

## Key Stage 3 Curriculum Overview 2018

### English

Throughout Key Stage 3, your child will study a range of texts: both fiction and non-fiction, as well as explore poetry, creative writing and presentation skills. Some of the themes will appear both in year 7 and in year 8 but this is because we want your child to understand and see the cross over and the development of skills as they progress through the academy.

The themes are:

Year 7	Year 8
WW1 and Poetry	Shakespeare
Shakespeare	Of Mice and Men and Poetry
Gothic	Novel study and Other Cultures

Whilst studying each of these themes, your child will be developing their skills in relation to the 'AOs' (assessment objectives) they will be assessed against at the end of year 11. In doing this, we are hoping that your child will be an 'expert' by the time they reach their GCSEs.

#### **Literature (Reading):**

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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#### **Language (Writing & Speaking)**

AO1: identify and interpret explicit and implicit information and ideas

- Select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

Your child will have to study 19th Century Literature, Shakespeare and Modern Prose. In addition, they will explore poetry and non-fiction texts, as well as composition.



## Maths

In year 7 and 8 students study Mathematics for 4 hours per week. The course is split into 4 learning themes: Number, Algebra, Shape & Data. Each of these learning themes is studied in both year 7 & 8 and the proportion of time spent on each theme is dependent on the band in which students are taught. Maths at the Stockwood Park academy is taught through the Mathematics Mastery Programme, where there is a greater emphasis on a hands on approach to solving problems, through the use of bead strings, Dienes blocks, Fraction counters, Cuisenaire rods, 100 grids, number lines and multilink cubes. The key principles of the programme are:

- Students study fewer topics in greater depth
- Mastery for all students
- Number sense and place value come first
- Problem solving is central.

The schemes of learning are such that there is a seamless transition from Key Stage 3 to 4 in Mathematics as from the start of year 7 they are on a 5 year learning plan with the ultimate expectation of achieving their full potential by the end of year 11.



Year 7

Autumn 1 Solve word problems (add and subtract)	Autumn 2 Explain and investigate (multiply and divide)	Spring 1 Geometry	Spring 2 Fractions	Summer 1 Applications of algebra	Summer 2 Percentages and statistics
<b>All should be confident and competent in Key Stage 2 material. Review of these prerequisites may be useful for each unit:</b>					
<ul style="list-style-type: none"> <li>• Number bonds</li> <li>• Convert units</li> <li>• Money +/–</li> <li>• Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Mental strategies</li> <li>• Multiplication facts</li> <li>• Multiplication strategies</li> <li>• Solve number problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lengths and units</li> <li>• Parallel and perpendicular</li> <li>• Work with angles</li> <li>• Division and the mean</li> </ul>	<ul style="list-style-type: none"> <li>• Equal parts</li> <li>• Factors and multiples</li> <li>• Tenths and hundredths</li> <li>• Word problems</li> <li>• Fractional areas</li> </ul>	<ul style="list-style-type: none"> <li>• Areas of rectangles and triangles</li> <li>• Number patterns</li> <li>• Algebraic notation</li> <li>• Triangle and quadrilateral properties</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals and problem solving</li> <li>• Fractions of shapes</li> <li>• Equivalence</li> <li>• Order of operations</li> </ul>
<b>All will have access to this specific Key Stage 3 content:</b>					
<ul style="list-style-type: none"> <li>• Place value (including decimals)</li> <li>• Add and subtract (including decimals)</li> <li>• Rounding</li> <li>• Perimeter</li> <li>• Mental strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Factors and multiples</li> <li>• Multiply and divide (including decimals)</li> <li>• Area of rectangle, triangle and parallelogram</li> <li>• Calculate the mean</li> <li>• Further mental strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and measure angles</li> <li>• Find unknown angles (straight lines, at a point, vertically opposite)</li> <li>• Properties of triangles and quadrilaterals</li> <li>• Unit conversions (linear)</li> <li>• Symmetry and tessellation</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Compare and order fractions and decimals</li> <li>• Change mixed numbers to improper fractions and vice versa</li> <li>• Fraction of a quantity</li> <li>• Multiply and divide fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Order of operations</li> <li>• Substitution</li> <li>• Form and simplify algebraic expressions</li> <li>• Expand over a single bracket, and factorise</li> <li>• Sequences (term-to-term, not <math>n^{\text{th}}</math> term)</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and interpret statistical diagrams including pie charts</li> <li>• Convert between percentages, vulgar fractions and decimals</li> <li>• Percentage of a quantity</li> <li>• Find the whole, given the part and the percentage</li> </ul>
<b>As well as looking at the termly projects, highest attaining students may be stretched through depth by consideration of the following:</b>					
<ul style="list-style-type: none"> <li>• Different counting systems or bases</li> <li>• Generalisation</li> <li>• Upper and lower bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Shikaku puzzles</li> <li>• Different counting systems or bases</li> <li>• Alternative methods of multiplication</li> <li>• Generalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Tessellating triangles and quadrilaterals</li> <li>• Tangram investigations</li> <li>• Rigid shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Terminating and recurring decimals</li> <li>• Fractions of tangrams</li> <li>• Shape block challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Four fours</li> <li>• Patterns and generalising</li> <li>• Algebraic mean questions</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and converting between representations</li> <li>• Applications of percentages</li> </ul>

