Countesthorpe Leysland Community College

KEY STAGE 3
CURRICULUM 2019 / 2020

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Key Stage 3 Curriculum Overview

The Curriculum is at the heart of the learning experience at CLCC. We want students to leave us equipped to succeed. We ensure there is a clear focus on core subjects alongside ensuring students have quality learning experiences in the Arts, Humanities, Languages and PE. Students' learning is further enhanced through a Personal Development Programme which builds skills needed as students move onto the next stage in their education.

In Year 7 and 8 students are provided with the foundations that they need to succeed at GCSE. In Year 9, students are given an element of choice. A list of option subjects is shown on the Year 9 Options page.

Students at CLCC work towards GCSE courses in Year 9 so that when they make their option choices for Years 10 and 11 they are well informed about the skills needed in each subject and what they will be learning.

In Years 10 and 11, we offer a wide choice of GCSE and BTEC courses alongside more vocational courses and the offer can be personalised depending on the skills and aptitude of the individual student. Beyond 16 the College offers A-Level and BTEC courses alongside a core curriculum.

If you have any questions then please do not hesitate to contact us.

Year 9 Options

It is useful to know that in Year 9 students can choose three options from a wide selection. Students study these for two periods per fortnight. Course content is detailed below.

Option subjects available are:

- Art
- Computer Science
- Dance
- Design: Food
- Design:Resistant Materials
- Design: Textiles
- Drama
- I.T.
- Music
- P.E.
- Spanish
- Motor Vehicle Engineering
- Hair & Beauty Studies

The Personal Development Programme

The emphasis we place at Countesthorpe Leysland College on developing the wellbeing of our students is what creates our ethos of personal confidence and community spirit. The Personal Development Programme (PDP) is a core element of the curriculum which encompasses three main strands:

- Citizenship education;
- Personal, Social, Health and Economic education;
- and Careers education.

The programme seeks to enhance students' understanding of their community at a local, national and global level. It also aims to help students to feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. Social, moral, spiritual and cultural development is at the core of the programme, along with developing the character muscles essential for resilience. The college encourages students to take an interest in topical and controversial issues, to engage in discussion and debate, and to be an active citizen. It also prepares them for the opportunities and challenges of the workplace and equips them to deal with pressures and opportunities in the wider world.

Across the three years, students will reflect upon and study these areas:

- Anti-social behaviour;
- Political parties and policies;
- Diversity, British values and the changing nature of society in the UK;
- Internet culture;
- The importance of playing an active part in democratic processes;
- The Human Rights Act;
- Challenges facing the international community, such as the use of child soldiers and global inequality.

Year 7 Overview

Autumn Term

1. Settling in, Friendship and Skills
2. Healthy Me –Lifestyle; hygiene; healthy eating; smoking and vaping; exercise; importance of sleep
3. Careers Day

Spring Term

4. One World –Global citizenship
5. RSE –Puberty

Summer Term

6. Personal safety –Emergency first aid; online safety; personal space

Year 8 Overview

Autumn Term

1. Crime and punishment –Consequences; anti-social behaviour; the justice system; knife crime, gang culture and county lines
2. Careers

Spring Term

3. Financial capability
4. Healthy Me -Alcohol

Summer Term

4. Belonging -Britishness
5. Current affairs –Human Rights Act; critically evaluating the media

Year 9 Overview

Autumn Term

1. Careers
2. SRE

Spring Term

3. Politics and society –How laws are made; democracy and forms of government; internet culture

Summer Term

4. Personal Finance
5. Drug Education

Art

Year 7 Overview

Introduction to Art-Drawing:

Theme- Still Life
Students will be introduced to the importance of the visual world and learning different techniques to enable them to develop and explore their own ideas to a higher quality.
Techniques explored will be tonal/ line drawing, pen and wash, mixed media and oil pastel.
All students will develop presentation skills through introduction to sketchbook work and creating large scale pieces.

A variety of artists will be studied.

Year 8 Overview

Colour theory and painting:

Theme- Landscape/cityscape
Introduction to different paints/techniques.
A variety of techniques and paint will be used.
Perspective will be explored through the study of landscapes/ cityscapes.
Photography
Sketchbook work/ large pieces
A variety of artists will be studied.

Year 9 Overview

Experimentation and developing work through a variety of techniques:

Theme- Portraits/ individual ideas
Building upon skills learnt in Year 7 and 8 to develop more personal and individual ideas in the style of GCSE Art.
Techniques explored include stencilling, mixed media, printing.
Sketchbook work/ large pieces.
A variety of artists will be studied.

ASDAN (a specialised course by invitation only)

In Asdan the class numbers are small with groups up to approximately 7 students.

Students progress through modules of work that are set out in the official work book.

Year 8

In Year 8 students learn about Communication, Home Management, Number Handling, Health and Survival, Science and Technology and Expressive Arts.

Year 9

In Year 9 students learn about Communication, Community, Sport and Leisure, The Environment and the Wider World.

Modules in both years are chosen because they give students a variety of different skills to learn and they encourage independence. They also encourage pupils to join in with team work activities.

The courses helps students develop and extend skills such as literacy, numeracy, IT, practical and confidence building. The work students do is engaging and motivating, making learning relevant to the modules they complete.

The programme offers interesting ways to develop their personal abilities and achievements. They work towards getting a Bronze Certificate at the end of year 8 and a Silver Certificate at the end of year 9.

Computer Studies

Overview

Through Computer Studies, students gain knowledge and understanding of Computer Science and ICT, to support them at GCSE and A-Level. The curriculum covers all key areas of modern technology today, and build a breadth of key skills. These skills are also supported by extra-curricular clubs.

