Key Stage 3 Curriculum

Countesthorpe Academy

Respect / Resilience / Success

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Key Stage 3 Curriculum Overview

The Curriculum is at the heart of the learning experience at Countesthorpe Academy. Everything we do is designed so students can be the best they can be and we deliver messages through our core values of respect, resilience and success. 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, 8 and 9 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.

This year we are one of the schools in the LiFE Multi-Academy Trust piloting the Real Life Curriculum with one tutor group in Year 7.

Students at Countesthorpe Academy start 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 school offers A-Level and BTEC courses alongside a core curriculum.

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

Real LiFE Curriculum (Year 7 Pilot)

What is the Real LiFE Curriculum?

This progressive and exciting model of teaching and learning is heavily influenced by incredibly successful schools across the globe and brings learning to life like never before. It is based on the latest global educational research and is geared towards preparing our students to thrive in an ever changing and unpredictable world. Through this curriculum model, our students will learn much more than facts; they learn to develop a wide range of skills and competencies that will enable them to contribute positively to the world around them.

How is this different to a traditional curriculum?

The real world doesn't fit neatly into isolated subject areas, so understanding facts about these subjects in isolation is not enough to fully thrive in the modern world. In addition, students throughout history have often questioned the relevance of some of the things they were being taught. The Real LiFE Curriculum addresses both these issues by taking students on skilfully planned multi-disciplinary learning journeys that are based on real life situations and experiences.

How will this work?

All Real LiFE Curriculum learning journeys are written by subject specialists who work collaboratively to plan and deliver each activity to make sure everything is truly relevant and fully prepares the students to be able to apply their knowledge later on. The learning journeys start with an immersive experience and culminate with students developing a final product that is showcased via an event or exhibition. Regular enhanced personalised coaching sessions are given to each student to help them develop in areas such as character, creativity, and critical thinking, which enables them to improve their ability to work independently towards achieving challenging personal goals.

Can you give me a specific example of what this might look like?

An example of a typical learning journey is "Harnessing the Wind" where we use film and literature to explore the issues of deforestation, drought, poverty and famine in developing countries. Students are then taught the Scientific, Design, Engineering and Mathematical skills required to build a working scale model of a wind turbine that could be used to support communities who live in remote rural areas with no access to a reliable supply of electricity.

How will we know these students are making good progress?

Personalised coaching sessions ensure that both staff and students are regularly involved in monitoring progress towards their individual goals and that future goals are challenging, yet achievable. Although written testing remains part of the assessment process, there is a greater emphasis on assessing the quality of preparation that students put into their showcase or exhibition, and their ongoing commitment to reflecting on what they have done so far to refine and improve their work until it is of a standard they can be proud of.

How will this curriculum fit in with GCSEs?

The Real LiFE Curriculum is designed to be delivered during Key Stage 3. After this stage students will opt for GCSE subjects in the same way as the students who follow the traditional curriculum. We are confident that students who follow the Real LiFE curriculum will demonstrate high levels of independent learning and may be afforded greater flexibility in terms of their GCSE choices such as the ability to study for additional subjects. This will be determined on a case by case basis during the GCSE options process.

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 students 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

All about me – Students will be given the opportunity to develop their PowerPoint skills by creating a presentation all about them. This also helps them to get to know their teacher and their classmates.

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

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

Spreadsheets – students will be introduced how to edit and use basic spreadsheet functions as well as understanding the importance of these in the world of work.

Binary – Students will learn what binary is and how computers use it, they will also learn how to convert from decimal to binary.

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 in as well as quality of performance; cultural dance and one other (optional).
Students also develop performance skills through learning of dance material as well as developing/learning choreography skills.
Throughout the year students will have to complete some theory tasks aimed to develop their research skills, understanding of contemporary dance and self-assessment skills. These skills prepare students for BTEC level 2 assignment writing and examination preparation.

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

Resistant Materials

Students learn traditional craft based skills combining woodworking and paper quilling. Students gain knowledge and understanding of materials, and how you can manipulate them to make a quilled picture within a frame.

Food Technology

The year 7 study project called The Perfect Packed Lunch is linked to the WJEC specification. Students 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. They will use a variety of practical skills to make a range of predominantly healthy products.

