • Buddhist beliefs about reality.
Term 2	Ideas about God and Creation	<ul style="list-style-type: none"> • The Judaeo-Christian conception of God. • The Genesis creation story. • Humanism. • The Big Bang.
Term 3	Judaism	<ul style="list-style-type: none"> • The Story of Moses • Passover • Covenants • The 10 Commandments • Shabbat
Term 4	Judaism	<ul style="list-style-type: none"> • The Torah • Bar and Bat Mitzvah • The Shema • Mezuzahs
Term 5	Hinduism	<ul style="list-style-type: none"> • Dharma, Karma and Reincarnation • The Ramayana • Diwali • Yoga
Term 6	Hinduism	<ul style="list-style-type: none"> • Hindu Worship • Pilgrimage • Mahatma Gandhi • Hinduism in the UK
Year 8		
Year 8	Topic(s)	Content
Term 1	The life of Jesus and his influence today	<ul style="list-style-type: none"> • Baptism of Jesus • Infant and Believer's Baptism • The Parables of Jesus • The Sermon on the Mount • The Lord's Prayer • The Work of the Church in Folkestone
Term 2	The life of Jesus and his influence today	<ul style="list-style-type: none"> • Holy Week and the Last Supper • Different Christian beliefs about the Eucharist • The Crucifixion and Resurrection of Jesus • How Christians celebrate Easter
Term 3	Islam and the Five Pillars	<ul style="list-style-type: none"> • The Shahadah • Muslim beliefs about God - Tawhid • The Life of Muhammad • The Qur'an • Salah

Term 4	Islam and the Five Pillars	<ul style="list-style-type: none"> • Zakah • Sawm • Hajj • Muslim Festivals
Term 5	Places of Worship	<ul style="list-style-type: none"> • The importance of places of worship • Local places of worship • How places of worship reflect beliefs • Canterbury Cathedral • Guru Nanak Darbar Gurdwara, Gravesend
Term 6	Places of Worship	<ul style="list-style-type: none"> • How religious believers help their local community • Comparing places of worship • Pilgrimage sites • Design your own multi-faith centre
Year 9	Topic(s)	Content
Term 1	Relationships and Family	<ul style="list-style-type: none"> • How does religion influence the modern world? • Christian denominations • Teachings about human sexuality • Religious attitudes to sex before marriage • Religious attitudes to sex outside of marriage
Term 2	Relationships and Family	<ul style="list-style-type: none"> • Religious attitudes to contraception and family planning • The importance of marriage • Attitudes to divorce and remarriage • The nature of modern families in the UK
Term 3	Relationships and Family	<ul style="list-style-type: none"> • Religious attitudes to gender roles • Religious teachings about the role of the family • Religious teachings about the purpose of the family • Gender equality
Term 4	Christian Beliefs	<ul style="list-style-type: none"> • The nature of God • The Nicene Creed • The Trinity • Different Christian beliefs about creation • The role of the Trinity in creation
Term 5	Christian Beliefs	<ul style="list-style-type: none"> • Beliefs about the nature of Jesus • The incarnation • The crucifixion • The resurrection and ascension
Term 6	Christian Beliefs	<ul style="list-style-type: none"> • Beliefs about life after death. • Beliefs about heaven, hell and purgatory • Judgement. • Sin and salvation • The role of Jesus in salvation