Year 7 Overview

Using Computers Safely – Understanding safe searching, passwords, how the school computing system works, encryption and key office skills.

3D Programming in Kodu – Students will learn to build 3D games in Kodu Games Engine. This topic provides a foundation to all future 3D games development within the 3-year curriculum. This is enhanced with Game Maker 3D.

Understanding Computers – Students will look at the hardware of the computer, what each component does, and even learn how to build their own.

Python Basics – Turtle in IDLE – Students will look at their first textual language by creating images using the IDLE Turtle.

Graphics – Students will learn about different types and properties of graphics that are used in a variety of situations. They will apply these theories to create their own digital graphics.

Year 7 Project – Students are encouraged to put their skills into practice by starting a personal project developing one of the key areas we have covered over the year.

Year 8 Overview

Computer Crime and Cyber-Security- Students build upon skills learned at the start of Year 7, and look at security vulnerabilities, and various types of computer crime. We look at ethical and legal issues of cyber-crime, and this includes a guest speaker as part of the topic.

Fundamentals of Python – Students will spend this term building upon skills learned in Year 7 by looking at Python and learning key programming concepts. Concepts covered include constants, variables, printing to screen and basic calculations.

Networks and The Internet- Students will look at the rise of the Internet, its origins and how computers connect to the World Wide Web, as well as network architecture and designing robust networks.

Comic Strip – Students will learn to build a comic strip using pre-production documents such as Mindmap, Scripts and Storyboards. They will then create an electronic comic strip using the tools available.

Graphics – Students learn how to manipulate graphics and create and enhance images for business purposes. This is an introductory unit that will be used at key stages 4 and 5.

Year 8 Project – Students are encouraged to put their skills into practice by starting a personal project developing one of the key areas we have covered over the year. This will build upon the project in Year 7 and develop an actual product related to IT.

Year 9 Overview

IT – In preparation for OCR National iMedia course, students complete a series of tasks to build the knowledge base required for key stage 4. Students will look to programme and build a game to show their logical skills using Construct 2. The next project focus is based on producing technical documentation required in the entertainment industry. Students will create a movie but before they do that, they have to produce a script, storyboard, character overview document and a film overview. Finally, students will build a comic strip and learn the fundamentals before they create the actual comic strip.

Computer Science – Students will learn how core internal computer components function such as the CPU, memory, registers and buses. Part of the course consists of developing programming skills by creating various programs using Python programming language. The course will build on key skills required for the students to progress into key stage 4 and 5.

Dance

Year 9

During the course students will explore and develop skills and techniques in performing arts (Dance).

We predominantly study contemporary dance specifically the techniques involved, performance skills and developing/learning choreography. Throughout the year they will have to complete some theory tasks aimed to develop their research skills, understanding of contemporary dance and self-assessment skills. These are all key strands of the BTEC Level 2 Tech award in Performing Arts which they can continue to study into Year 10.

- Autumn term - Contemporary technique and set study work
- Spring term - Set work and choreography development
- Summer term - Contemporary small group choreography task

Design

Year 7 Overview

Projects in Year 7 build upon work covered in the design and technology curriculum at key stage 2, and have the aim of developing a secure foundation of designing and making skills.

All pupils will have completed the following courses by the end of year 7:-

Resistant Materials – Foundation Course
Pupils develop their practical skills, knowledge and understanding of wood, metal and plastics by making a pencil holder and learn to use Google Sketch-up.

Food Technology
Pupils build on their knowledge of safety and hygiene in the kitchen, then apply this knowledge during each practical lesson. They study the Eat-well guide and develop their understanding of the importance of eating a balanced diet. The use a variety of practical skills to make a range of predominantly healthy products. They learn about quality assurance and animal welfare schemes.

Textiles Technology

Skills learned:

- Sampling and using decorative technques safely
- Using the sewing machine safely
- Evaluating techniques and products
- Developing designing skills
- Developing environmental awareness

Pupils develop their knowledge and understanding of decorative textile techniques, including dyeing and printing and introduction to the use of the sewing machine. They will then design their own product, using a combination of the techniques they have learned. They will also begin to understand environmental issues around textiles products using recycled fabrics.

Year 8 Overview

Projects in Year 8 build upon work covered in Year 7 and have the aim of preparing pupils for the standard and style of work expected for GCSEs.

All pupils will complete the following courses:-

Resistant Materials
Pupils develop their woodworking skills and knowledge of mechanisms. Students also make a laser cut tea light candle holder.

Textiles Technology

Skills learned:

- Expaining the use of decorative and construction techniques
- Understanding the use of and developing a specification when working with a client
- Researching environmental issues associated with textiles
- Collaborative working

Students will develop their knowledge of textiles, through a design and make project for the RSPCA, working both individually and in teams. They will expand on their environmental awareness through individual research tasks, which they will bring together, with students working on a similar task to prepare a presentation. In their practical project, they will work on individual designs and specifications, bringing these together in groups, to design and make blankets for animals at the RSPCA, using recycled fabrics. Students then have the opportunity to take these and present them to the RSPCA.

Food Technology
Pupils learn about the design process and nutritional requirements of different target markets by designing and making a salad meal for a group of their choice. They extend their practical skills by making a range of predominantly healthy products. They learn about food miles, our carbon footprint and food packaging and labelling.

Year 9 Overview

Should students choose these options; projects in Year 9 develop pupils' designing and making skills in order to prepare them for their GCSE work and give them an understanding of products, manufacturing in the wider world and cultural/stylistic influences.