All classes in Maths are set by ability and the work set at the appropriate level. The schemes of learning in Maths are such that all learning outcomes are available if the students are sufficiently able to access them. Each class will start at its own point on the learning outcomes dependent on the ability of the class, in this way students avoid repetition of all the topics covered at Key Stage 2. Where a topic is a fundamental skill for Key Stage 3 then the work covered at Key Stage 2 will be revisited.



Year 8

Autumn 1 Number	Autumn 2 Algebraic expressions	Spring 1 2-D geometry	Spring 2 Proportional reasoning	Summer 1 3-D geometry	Summer 2 Statistics
<b>All should be confident and competent with Year 7 material. Review of these prerequisites may be useful for each unit:</b>					
<ul style="list-style-type: none"> <li>• Factors, multiples and primes</li> <li>• Multiplication and division</li> <li>• Fraction equivalence and calculations</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving with fractions</li> <li>• Order of operations</li> <li>• Form algebraic expressions</li> <li>• Substitution</li> </ul>	<ul style="list-style-type: none"> <li>• Angle types</li> <li>• Angle facts</li> <li>• Rectangle and triangle areas</li> <li>• <math>\times/\div</math> by powers of 10</li> <li>• Problem solving with negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Rounding</li> <li>• Bar modelling with fractions</li> <li>• Fraction <math>\times/\div</math></li> <li>• Bar modelling with equations</li> <li>• FDP equivalence</li> </ul>	<ul style="list-style-type: none"> <li>• Rectilinear areas</li> <li>• Fraction +/–</li> <li>• Problem solving with fractions</li> <li>• Percentage increase and decrease</li> <li>• Substitution with negatives</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical diagrams</li> <li>• Ratio and rate</li> <li>• The mean</li> <li>• Calculator skills and rounding</li> </ul>
<b>All will have access to this specific Key Stage 3 content:</b>					
<ul style="list-style-type: none"> <li>• Primes and indices</li> <li>• Prime factorisation, squares and cubes</li> <li>• Use of Venn diagrams to find LCM and HCF</li> <li>• Add and subtract fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Order and calculate with negative numbers</li> <li>• Form and solve linear equations (unknowns on one side)</li> <li>• Use more complex algebraic expressions</li> <li>• Linear sequences: <math>n^{\text{th}}</math> term</li> </ul>	<ul style="list-style-type: none"> <li>• Construct triangles and quadrilaterals</li> <li>• Calculate unknown angles (including parallel lines)</li> <li>• Unit conversions (including area)</li> <li>• Area of a trapezium</li> <li>• Areas and perimeters of composite figures</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage increase and decrease, including multipliers</li> <li>• Reverse percentage problems</li> <li>• Ratio (equivalent, of a quantity) and rate</li> <li>• Scaling and multipliers</li> <li>• Speed, distance, time</li> </ul>	<ul style="list-style-type: none"> <li>• Use of significant figures and estimation</li> <li>• Circumference and area of a circle</li> <li>• Visualise and identify 3-D shapes and their nets</li> <li>• Volume of cuboid, prism, cylinder, composite solids</li> <li>• Surface area</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and organise data, including surveys</li> <li>• Interpret and compare statistical representations</li> <li>• Mean, median and mode averages</li> <li>• The range and outliers</li> </ul>
<b>As well as looking at the termly projects, highest attaining students may be stretched through depth by consideration of the following:</b>					
<ul style="list-style-type: none"> <li>• Egyptian fractions</li> <li>• Continued fractions</li> <li>• HCF and LCM generalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore non-linear sequences</li> <li>• T-totals</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and ratio</li> <li>• Complex constructions</li> <li>• Simple angle proofs</li> </ul>	<ul style="list-style-type: none"> <li>• Density</li> <li>• Area scale factors</li> <li>• Loan repayment</li> </ul>	<ul style="list-style-type: none"> <li>• Platonic solids</li> <li>• Percentage errors</li> <li>• Plans and elevations</li> </ul>	<ul style="list-style-type: none"> <li>• Misleading graphs</li> <li>• Equal width histograms</li> <li>• Sampling methods</li> </ul>