Skill Developed:

- To understand the importance of Health and Safety and Hygiene
- To recognise tools and equipment and how they are used.
- To understand the Eatwell Guide and the importance of a healthy meal and diet
- To understand different ways of making healthy lunches
- To gain practical skills and knowledge.

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

Students 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 students for the standard and style of work expected for GCSEs.

All students will complete the following courses:-

Resistant Materials
Students learn how to use traditional woodworking skills to make a pen/phone holder and a pull along wooden car. Traditional drawing techniques are used to design the products. The laser cutter and computers (CAM /CAD) are used to design and make a pair of wooden tealight holders from their own drawn designs.

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

The year 8 study project titled Engineering Recipes is also linked to the WJEC specification and continues from the year 7 project. Students learn about the design process and nutritional requirements of different target markets by designing and making a range of meals. Students will be working on Engineering Recipe project, where they will be given a recipe that they need to modify. 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.

Skills Developed:

- To understand the importance of Health and Safety and Hygiene
- To recognise different cultural dishes from different parts of the world.
- To understanding dietary requirements.

- To understand the different health problems and how they affect the human body
- To modify recipes by added own ingredients.
- To identify different food labels and packages.
- To gain a wider range of practical skills and knowledge

Year 9 Overview

Should students choose these options; projects in Year 9 develop students' 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:

- Developing the range of construction and decorative techniques in textiles from year 7 and 8
- Working on a range of mark making activities to interpret primary sources, such as moodboards and photographs.
- Design and make projects, such as nature, in preparation for GCSE.

Students build on their skills from previous years, starting with an embroidery project, to familiarise themselves with different hand stitches, which can also be used in future projects. Students explore a theme for their project, through primary sources, such as moodboards and their own photographs, interpreting these through different mark making techniques. Students will continue to build on existing techniques in their projects, whilst developing and adding new ones and learn to experiment creatively with their work. This is very much a student led curriculum, where they will learn to use their skills independently, to produce unique and creative outcomes.

Food Technology

The year 9 will have a taster of the WJEC Hospitality and Catering Level 1/2. Students will extend their practical skills by make a range of basic, medium and complex meals, which include soups, starters, main meals and desserts. They study in more depth the health and safety and hygiene, nutritional requirements of a range of target markets, and look at the different dietary law requirements. In Year 9 students will be organising certain events, such as Formal Dinner, Party with a Twist, Cocktail Party and Charity Event.

Throughout KS3 students learn about Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance. This will then lead to Key Stage 4 Hospitality and Catering Level 1/2 for those that choose it.

Skills Developed:

- To recap and develop on Health, Safety and Hygiene.
- To understand nutritional needs in different stages of life.
- To develop knowledge and skills on different soups
- To develop knowledge and skills on Veganism
- To develop a range of basic, medium and complex dishes.

Drama

Year 7 Overview

Drama is a life skill and a creative art form. It helps students 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 students 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 delve into a range of different worlds. This includes the imaginative worlds of fantasy fiction where students develop reading and story writing skills, as well as the worlds of the past where they study extracts from 19th Century novels and explore Shakespeare's *The Tempest*. The summer term brings the opportunity to explore current affairs through reading and writing non-fiction texts. This is followed by students embracing their creative side when exploring a range of poems and creating their own poetry anthology. Throughout the year, students develop their independent reading using the Accelerated Reading scheme which involves the completion of a quiz at the end of every reading book. Students also use Bedrock to help develop their vocabulary skills.

Autumn Term: Imaginary Worlds
Reading: Class Novel - *Coraline*
Narrative Writing: Imaginary World (Fantasy Genre)

Spring Term: Worlds of the Past
Historical Worlds: Exploring Nineteenth Century writing
Shakespeare: *The Tempest*

Summer Term: Our World
Non-Fiction Reading & Writing/Speaking & Listening: 'Our World' - Tackling Climate Change
Class Reader: *Exodus*, Julie Bertagna
Poetry: Reading and writing a range of poetic forms

Year 8 Overview

During Year 8 students delve into the worlds of heroes and villains. All students begin the year with a class novel where they develop comprehension and analysis skills. Students will also develop persuasive and narrative writing skills and will have the opportunity to present to the class to develop spoken language skills. Towards the end of the year, students explore a variety of poems from WWI and WWII. Year 8s also have regular spelling tests and focus on grammar skills throughout the year. They continue to develop their own independent reading with their Reading Record, for which they should aim to read at least five books a term, as well as continue to use Bedrock to help develop their vocabulary skills.