Resistant Materials

1. Students learn how to use traditional workshop tools and make traditional wooden joints. This gives them skills they can then use in their GCSE design and making task.

2. Students then move onto learning Sketch Up. Sketch Up is an industrial CAD software. In conjunction with the traditional woodworking skills, this gives the students enough skills in designing and making to complete the GCSE course.
3. Students will then learn the SCAMPER technique to develop their designs and learn to be creative. They will also complete a theory section on materials in preparation for their GCSE exam and coursework.

Textiles Technology

Skills learned:

- Expanding the range of construction and decorative techniques used in textiles
- Understanding the properties of fibres and fabrics and being able to apply these to fabric choices for textiles products.
- Design and make project in preparation for GCSE

Students begin to understand the functions and properties of fibres and fabrics and how to use these when selecting suitable fabrics for textiles products. Students expand on their knowledge and understanding of textile techniques in a design and make project, which will introduce and prepare them for the requirements of GCSE. They will also be made aware of external factors affecting the production of textiles and the implications on world resources. Students develop their analytical and evaluation skills, when designing and making for a client.

Food Technology

Pupils extend their practical skills by make a range of main meals and desserts. They study in more depth the nutritional requirements of a range of target markets, then research, design, plan and make a main meal for the target group of their choice. They plan and carry out a food investigation task, considering the functions of ingredients and processes used and predict the effects of any changes they make to a recipe.

Throughout KS3 pupils learn about Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance.

Drama

Year 7 Overview

Drama is a life skill and a creative art form. It helps pupils develop their ability to use voice, movement, gesture and facial expression, in acting, mime, dance drama and improvisation. They can express and manage their thoughts and feelings – shared and experienced – while working in a safe and controlled environment. The development of these skills encourages self-confidence and self-awareness. It promotes the development of the individual in a group context: roles and ideas are negotiated, problems solved and decisions made together. Drama often leads to performance for a wider audience.
Students have one hour of Drama every two weeks in Year 7.

Beowulf
Introduction to drama and performance skills. Basic techniques are explored and students perform a devised performance assessment

Skills:

- Still-image
- Thought-track
- Hot-seating
- Working in role
- Teacher in Role
- Improvisation
- Working from picture stimulus

Exploring Script
Development of interpretation of text and character. Students create a script-based assessment piece.

Skills:

- Performing from a script
- Lighting
- Sound
- Characterisation
- Transition
- Narration
- Multi-role

Year 8 Overview

In an increasingly competitive world, speech and communication skills are becoming more important. During Year 8 Drama students gain self-confidence and a greater capacity to express their opinions and beliefs. Drama enables pupils to explore, develop and express ideas and concepts which will help them make sense of reality. The three schemes of learning we explore over the year all build on the knowledge and expertise gained in Year 7; encouraging students to take more ownership of the work created. Students have one lesson of Drama a week for half the year in Year 8.

Silent Movies – physical theatre and comedy

Assessing:

- Performing as a Character
- Use of Techniques
- Skills:
- Physical Theatre
- Characterisation
- Exaggeration
- Facial Expressions
- Body Language
- Freeze-frame Narration

Dramatic Tension – Exploring Script

Assessing:

- Performing as a Character
- Use of Techniques

Skills:

- Performing from a script
- Lighting
- Sound
- Characterisation
- Transition
- Narration
- Multi-role
- staging
- Ground plans

Year 9 Overview

In order to prepare students for success in KS4 the department are also aligning with the GCSE assessment objectives for the Year 9 assessment scheme.

AO1: Create and develop ideas to communicate meaning for theatrical performance
AO2: Apply theatrical skills to realise artistic intentions in live performance
AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed
AO4: Analyse and evaluate their own work and the work of others.

The KS3 curriculum has been designed to follow the same structure of the Eduqas GCSE delivered in KS4 which has 3 components:

1. Devising Drama
2. Performing from a Text
3. Interpreting Theatre

At key stage 3 students will receive one hour of Drama per week Students explore new genre of performance such as Physical Theatre and Theatre in Education. We also begin the study of our set text: DNA by Dennis Kelly by performing, directing and designing for key moments of the text.

Skills Covered:

- Use of Techniques
- Performing as a Character
- Staying in Role
- Group Skills
- Responding to Ideas and Performances
- Symbolism
- Non-naturalistic performance
- Minimalism
- Gesture
- Use of movement
- Using drama to explore issues
- Devising from stimuli
- Lighting
- Tempo-rhythm
- Sound and music
- Tech cue sheets
- Improvisation
- Artaud's use of sound
- Mime
- Subtext
- Split screens
- Vocal aspects
- Power relationships
- Exploring thematic trends
- Devising from stimuli
- Placards
- Brechtian style

English

Year 7 Overview

During Year 7 students cover a range of work including narrative and letter writing. They also read and write poetry. They study extracts from C19th novels, explore Shakespeare's 'A Midsummer Night's Dream' and read a class novel. They continue to develop their own independent reading with their Reading Record, for which they should be reading at least five books a term. Students have regular spelling tests and focus on grammar skills throughout the year. In spoken English they make a presentation to the class.