## **Science**

The science department is dedicated to providing challenging lessons where students can learn in a safe and positive environment. Our aim is to produce confident young scientists who have an enquiring mind and a good work ethic.

### **KS3**

The key stage three curriculum covers the three main science areas of biology, chemistry and physics with an emphasis on working scientifically and developing scientific numeracy skills. The KS3 curriculum has recently been redesigned to make investigative and problem solving the corner stone of each lesson. This will ensure that our students are able to make the smooth transition into KS4.

The topics we cover over the two years are:

- Biology: cells, reproduction and genetics.
- Chemistry: principles of the periodic table, atoms and elements and making a link between science in industry and the science we study in the classroom.
- Physics: Motion, forces, energy, electricity and space.
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Assessments take the form of both written tests and practical assessments to ensure we have students are able to make the transition confidently into KS4.

At the end of KS3 students will have the opportunity to choose triple science as one of their option subjects.

### **KS4**

Students follow one of two learning routes:

The majority of students will complete the Edexcel combined science course, which is a double award and counts as two GCSEs. Our most able students will continue to take the three sciences as separate GCSE subjects.

All the courses are linear with all the exams being completed at the end of Year 11. Whichever learning route they follow, the curriculum covers all areas of Biology, Chemistry and Physics studied in Key Stage 3, but at a higher level. In addition single science students will be introduced to some new topics such as plant hormones, blood group genetics, tests for ions and carboxylic acids and the astronomy.

#### **Extra-curricular**

We offer a range of enrichment activities and trips to add value to the science curriculum, including the Big Bang Fair, a day in a forensics lab, and the use of STEM ambassadors to add real life experience to the curriculum.

There is a weekly science club 'Rocket Club' open to all students. This is an opportunity to challenge the thinking of the teachers and carry out a number of STEM challenges.

In addition we hold a weekly science drop in session for KS4 students who feel they need some extra support or clarification on the topics covered in lesson.

## Humanities

At Key Stage 3, all students will study the 3 Humanities subjects at different points of the year. They will have 2 hours of a Humanities subject lessons each week, with students rotating between the study of History, Geography and Religious Studies each term.

## History

Without History we would not be where we are today, therefore at The Stockwood Park Academy we feel it is important to educate students about significant events in both British and international history. Students are encouraged to become 'historical detectives' by investigating history through the use of evidence and other source material available.

Subject Learning Themes Overview

1. **Change & Continuity**
2. **Cause & Consequences**
3. **Significance**
4. **Source Skills**
5. **Interpretation**
6. **Written Communication**

<b>Year 7 Topics</b>	<b>Year 8 Topics</b>
Half Term Topic 1: The Normans & Medieval Life	Half Term Topic 1: The Industrial Revolution & World War One
Half Term Topic 2: The Tudors & Stuart England	Half Term Topic 2: Nazi Germany & World War Two

What is studied at KS4?

At GCSE pupils will be expected to further develop the skills or learning themes they have learnt at KS3. We follow the Eduqas 9-1 GCSE History specification.