Autumn Term
Class Novel: *Whispers in the Graveyard* or *Cirque Du Freak*
Non-Fiction Writing/Speaking & Listening: Group Presentation - Save My Dog!

Spring Term
Reading: Victorian and Modern Gothic Fiction (extracts)
Writing: Narrative - Detective genre (*Sherlock Holmes: The Speckled Band*)

Summer Term
Reading & Writing: Heroes and Villains (extracts) & Non-Fiction
Poetry: Introduction to War 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 Language:** 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*
English Language skills: Component 2 – transactional/persuasive writing
Class novel: *Of Mice and Men*

Spring Term
GCSE Literature text: Power & Conflict Poetry (AQA Anthology)
English Language skills: Component 2 – reading 19th century Non-Fiction texts and 21st century texts

Summer Term
Shakespeare: *Romeo and Juliet*

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. Ecosystems
5. Population

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. Development
2. Newly Industrialised Countries

Spring Term

3. Climate Change
4. Coasts

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.
- 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

History curriculum is designed to give all KS3 students an ability to better understand the society that we live in in modern Britain. The topics have been chose to help students understand how this society has developed and changed over time. The curriculum aims to develop students substantive knowledge as well as to develop their understanding of second order concepts of 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

People: Focusing on the impact of the Romans on Britain and evaluating how long their legacy has lasted in Britain. This topic will cover approximately 2000 years of history

Spring Term

Power: Focusing on how powerful were medieval monarchs, students will be encouraged to decide on criteria needed for success and make critical decisions about Britain's medieval kings

Summer Term

Perspective: Exploring how people's lives in Medieval and Early modern England were shaped by outside influences by looking at the role of the Church, Crusades and Piracy

Year 8 Overview

Overview In Year 8 students will continue study the themes established in Year 7 as well as to build on skills that they have developed. 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:

People: Focusing on the changes brought about by the Agrarian, Industrial and Technological revolutions. Students will evaluate the impact on the lives of people living in Britain.

Spring Term

Power: This topic looks in detail at the impact of the seismic events of the C17th and discusses how much these events impacted the power of government

Summer Term

Perspective: Focusing on the British Empire and the Slave Trade this topic asks how should we remember the British Empire?

Year 9 Overview

Year 9 students will continue to study the same themes of People, Power and Perspective; drawing comparisons and links between what they have studied in Year 7 and Year 8 and their new topics. 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.

Autumn Term:

People: Focusing on the affect that wars in C20th had on ordinary people.

Spring Term:

Power: This topic looks at how the people of Britain have gained representation in government

Summer Term:

Perspective: Looking at how far we have come on the road to equality, students will look at topics such as Women's rights and Civil Rights in Britain

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

	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	**Proportional Reasoning**						**Representations**					
	Ratio and scale		Multiplicative change		Multiplying and dividing fractions		Working in the Cartesian plane			Representing data		Tables & Probability
Spring	**Algebraic techniques**						**Developing Number**					
	Brackets, equations and inequalities				Sequences	Indices	Fractions and percentages			Standard index form		Number sense
Summer	**Developing Geometry**						**Reasoning with Data**					
	Angles in parallel lines and polygons		Area of trapezia and circles		Line symmetry and reflection		The data handling cycle				Measures of location	

Year 9 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	**Reasoning with Algebra**						**Constructing in 2 and 3 Dimensions**					
	Straight line graphs		Forming and solving equations		Testing conjectures		Three dimensional shapes			Constructions and Congruency		
Spring	**Reasoning with Number**						**Reasoning with Geometry**					
	Numbers		Using percentages		Maths and money		Deduction		Rotation and translation		Pythagoras' Theorem	
Summer	**Reasoning with Proportion**						**Representations**					
	Enlargement and similarity		Solving ratio and proportion problems			Rates	Solving problems using graphs, tables and algebra					