Autumn Term

Adventures in English: Exploring Nineteenth Century writing
Shakespeare: A Midsummer Night's Dream
Poetry: Sense poems
Spoken Language: Book Talks

Spring Term

Reading and Writing: Fiction- analysing extracts from novels such as The Subtle Knife by Phillip Pullman and Harry Potter by JK Rowling
Reading and Writing: Non-Fiction – exploring the topic of computer games and looking at Transactional Writing
Reading: Class Novel: Millions or Skellig or Kensuke's Kingdom

Summer Term

Narrative Writing - Imaginary World (Fantasy genre)
Poetry: reading analysis
Drama: Exploring modern drama text

Year 8 Overview

During Year 8 students cover a range of work including persuasive and narrative writing. Students complete a unit of work based on Sherlock Holmes and the detective genre. They also explore Shakespeare's 'Twelfth Night'. All pupils read a class novel. They continue to develop their own independent reading with their Reading Record, for which they should be reading at least five books a term. Students have regular spelling tests and focus on grammar skills throughout the year. In spoken English they complete a unit of work on group discussion skills.

Autumn Term

C19th Reading: Sherlock Holmes – The Speckled Band
Writing: Narrative - Detective genre
Poetry: Introduction to War poetry
Class Novel: Private Peaceful or Friend or Foe

Spring Term

Shakespeare: Twelfth Night: reading key scenes related to the theme of love
Reading and Writing: Non-fiction
Spoken English: Group Discussion

Summer Term

Reading: Exploring Gothic genre
Writing: Descriptive, atmospheric writing
Poetry: Contemporary poetry

Year 9 Overview

During Year 9 students follow a combined course in English Language and English Literature, as an introduction to GCSE.

English Language work involves the development of the following skills:

- Reading: both non-fiction and fiction, for research purposes, for information, for critical analysis and as part of a group activity.
- Writing: to convey information and demonstrate writing skills in a variety of formats: creative and imaginative prose, journal or diary entries, transactional writing such as letters, articles and speeches and essay writing.
- Spoken English: to speak fluently with appropriate vocabulary and expression, to be an active listener and be able to respond to questions, to work effectively in groups, to offer convincing arguments and to present information clearly.

In English Literature students study a range of drama, poetry and fiction texts, ranging from Shakespeare to contemporary literature. They develop analytical skills to enable them to approach texts critically. They will explore key areas such as themes, characters, relationships, narrative structure and context. They will also acquire, understand and apply literary terminology to inform their analysis

Autumn Term

Drama text: Blood Brothers
Gothic Reading: The Tell-Tale Heart by Edgar Allen Poe
Writing: GCSE Creative Prose – Gothic genre narrative
GCSE Literature set text: either 'Jekyll & Hyde' or 'A Christmas Carol'

Spring Term

GCSE Literature text: Power & Conflict Poetry (AQA Anthology)
English Language examination skills: Component 2 – reading 19th century Non-Fiction texts and 21st century texts; transactional/persuasive writing
Shakespeare: Romeo and Juliet

Summer Term

English Language examination skills: Component 1 - analysing short fiction extracts
GCSE Literature text: Power & Conflict Poetry (AQA Anthology)
Class novel: Of Mice and Men

French

Year 7 Overview

In Year 7, students learn to talk about themselves and others and give information about their school, where they live and where they go on holiday. Through these topics students are able to use present tense verbs and opinions, and begin to use the past tense.

Autumn Term

1. Moi – alphabet, numbers, likes/dislikes, describing self and others, physical descriptions and personality, belongings, colours.
2. Ma famille – family members, pets, natonality, countries, food and drink, weather

Spring Term

3. Mon autoportrait– likes and dislikes, opinions and reasons, verb patterns, survival kit.
4. Comment je me vois – How I see myself and others, using 1st person and 2rd person, describing a person I admire.

Summer Term

5. Au collège – school subjects and opinions with reasons
6. Au collège – timetable, describing the school day, food at the canteen

Revision of Modules

Year 8 Overview

In Year 8, students build on their knowledge from Year 7, learning to use past, present and future tenses along with more complex structures and opinions, while developing their translation, comprehension and conversational skills.

Autumn Term

1. La technologie – mobile phones, computers and other devices
2. Le sport – what sports I do where, who with, how often. Using the perfect tense to describe what I did
3. Les activités – say what hobbies I do, futrther work on the perfect tense, using the verb “to like”, using the third person to say what others do

Spring Term

4. Là ou j’habite – describing where I live, giving opinions, using “il y a “ and “il n’y a pas”, giving and understanding directions
5. Le weekend– the verb “aller”, modal verbs, arranging to go out, key facts about France

Summer Term

6. Vive les vacances! – holidays in the present tense and future tense,
7. Je me prépare – getting ready to go out, buying food and drink
8. Mes rêves - talking about what I’d love to do, using the future and conditional

Year 9 Overview

Students begin the GCSE course building on knowledge from Years 7 & 8, to extend vocabulary, review key tenses and to develop key GCSE skills such as role-play, conversation and translation through GCSE topics in order to continue the course into Years 10 and 11.

Autumn Term

Describing self and family
Relationships
House and home

Spring Term

Food and drink
Shopping for food
Eating habits
Ordering in a restaurant

Summer Term

Shopping for clothes
Festivals and celebrations
Leisure activities
Arranging to go out

Geography

Year 7 Overview

In year 7, students largely concentrate on studying human and environmental Geography, and developing their basic map skills. To support this, they study a variety places, mainly at a local and national scale.

Autumn Term

1. Introduction to Geography
2. Map Skills
3. Rivers

Spring Term

4. Population
5. Ecosystems

Summer Term

6. Glaciation
7. Africa

Year 8 Overview

In Year 8 students concentrate on physical and human Geography. It is essential that students learn the importance of accurately explaining the processes that create named landforms. Students also focus on an ability to research, select, interpret and present relevant Geographical information.