### **Year 9**

- Germany in Transition, 1919-1939
- The Elizabethan Age, 1558-1603

### **Year 10**

- The Development of the USA, 1929-2000
- Changes in Health and Medicine in Britain, c.500 to the present Day

### **Year 11**

Revision and exams.

## Geography

Geography aims to instil the desire to know and understand the factors that influence our lives on the earth. We do this through innovative teaching that enables students to learn new things and consolidate past knowledge.

We also help our students to learn about how they learn best and to encourage them to be adventurous and inquisitive about life around them and to bring this into the classroom to help enhance their learning experience.

Subject Learning Themes Overview

Our learning themes refer to our focus during a series of teaching episodes.

- **Location and places** – this refers to students ability to understand how and why a place is located where it is and they also try to compare these places with where they live
- **GIS(Geographic information System)-** This refers to modern and innovative mapping skills and the use of map reading skills to understand features of places
- **Decision making** – This refers to skills that enable students to take decisions that relate to sustainable and equitable development

- **Patterns and processes** – this refers to student’s ability to understand how events combine to create Geographic features. The development of prediction skills on how the future will look like based on past and present events.
- **Written Communication** – This refers to student’s ability to communicate adequately using Geographic terminology. They also show how articulate they are in expressing their views grammatically.

<b>Year 7 Topics</b>	<b>Year 8 Topics</b>
Half Term Topic 1: UK Geography	Half Term Topic 1: Rivers & Coasts
Half Term Topic 2: Natural Hazards	Half Term Topic 2: Development, Globalisation and Urbanisation

### **What is studied at KS4?**

We follow the AQA GCSE Geography 9-1 Specification.

Unit 1: Living with the Physical Environment

Unit 2: Challenges in the Human Environment

Unit 3: Geographical Applications

### **Religious Studies**

Religious Studies lays a good foundation for further study of Religious Studies at GCSE level and complements other related subjects including Law, History, Government and Politics, Sociology, and English Literature.

Students can get involved in debates and discussions about topical issues, inspiring students to gain a real understanding of current affairs.

### **Subject Learning Themes Overview**

- Beliefs
- Practices
- Sources/Texts
- Morality
- Written Communication

<b>Year 7 Topics</b>	<b>Year 8 Topics</b>
Half Term Topic 1: The Study of Islam	Half Term Topic 1: Religious Traditions
Half Term Topic 2: The Study of Christianity	Half Term Topic 2: Ethics and Crime

### **What is studied at KS4?**

Religious Studies is not a compulsory subject at Key Stage 4. However, our PDE programme does provide a opportunities to study religious studies in a wide range of contexts, therefore fulfilling our statutory requirements.

The GCSE course provides opportunities for the thematic study of religion and religious responses to fundamental questions of life. It is accessible to candidates of any religious persuasion or none.

Current KS3 students will use knowledge gained in year 7 and 8 to prepare students for the new GCSE Specification of Religious Studies. The course is assessed in two parts:

Unit 1: Religion: Beliefs, Teaching and Practices (Islam)

Unit 2: Thematic Studies: peace and conflict, crime and punishment, human rights and social justice, religion and life

## Modern Languages

Students study either French or Spanish for two hours a week at KS3.

The lessons allow students to develop their skills in listening, speaking, reading, writing and translation whilst using a variety of authentic materials and teaching styles. Students learn how to use and apply target language, specific to their work, and have regular opportunities to work with our Foreign Language Assistants either independently or in pairs or small groups. Assessments are conducted in each language, every half-term, and are set and marked in accordance with the AQA examination board.

### French

More than 200 million people speak French on the five continents. The Francophonie, the international organisation of French-speaking countries, comprises 68 states and governments. French is the second most widely learned foreign language after English, and the ninth most widely spoken language in the world. French is a good grounding for learning other languages (Spanish, Italian, Portuguese, and Romanian) and even English, since over half of modern-day English vocabulary is derived from French.