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

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. Over the year students will focus on their personal development where four key concepts will be covered in each term. The four key concepts are:

- The Value of Physical Education
- Respect
- Resilience
- Success

These four components will be taught through a range of different sports allowing students to develop their understanding of the subject as well as the core values of the Academy. The sports which will be covered each term are:

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

During PE in year 8 students will develop leaderships qualities through a wide and varying curriculum, including dance, gymnastics, striking & fielding activities, net games, and invasion games. Students also will continue to develop fundamental skills such as teamwork, organisation, independent thinking and reflective learning. In Year 8 students will extend their range of skills, developing greater tactical awareness, maintaining or raising levels of fitness and work with others to meet a challenge. This will support students with their health and wellbeing as they begin to understand some theory elements behind the subject of PE.

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. Students also further develop fundamental skills such as teamwork, organisation, independent thinking and reflective learning. The Year 9 PE course further improves on the skills students have learnt in Years 7 & 8, whilst developing students' tactical awareness, self-analysis and leadership skills 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

OCR National Sports Studies (PE – Theory)

At the end of Year 8 students can opt to study OCR Cambridge National Sports Studies in Year 9. This course is aimed to give the students a taste for what Key Stage 4 CNAT 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 leadership. Students will learn how to plan and deliver warmups, as well as taking risk assessments to ensure that the area in which they are leading in is safe to do so. At the end of year 9 students will use their leadership skills to lead a sports day for our on-site Nursery, where they will be able to show how their leadership skills have developed over the course of the year.

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 are ethics, philosophy and religion?

Spring Term

Christianity.

Summer Term

Bhddhism.

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

Islam

Summer Term

What is Right/Wrong?

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

Big Questions: Different views.

Spring Term

Moral Issues.

Summer Term

GCSE Topic 1: 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.

7I – Energy

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

7G – Particles

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

Spring Term

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

7J – Electricity

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

7K – Forces

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

7H – Atoms, Elements & Molecules

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

7L – Sound

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

Summer Term

7F – Acids & Alkalis

- Hazchem symbols.
- Indicators, pH scale, neutralisation

7D – Ecosystems

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

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.

8D – Unicellular Organisms

- Classification, uses of fungi and bacteria, features of bacterial cells and protoctists.

- Decomposition and the carbon cycle.

8K – Energy Transfer

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

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.

7B – Reproduction

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

Spring Term

8B – Plants & their Reproduction

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

8E – Combustion

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

8C – Breathing and Respiration

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

8J – Light

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

Summer Term

8L – Earth and Space

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

8G – Metals and their Uses

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

8I – Fluids

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

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

9A – Genetics and Evolution

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

9H – Atomic Structure

- Start of transition in to KS4 work
- Sub atomic particles, arrangement of protons, neutrons and electrons

9E – Making materials

- How we choose materials for specific jobs
- Polymers and composites
- Recycling materials and materials of the future

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.

9 Plant Growth

- Farming with plants and how plants are adapted to maximise growth
- Plants making lipids, carbohydrates and proteins
- Problems with farming and organic farming methods

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

Revision Strategies

- **How we plan for assessments**
- **Revision strategies, use of electronic apps and websites for revision**
- **Exam techniques and practice exam skills**

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?
- Energy Transfer in chemical reactions: investigates why some reactions take in thermal energy whereas others release energy in to the environment. How we decide which reactions will be most energy efficient and fit for purpose

GCSE Physics

- Particle model of matter: examines the energy required to increase the temperature of a substance and change its state of matter. Practical work to determine density, specific heat capacity and latent heat are all introduced including particles moving in gases.

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?
- Health Matters: examines the different types of pathogen in our world, how they can affect humans and plants and how we can protect against and fight infection

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

Social media

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Countesthorpe Academy

Winchester Road,
Countesthorpe,
Leicestershire,
LE8 5PR

Tel: 0116 2771555

Email: admin@countesthorpe.org.uk

www.countesthorpe.org.uk

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