Autumn Term

1. Geology
2. Settlements

Spring Term

4. Tectonics
5. Russia

Summer Term

6. Weather and Climate
7. Tourism

Year 9 Overview

In Year 9 students mainly study global geographical issues. All units have direct links to the EDUQAS GCSE Geography Spec B and contain skills and knowledge that is repeated at GCSE.

Autumn Term

1. Coasts
2. Newly Industrialised Countries

Spring Term

3. Climate Change
4. Development

Summer Term

5. Urban and rural change in the UK

Hair and Beauty

Year 9 Overview

- Year 9 students will receive 2 lessons a fortnight one for Hair care and one for Beauty care should they choose this option.
- The importance of Health and Safety in the salon
- Presenting a professional image in a salon covering presentation, positive behaviour and client care.
- Tools, equipment and products
- Preparation work for a Hair and Beauty Image
- Consultation forms
- Contra indications and contra actions to treatments
- Practical sessions to include manicures including hand and arm massage, mini facials including face pack, plaiting, straightening, curling, wash and blow dry.

History

Year 7 Overview

The Year 7 History curriculum is designed to introduce students to the key ideas; change, continuity, significance and causation; as well as they key skills of explanation, justification, testing hypotheses and research. Students will also be introduced to historical sources and interpretations. The course builds on some topic areas students may have studied at primary school, but has plenty of new topics and ideas too.

Autumn Term

Introduction to history skills
Invaders and settlers to the British Isles

Spring Term

Breadth Study: Life in Britain

Summer Term

Breadth study: Life in Britain
Depth Study: Medieval Life

Year 8 Overview

In Year 8 students will continue to build on skills that they have developed in Year 7. They will be encouraged to develop greater independence in their learning and greater resilience too. Year 8 also includes some exciting, and challenging topics, which will help students better understand the world we live in today.

Autumn Term

Depth study: Slavery and Black People in America

Spring Term

Breadth study: Power and Democracy
Depth study: How did the Industrial Revolution change Britain?

Summer Term

Depth studies: WW1 and WW2

Year 9 Overview

In Year 9 students will exclusively study the twentieth century. They will utilise the knowledge that they have gained in previous years to help contextualise their new learning, as well as drawing on their skills in and understanding of significance, causation and justification. Students will reflect on the nature and impact of the Holocaust before embarking on the first GCSE topic; Medicine Through Time.

Autumn Term

Depth Studies: The Holocaust
GCSE: Medicine Through Time c1250-present day

Spring Term

GCSE: Medicine Through Time c1250-present day

Summer Term

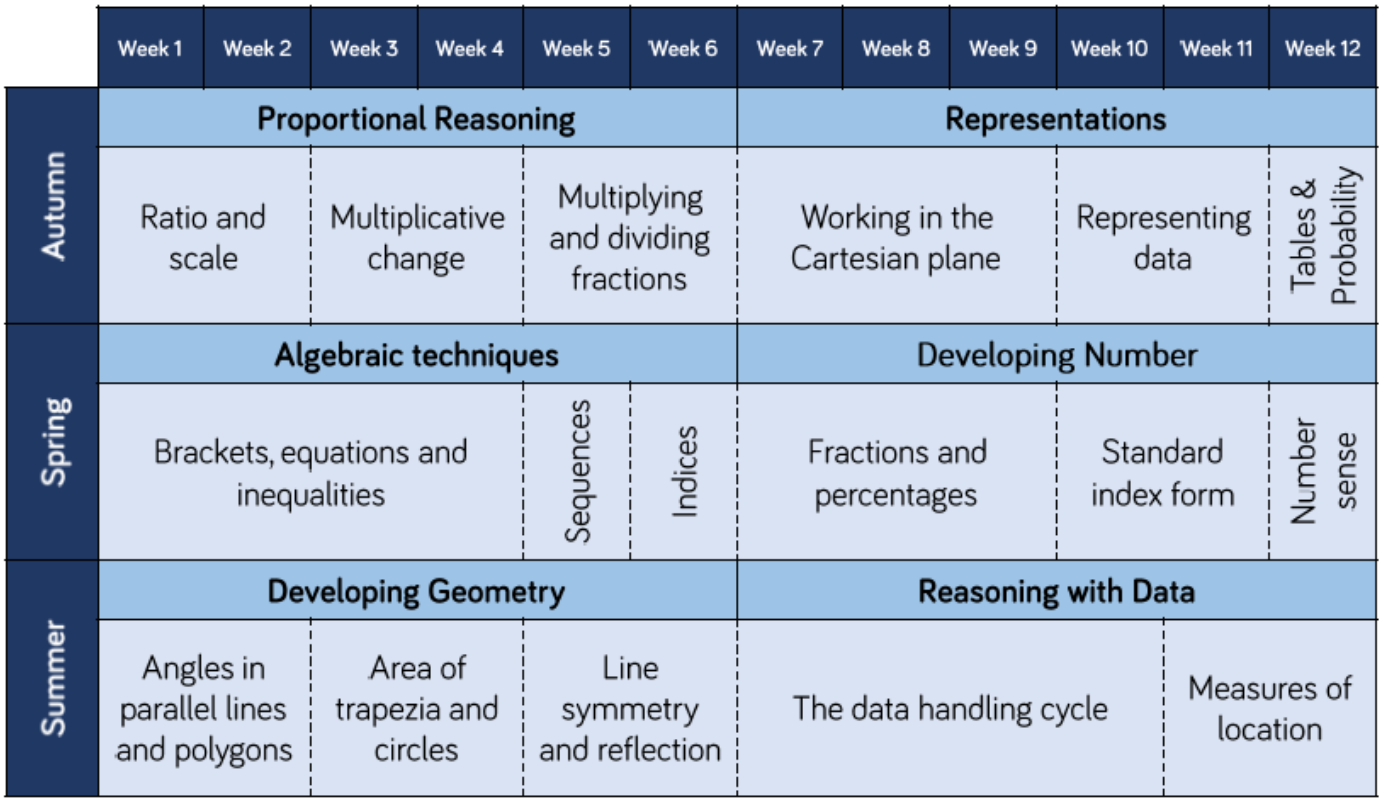
GCSE: Medicine Through Time c1250-present day – Case Study WW1