Year 7	Year 8
<b>Module 1:</b> Tout sur moi Personal information, physical appearance, favourite objects.	<b>Module 1:</b> t'es branché(e) Television and movies. Past tense.
<b>Module 2:</b> Mon monde perso Personality, family, school subjects, friends	<b>Module 2:</b> Paris je t'adore Past tense, holidays, visiting Paris.
<b>Module 3:</b> Autour de moi School, home and animals,	<b>Module 3:</b> mon identité Past, present and future: relationships, music preferences and fashion. Agreeing/disagreeing.
<b>Module 4:</b> À table Food	<b>Module 4:</b> chez moi, chez toi Describing the home and neighbourhood.
<b>Module 5:</b> mon quartier Local area	<b>Module 5:</b> quel talent Talents and ambitions. Superlatives.
<b>Module 6:</b> Ça, c'est mon truc Lifestyle	<b>Module 6:</b> découverte World geography, French-speaking countries and the French Revolution.

Useful websites for games to practice/revise French:

[www.linguascope.com](http://www.linguascope.com) (login details available via the teachers)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) (free)

<http://www.atantot-extra.co.uk/> (free)

[http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/modlang/french/index\\_fr.htm](http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/modlang/french/index_fr.htm) (free)

<http://www.bbc.co.uk/languages/french/> (free)

<https://www.duolingo.com/course/fr/en/Learn-French-Online> (free)

[www.francais-extra.co.uk](http://www.francais-extra.co.uk) (free)

### **What is studied at KS4?**

Students have the opportunity to do French GCSE at KS4.

### Spanish

There are approximately 329 million native Spanish speakers in the world and it is now the second most popular language. No doubt learning Spanish will help your career as there is a huge demand for Spanish-speakers in nursing, construction management, and media, among many other positions. Learning Spanish will also help you Communicate with Spanish speakers in your own community.

### Scheme of work: overview Year 7

Students follow the Mira 1 Scheme of Work, which aims at enabling them to express themselves in a range of topics. Students learn how to use grammar and verbs in order to build their own sentences and start becoming independent linguists. The main objective is that they can express what they want to say in their own way, and not simply use set sentences learnt in class.



Year 7	Year 8
<b>Module 1:</b> Me presento Greetings, birthdays, colours, opinions, classroom objects	<b>Module 1:</b> Presentaciones Describe people, places, celebrities and use reflexive verbs
<b>Module 2:</b> Mi burbuja Numbers, family, pets, physical description	<b>Module 2:</b> ¿Adónde vas? Near future: inviting people to activities. Likes and dislikes.
<b>Module 3:</b> Mis pasatiempos Hobbies, sports, opinions, weather	<b>Module 3:</b> ¿Adónde fuiste? Preterit – describing holidays, travel and holiday activities
<b>Module 4:</b> Mi casa Describing your local area, rooms, dream home, household tasks	<b>Module 4:</b> ¿Qué desayunas? Meal times, shopping for food and eating out. Past tense.
<b>Module 5:</b> En mi ciudad Places in town, directions, plans for the weekend, describing how areas have changed	<b>Module 5:</b> La Ropa Clothes, school uniform, colours and trips abroad.
<b>Module 6:</b> Mi insti School subjects, detailed opinions, your school environment, future plans	<b>Module 6:</b> La ciudad Types of shops, asking for and giving directions, describing holidays.

Useful websites for games to practice/revise Spanish:

[www.linguascope.com](http://www.linguascope.com) (login details available via the teachers)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) (free)

<http://www.atantot-extra.co.uk/> (free)

[http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/modlang/french/index\\_fr.htm](http://www.ashcombe.surrey.sch.uk/legacy/Curriculum/modlang/french/index_fr.htm) (free)

<http://platea.pntic.mec.es/cvera/hotpot/chansons/> (free)

<http://www.bbc.co.uk/languages/french/> (free)

<http://www.lomastv.com>

### What is studied at KS4?

During the next three years (year 9, year 10 and year 11), the students are preparing for new GCSE in Spanish. In the new Spanish GCSE we help students of all abilities progress and develop a passion for languages, through culturally engaging content. Our content builds on the understanding developed at KS2 and KS3 while also ensuring that learners new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A level.

The GCSE in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.



## **Physical Education**

During KS3 students have the opportunity to take part in a wide range of activities. The aim of these two years is to improve student's fine motor skills, have a greater understanding of health and fitness, be able to adapt their skills, to work with others and know how to improve their performance.

