Key Stage 3 Curriculum

Countesthorpe Academy

Respect / Resilience / Success

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. All students in Year 7, Year 8, Year 9 are taking part.

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

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.

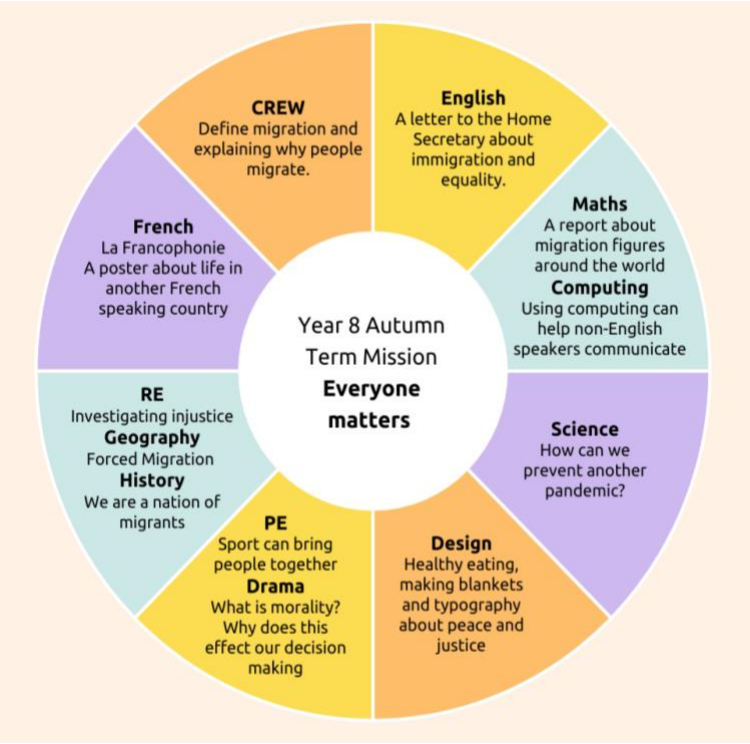
How will this work?

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.

The diagram below shows how the Year 8 autumn term mission links the subjects.



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.

What is CREW for all?

Crew time takes place daily for all students in years 7-13. It stands for *Collaboration - Reflection - Enrichment - Well-being*. It is a specified time each morning for personal goal setting, reviewing and 'genius time' with quality coaching conversations between the Crew Leader and student to support student-agency

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.

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

English

'It is not in the stars to hold our destiny but in ourselves' - Shakespeare

Making a positive difference is at the heart of all we do. The Communication Faculty is dedicated to facilitating communication in all its forms. We focus particularly on providing young people with the skills needed to persuade, engage, analyse and express themselves imaginatively through extended writing, oracy, and multimedia. We promote the Countesthorpe Academy motto to be 'the best we can be' by building respect, resilience and success through a dynamic curriculum. We celebrate diversity, promote equality and ensure inclusion through our teaching and learning strategies and the curriculum delivered. Positive relationships are cultivated, and our main character focus this year is to enhance student self-regulation through leadership, a relevant and relatable curriculum, and consistent adherence to Raising the BAR. We encourage our students to be reflective, adventurous, collaborative, inquisitive and, most importantly, to show integrity in the way they conduct themselves within the faculty, school and wider community.

What do students learn in Year 7?

Students begin Year 7 by exploring the diverse world of poetry. They will study form, structure and genre, looking at everything from haiku and limerick, to sonnets and protest poetry. This will culminate in the production of their own anthology of poetry, which they will present to parents and guests at the Showcase Event. Students then move onto the 'Our World' mission, studying

climate change through the novel Exodus. As part of this unit, they will also analyse the structure and rhetorical devices employed in a range of non-fiction texts, looking at the impact of global warming and how we can make a positive difference. They will write and record a persuasive speech. In the summer term, students immerse themselves in the Imaginary Worlds unit, studying a range of fantasy fiction and developing narrative writing skills. 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: Poetry Anthology Poetry: Reading and writing a range of poetic forms

Spring Term: Our World Non-Fiction Reading & Writing/Speaking & Listening: 'Our World' - Tackling Climate Change Class Reader: Exodus, Julie Bertagna

Summer Term: Imaginary Worlds Fiction Reading & Writing: a range of authors including Pullman and Rowling

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

All missions are embedded within the curriculum. Who Am I Mission -Poetry Anthology; Climate Change Mission- Persuasive climate speech; Healthy Mind- Nature walk and activity

What do students learn in Year 8?