Maths

Year 7 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Algebraic Thinking**						**Place Value and Proportion**					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	**Applications of Number**						**Directed Number**			**Fractional Thinking**		
	Solving problems with addition & subtraction		Solving problems with multiplication and division			Fractions & percentages of amounts	Operations and equations with directed number			Addition and subtraction of fractions		
Summer	**Lines and Angles**						**Reasoning with Number**					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	

Year 8 Overview



Year 9 Overview

The following topic areas are covered (by term) in Year 9.

Autumn Term

- Calculate resulting errors expressed using inequality notation.
- Calculate & solve problems involving arc lengths of ¼ / ½ circles, inc multiples of π
- Calculate & solve problems involving areas of sectors of ¼ / ½ circles, inc multiples of π
- Simplify & manipulate algebraic expressions by factorising quadratic expressions.
- Solve quadratic equations algebraically by factorising.
- Use algebraic methods to solve linear equations involving fractions.
- Calculate missing lengths in similar shapes.
- Rearrange more complex formulae to change the subject including reduce a given linear equation in two variables to the standard form y=mx+c.
- Substitute positive and negative integers into linear expressions and expressions involving powers.
- Solve problems involving simple and compound interest in financial mathematics.

Spring Term

- Solve original value problems involving percentage change (interpret percentage change as a decimal).
- Infer properties of a population from a sample, while knowing the limitations of sampling.
- Interpret & construct line graphs for time series data.
- Derive and apply the formula to calculate surface area of cylinder.
- Solve problems involving direct and inverse proportion, including graphical & algebraic representations. Know the difference between direct and inverse proportion.
- Use the form y=mx+c to identify parallel lines.
- Calculate & interpret gradients (as a rate of change) and intercepts of graphs numerically, graphically and algebraically.
- Plot & use quadratics graphs to estimate values of y when for given values of x and vice versa. Find approximate solutions to quadratic equations using a graph.
- Recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y=1/x$ where $x \neq 0$.
- Understand & use compound measures (density, speed, pressure) including real graphs.

Summer Term

- Understand & use the concept of inequalities to linear inequalities in one variable; represent the solution set to an inequality on a number line.
- Interpret & compare numbers in standard form.
- Use a calculator to calculate results & interpret them appropriately.
- Know the formula for Pythagoras' Theorem and apply it to find lengths in right angles triangles.
- Know the Trigonometric ratios & apply to find lengths & angles in right angles triangles.
- Know the exact values of $\sin\theta$, $\cos\theta$ for θ= 0, 30, 45, 60, 90 & $\tan\theta$ for θ=0, 30, 45, 60.
- Enumerate sets and unions/intersections using Venn diagrams and use to calculate theoretical probabilities.
- Calculate the probabilities of independent combined events including tree diagrams.
- Know & use the criteria for congruence of triangles (SSS, SAS, ASA, AAS, and RHS).
- Derive & use the standard ruler & compass constructions: construct perpendicular bisector of a line segment; construct perpendicular bisector of an angle.
- Derive & use the standard ruler & compass constructions: construct the perpendicular from or to a point on a line segment. Recognise & use the perpendicular distance from a point to a line as the shortest distance to the line.
- Solve two linear simultaneous equations, algebraically & graphically.

Motor Vehicle Studies

Summary of Year 9 Course Content:

- Health & Safety in the workshop
- The use of PPE (Personnel protective equipment)
- Introduction to tools and equipment and analyse risks associated with each one.
- Push bike maintenance (tyre repair, tyre pressures, chain lubrication, brakes)
- Introduction to the practical element (General maintenance of a vehicle, wheel change, tyre change/deflate and inflate tyres, check pressures, oil check and change).

Music

Year 7 Overview

Students have one lesson per week in either music or drama on a 6 monthly rotation. In year 7 students learn basic musical skills which we build on throughout the year. Students learn how to read music notation and rhythms, play the keyboard both alone and in a group and to create their own music. Those students who already play an instrument are encouraged to use those intruments during practical sessions.

Unit One
Rhythm and melody

Unit Two
All about the bass

Unit Three
Carnival of the Animals

Year 8 Overview

In year 8 students continue to have weekly music and drama lessons on a 6 monthly rotation, in which they build on the skills taught in year 7. Students work on keyboards using chords and melodies, and look at music from around the world. They are also introduced to Garage band, using iPads and learn to manipulate the program and create their own sounds.

Unit One
Space

Unit Two
Minimalism

Unit Three
Reggae

Year 9 Overview

In Year 9, students who opt to study music receive one lesson per week. As with earlier year groups, students are taught skills to improve their performing, listening and composing, which are the key strands covered in the GCSE music course. Those who choose music as a GCSE option subject are expected to tackle extension tasks each lesson in preparation for their year 10 studies. Music lessons continue to be mostly practial based, with opportunites to work on keyboards and also with computer based music software.