During the two years students will participate in some of the following activities:

Autumn term: Rugby, Netball, Basketball, Handball and fitness.

Spring term: Football, hockey, lacrosse, gymnastics and dodgeball.

Summer term: Athletics, cricket, rounders, tennis and softball.

### Participation in PE

We understand that PE and sport is not everyone's cup of tea. Our aim is to give everyone the opportunity to enjoy taking part in physical activity, experience the benefits of being able to adapt to working in a team or solving problems as an independent learner. Above everything it is to see students participating to the best of their ability and always giving things a go!

### Achieving Well in PE

You don't always have to be the next David Beckham or Jessica Ennis to achieve or improve your levels in PE. Simply by using your brain and showing your understanding can help. Attached are the key terms we use when explaining how to achieve the next level within our 4 learning themes

### Motivation in PE

Support your child in their participation in PE, help with organisation of their kit. Please encourage your child to attend enrichment activities and strive for achievement points and the Student of the term recognition!

### Enrichment Activities – available on Academy website and Twitter @ TSLT\_SPA\_PE

We offer a range of enrichment activities for each age group and sexes every single day during lunch times and afterschool! All activities vary depending on the time of the year.

Enrichment activities are open for anyone and everyone to attend and play even if they don't want to represent the academy in fixtures against other schools. Fixtures and teams are very popular. If your child has a fixture after school they will be told by the teacher leading the team. Normally students return to school around 5:30pm to 6:00pm. If it is a cup fixture or a tournament, timings may be different and the teacher will issue students with a fixture information sheet to share with you.

## **Personal Development Education**

PDE is a whole school curriculum area, which has been designed to incorporate PSHE, Citizenship, finance, Work Related Learning and Careers and all necessary future skills.

Every student will take part in this lesson at the same time once a week and it is taken by the tutors. This is a time for students to practice skills and discuss issues they may have never discussed before or which don't always come up in their other curriculum areas. Our motto for PDE is to 'Engage, Participate and Discuss'

Healthy Living	The Media and Young People
Emotional and Mental Health	Drugs and Alcohol
Relationships	Diversity
First Aid	The Impact of Crime
Finance and Business	The Future and Aspirations
Careers and Work Experience	Sex Education

Students continue their studies in PDE until the end of Year 13, where they will also look at university opportunities, qualifications and skills such as driving.

## **ICT**

At key stage 3, our pupils are given the opportunity to gain a wide variety of learning experiences. Our dedicated team of teachers ensure that every pupil is given the attention they deserve.

Half Term	Year 7	Year 8
1	E- Safety	Database (MS Access)
2	Spy School- Spread sheets	Computer Technology
3	Adventure Story (creating interactive presentations)	Scratch
4	Binary and coding	Python Programming

KS4: Moving forward

Pupils have an option to choose ICT or GCSE Computer Science. We also offer a VCERT Business course.

## **Design Technology**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

### **Subject content Key stage 3**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion

**Learning themes:** (This applies to Textiles, Resistant Material, Graphics and Food Technology)

#### **Design**

- Use research and exploration to identify & understand user needs
- Identify and solve their own design problems and understand how to solve them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

#### **Make**

Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

#### **Evaluate**

- Analyse the work of past and present professionals and others to develop and broaden their understanding
  - Investigate new and emerging technologies
  - Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
  - Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
- Design and technology – Key stage 3

#### **Technical knowledge**

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- Understand how more advanced mechanical systems used in their products enable changes in movement and force
- Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

## Resistant Materials

**Year 7** students are making novelty clocks focussing on health and safety. They will use plastic materials. This will include analysis of clocks, generating and modelling ideas, planning to make and practical making.

**Year 8** students will make a desk tidy using plywood. They will learn about safety in the workshop, materials use, technical drawing skills, the design process and manufacturing methods.

## Textiles

**Year 7** students are introduced to the world of Textiles, design process, health and safety and properties and qualities of fabrics. Students learn and practice a range of practical skills and make a sock monster. They will practice cutting, hand stitching, embellishment, applique, attaching buttons, printing and traditional block printing.