Unit One
Chords and Arrangements

Unit Two
Blues and Jazz

Unit Three
Solo performance

Unit Four
Variations (introduction to Sibelius)

Unit Five
Dance tracks (Introduction to Logic Pro)

Unit Six
Ensemble Performance

P.E.

Year 7 Overview

The Physical Education course aims to help pupils learn about themselves, their capabilities as well as their strengths and weaknesses. It forms the basis of all sports participation. It aims to help pupils learn how to work with and respect others.

In Year 7 the PE programme is an introductory course involving a range of activities. The course also encourages team work, respect and sporting behaviour.

Autumn Term

Football
Netball
Gymnastics
Badminton
Minor Sports

Spring Term

Fitness
Rugby
Dance
Table Tennis
Basketball
Hockey

Summer Term

Athletics
Softball
Cricket
Rounders
Tennis
Minor Sports

Year 8 Overview

The Physical Education course aims to improve skills, fitness and leadership qualities through a wide and varying curriculum, including dance, gymnastics, striking & fielding activities, net games, and invasion games. Pupils also develop fundamental skills such as teamwork, organisation, independent thinking and reflective learning. In Year 8 you will extend your range of skills, developing greater tactical awareness, maintaining or raising levels of fitness and work with others to meet a challenge.

Autumn Term

Football
Netball
Badminton
Minor Sports Basketball

Spring Term

Fitness
Rugby
Dance
Table Tennis
Gymnastics
Handball
Hockey

Summer Term

Athletics
Softball
Cricket
Rounders
Tennis
Minor Sports

Year 9 Overview

Sports Studies

The Physical Education course aims to improve skills, fitness and leadership qualities through a wide and varying curriculum, including dance, gymnastics, striking & fielding activities, net games, and invasion games. Pupils also further develop fundamental skills such as teamwork, organisation, independent thinking and reflective learning. The Year 9 PE course further improves on the skills pupils have learnt in Years 7 & 8, whilst developing pupils' tactical awareness and self-analysis in preparation for Key Stage 4.

Autumn Term

Football
Netball
Badminton
Minor Sports
Basketball

Spring Term

Fitness
Rugby
Dance
Table Tennis
Gymnastics
Handball

Summer Term

Athletics
Softball
Cricket
Rounders
Tennis
Minor Games

BTEC PE - Theory

At the end of Year 8 students can opt to study BTEC PE in Year 9. This course is aimed to give the students a taste for what Key Stage 4 BTEC PE is about and give them the knowledge to start the course in Year 10.

During the Year 9 programme students have a mixture of classroom and IT based theory lessons as well as practical lessons all based around Components of Fitness and Fitness Training Methods/Testing.

Students have one additional Theory PE lesson per week on top of their core PE programme.

R.E.

Year 7 Overview

REP is about learning about and from Religions, Ethics and Philosophy. Year 7 students are encouraged to think about their own beliefs, values and principles whilst learning about others.

Autumn Term

What is REP?

Spring Term

Christianity.

Summer Term

Buddhism.

Year 8 Overview

In year 8 we build on the skills and knowledge acquired in year 7. We look at values, principles and beliefs within a thematic approach. We pose challenging questions whilst encouraging students to argue for and against a point of view. We help students to understand and appreciate the benefits and challenges of living in modern day Britain

Autumn Term

What is Justice?

Spring Term

What is Right/Wrong?

Summer Term

Islam

Year 9 Overview

In year 9 we expect students to build on their analytical and critical thinking skills. We look to prepare them for GCSE and beyond by discovering what we can learn from religious and non-religious beliefs and ideas. We want students to have a broader understanding of the world we live in today and think deeply about some of the key questions in life.

Autumn Term

REP & Film.

Spring Term

Moral Issues.

Summer Term

Family & Relationships

Science

Year 7 Overview

Our Year 7 Science course is taught in biology, chemistry and physics units of work. At the start of the year students complete our 'Becoming a Scientist' unit of work to embed crucial 'working scientifically' skills required for KS3 Science. These literacy, mathematical and practical skills are practiced and continually developed over the course. Throughout the year students complete creative homework tasks to encourage students to engage with science outside of the classroom. Students are assessed through key pieces of work and regular written assessments to ensure they are working to their expected flightpath.

Autumn Term

Becoming A Scientist

- Working safely in a lab, develop practical skills of measuring and observing.
- Practice working scientifically to plan a fair test, collect results, present results in a bar chart and line graph, and draw a conclusion.

7A – Cells

- Life processes and organisation of a multicellular organism.
- Organ systems, organs, tissues and cells of animal and plant cells.

7F – Acids & Alkalis

- Hazchem symbols.
- Indicators, pH scale, neutralisation

7G – Particles

- Properties of solids, liquids and gases.
- Particle theory, Brownian motion, diffusion and air pressure.

7I – Energy

- Energy in food, energy transfers and stores, fuels.
- Renewable and non-renewable energy resources

7L – Sound

- How is sound made, the sound wave, speed of sound.
- Detecting sound, hearing ranges, uses of sound.

Spring Term

7B – Reproduction

- Male and female reproductive systems and sex cells.
- Sexual intercourse, fertilisation, pregnancy and birth.
- Adolescence, puberty and the menstrual cycle.

7C – Muscles & Bones

- Gas exchange system, breathing and respiration.
- Circulatory system, heart, blood vessels and blood.
- Movement – skeleton, joints and antagonistic pairs.
- Drugs – substance misuse, recreational drugs, stimulants and depressants.