**Year 8** students will learn to use sewing machines. They will learn greater detail about the properties of different textiles, complete product analysis of clothing such as wedding gowns and flak jackets, and make phone case covers.

## Graphics

**Year 7** students will make cards for celebration, based on a design brief. This will include modelling, technical drawing, research, the use of ICT for design, and quality control.

**Year 8** students will work from a design brief, analyse a shop and produce a fast food meal box. They will practice technical drawing, design and research within this project.

## Art and Design

### Learning Themes

Year 7 and 8 students have the opportunity to develop a range of both 2D and 3D practical work from a wide range of art and design disciplines. They follow the same structure as students who study Art and Design at GCSE Level. This is divided into 4 main Learning Themes:-

<b>LT1: Researching</b>	<b>LT2: Experimenting</b>	<b>LT3: Recording</b>	<b>LT4: Presenting</b>
Students <b>learn how to develop ideas</b> by researching and responding to artists and art themes.	Students <b>learn how to refining their work</b> by selecting and experimenting with appropriate media, materials, techniques and processes.	Students <b>record their ideas and reflect</b> critically on their successes and areas for improvement.	Students <b>present</b> a personal and meaningful response that shows connections to other artist's.

	<b>Year 7</b>	<b>Year 8</b>
<b>Autumn Term</b>	Foundation programme: line, tone, shape, pattern, colour, texture and form	Portraiture: scale and proportion. Collage and mixed media
<b>Spring Term</b>	Cultural Masks: 3D shapes, materials, symbolism. Papier Mache	Street Art: social and political aspects of the genre. Colour theory, clay relief tile.
<b>Summer Term</b>	Still Life: painting and drawing techniques	Cubism: collage, mixed media and 2D/3D work.

## **KS4: MOVING FORWARD**

In Key Stage 4 students have the opportunity to progress to a range of courses including Graphics, Art, Food Technology, Resistant Materials and Textiles.



## Performing Arts

The Key Stage 3 Performing Arts curriculum is an integrated curriculum of Music, Dance and Drama. In addition to the scheduled lessons for all students, there are opportunities to join extra-curricular clubs and participate in regular performances and shows.

Dance	Year 7	Year 8
1	<b>Intro to Dance – 6 basic actions</b> Choreography	<b>Stimulus – Thriller</b> Black history month performance
2	<b>Duets</b> Choreography	<b>Swansong</b> Story in Dance Choreography
3	<b>Street Dance</b> Performance, Literacy, Dance appreciation	<b>Capoeira</b> Performance & Dance appreciation
4	<b>Lindy Hop</b> Performance, Literacy, Dance appreciation	<b>Bollywood</b> Choreography & Dance appreciation

Music	Year 7 & Year 8
1	<b>Building Bricks of Music</b> Students will learn the musical elements that feature in all types of music. They will also learn music notation and build up their listening skills.
2	<b>Piano Skills</b> All students will learn how to play basic piano by building up their keyboard skills. By the end of this unit, they should be able to play simple tunes from sheet music. Talented students may get to sit their Grade 1 Piano exam if they perform to that level.
3	<b>Instruments of the Orchestra</b> Students will learn the different sections of the orchestra and what instruments belong in each section. They will be able to identify instruments by listening to them.
4	<b>Musical Theatre</b> Students will learn the elements of musical theatre and what makes it different from an opera. They will see how it is different from other styles of music. At the end of the unit, all students will perform a musical theatre song.

Drama	Year 7	Year 8
1	<b>Intro to drama</b> Introduction to skills – individual workshops Expression, Movement, Voice	<b>Devising with complex stimuli</b> Technical elements & planning Workshop different stimuli
2	<b>Duologues</b> How to approach a script, stage directions, artistic intention and explorative strategies.	<b>Monologues</b> Scripted monologues – need to be at least 2minutes long. Focus, characterisation & artistic intention
3	<b>Devising with a stimulus</b> Different types of stimulus workshops Research and documenting ideas	<b>Devising – Practitioner</b> Brecht Style & techniques – breaking 4th wall
4	<b>Physical Theatre</b> Style & practitioner – frantic assembly Script- curious incident	<b>Scripted group pieces</b> Staging layouts Variety of script extracts End on, thrust, in the round, traverse, promenade