7E – Mixtures & Separation

- Types of mixtures, solutes, solvents and solutions.
- Separating mixtures – evaporation, chromatography, distillation

7K – Forces

- Effects of forces, names of forces, difference between mass and weight, Hooke's Law, friction, balanced and unbalanced forces.

Summer Term

7D – Ecosystems

- Variation – continuous, discontinuous, inherited and environmental.
- Adaptations, daily and seasonal changes.
- Food chains, food webs and pyramids of numbers.

7H – Atoms, Elements & Molecules

- Chemical symbols, elements, metals and non-metals.
- Forming and naming compounds.

7J – Electricity

- Modelling electrical circuits, series and parallel circuits.
- Measuring current and voltage, using electricity safety.

Year 8 Overview

Our Year 8 Science course is taught in biology, chemistry and physics units of work. 'Working scientifically' skills are practiced and continually developed over the course. Throughout the year students complete creative homework tasks to encourage students to engage with science outside of the classroom. Students are assessed through key pieces of work and regular written assessments to ensure they are working to their expected flightpath.

Autumn Term

8A – Food & Nutrition

- Nutrients in our diet, food testing, balanced diets and deficiency diseases.
- Digestion and absorption of food.

8B – Plants & their Reproduction

- Classification of plants, biodiversity
- Sexual and asexual reproduction, pollination, fertilisation and seed dispersal, germination and growth.

8F – The Periodic Table

- Dalton's atomic theory, chemical symbols, chemical properties of substances, reactions of elements, chemical formulae.
- Mendeleev's periodic table, physical and chemical trends.

8I – Fluids

- Particle model, calculating density, changing state.
- Pressure in fluids, floating and sinking, drag.

Spring Term

8C – Breathing and Respiration

- Aerobic and Anaerobic respiration.
- Discovering oxygen, gaseous exchange in humans and fish, comparing inhaled and exhaled air.

8G – Metals and their Uses

- Properties of metals, catalysts, corrosion, alloys.
- Reaction of metals with water and acids, reactivity series.

8J – Light

- Pin-hole camera, reflection, mirror image.
- Refraction, lenses, how the eye works, dispersion, colour, seeing coloured objects, filters.

8K – Energy Transfer

- Internal energy, cooling by evaporation. Transferring energy – conduction, convection and radiation. Preventing heat transfer.
- Power, efficiency and paying for energy.

Summer Term

8D – Unicellular Organisms

- Classification, uses of fungi and bacteria, features of bacterial cells and protoctists.
- Decomposition and the carbon cycle.

8E – Combustion

- Burning fuels, phlogiston theory, oxidation, fire safety, conservation of mass.
- Pollution, complete and incomplete combustion, controlling pollutants, global warming, reducing pollution.

8L – Earth and Space

- Galaxies, models of our Solar System, seasons, day and night, years.
- Earth's magnetic field, gravity in space.

9A – Genetics and Evolution

- Environmental and inherited variation,
- DNA and inheritance, competition, preserving biodiversity, natural selection and evolution

Year 9 Overview

Our Year 9 AQA trilogy and triple Science course is taught in two halves as Physical and Life Sciences, with the biology, chemistry and physics topics split between two teachers. Students also practice working scientifically. Mathematical and literacy skills are developed throughout the course. Throughout the year students are assessed through key pieces of work and end of unit tests to enable progress towards target GCSE grades to be monitored. Scientific concepts and skills covered in Year 9 will be assessed through GCSE exams at the end of Year 11.

Autumn Term

9I – Forces & Motion

- Names of forces, balanced and unbalanced forces, speed, turning forces, machines.
- Energy stores, transferring energy, conservation of energy.

9K – Reactivity

- Physical and chemical change, endothermic and exothermic reactions.
- Displacement reactions, reactivity series, extracting metals.

9J – Force fields and Electromagnets

- Magnetic fields, gravitational fields, electromagnets, electric motors.
- Static electricity, measuring current electricity, resistance.

Working Scientifically

- Planning investigations, identifying key variables, collecting results in a table, presenting results in bar charts & line graphs, calculating mean results, considering results and evaluating experimental method.

Spring Term

GCSE Biology

- Cell Biology: explores how have scientists developed their understanding of cell structure and function, how do we develop into a complex organism from just a fertilized egg cell and how do organisms obtain their energy from food?
- Moving and Changing Materials: explores whether all materials move by diffusion, why some organisms need organ systems and whether all organisms move materials in the same way. How do enzymes work?

GCSE Chemistry

- Atomic Structure and the Periodic Table: explores what model do we use to represent an atom? How did the model of the atom develop? Why can we use carbon dating? Why is helium is so unreactive and sodium so reactive and what's the difference between metals and non-metals?

GCSE Physics

- Energy: Explores the connection between energy transfer and power, the connection between energy changes and temperature change. How we can monitor and control the transfer of energy and the environmental impact of different energy resources?

Summer Term

GCSE Chemistry

- Structure, Bonding and the Properties of Matter: explores what happens to particles as substances change state. Why is so much energy needed to melt some substances? Are there different types of chemical bonds? Why can metals conduct electricity and why are diamonds so hard and graphite so soft?

GCSE Physics

- Electricity: Explores the key concepts in electricity, the characteristics of some electrical components and how electricity can be used safely.

Spanish

Year 9 Overview

Students begin the GCSE course covering key vocabulary and tenses and developing key GCSE skills such as role-play, conversation and translation through GCSE topics in order to continue the course into Years 10 and 11.

Autumn Term

Describing self and family
Relationships

Spring Term

House and home
Household Chores
Daily Routine
Food and drink

Summer Term

Shopping for food
Eating habits
Ordering in a restaurant

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