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, looking at ideas of community, belonging and personal heroism. Students will also develop persuasive and narrative writing skills and have the opportunity to present to the class to develop spoken language skills. In the spring term, students will study writers from Dickens to Shelley, beginning their study of pre-1900 texts. Towards the end of the year, students explore a variety of poems from WWI and WWII. Year 8s also continue with the Accelerated Reader programme, as well as continue to use Bedrock to develop their vocabulary skills.

Autumn Term Class Novel: Refugee Boy by Benjamin Zephaniah

Spring Term Reading: Heroes and Villains -Victorian and Modern fiction (extracts)

Summer Term Writing: Narrative - Detective genre (Sherlock Holmes: The Speckled Band) Poetry: Introduction to War poetry

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

Everyone Matters Mission- Letter to the Home Office on the plight of refugees; 10X Challenge - Business Heroes Booklet

What do students learn in Year 9?

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: Noughts and Crosses English Language skills: Component 2 – transactional/persuasive writing English Language skills: Component 2 – reading non-fiction texts

Spring Term Narrative writing: Component 1 skills Shakespeare: Romeo and Juliet

Summer Term Finding my voice: oracy unit GCSE Literature text: Power & Conflict Poetry (AQA Anthology)

Mathematics

There is Maths in everything and our students deserve an ambitious and creative Mathematics curriculum which is, rich in skills and knowledge, sparks curiosity and ensures they are ready for everyday life and future employment. Our mathematics curriculum will give students the opportunity to:

• Develop fluency in the fundamentals of mathematics, through varied and frequent practice

• Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

• Be able to reason mathematically

• Be able to solve problems by applying their mathematics to a variety of problems

• Be able to communicate, justify, argue and prove using mathematical vocabulary.

What do students learn in Year 7?

Alongside the Maths skills that will be developed in each mission students also study these areas of Mathematics to fulfil the required curriculum for Year 7.

- Algebraic Thinking
- Applications of Number
- Place Value and Proportion
- Reasoning with Data

- Lines and angles
- Developing Geometry
- Representations

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

Autumn Term Mathematics all about me

Spring Term Climate Change - how Countesthorpe Academy could reduce its carbon footprint.

Summer Term Health and Well Being - survey the lifestyles of other Y7 students to analyse how healthy they are.

What do students learn in Year 8?

Alongside the Maths skills that will be developed in each mission, students also study these areas of Mathematics so that they have fulfilled the required curriculum for Year 8

- Proportional Reasoning
- Representations
- Algebraic Techniques
- Developing Number
- Developing Geometry
- Reasoning with data

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

Autumn Term Investigating worldwide migration and it's effects on population.

Spring Term The '10X challenge', where students will find ways to make as much profit from £10.

Summer Term During lessons, students will be participating in puzzle solving activities to boost their mental resilience

What do students learn in Year 9?

Students prepare for the start of their GCSE course building on knowledge from Years 7 & 8. They study these areas of Mathematics so that they have fulfilled the required curriculum for Year 9.

- Reasoning with Algebra
- Constructing in 2 and 3 dimensions
- Reasoning with Number
- Reasoning with Geometry

- Reasoning with Proportion
- Representations

Combined Science

In science our intent is to foster a sense of wonder in the phenomena of the World around us, and so inspire a life-long love of learning and discovery.

What do students learn in Year 7?

At the start of Year 7 students complete our 'Becoming a Scientist' unit of work to embed crucial working scientifically skills - these literacy, mathematical and practical skills are practiced and continually developed over all 3 years.

Becoming A Scientist & Working Scientifically

- 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 (Real Life Mission - Who am I?)

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

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.

7D – Ecosystems (Real Life Mission – Healthy Minds)

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

7E – Mixtures & Separation

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

7F – Acids & Alkalis

- Hazchem symbols.
- Indicators, pH scale, neutralisation.

7G – Particles

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

7H – Atoms, Elements & Molecules

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

7I – Energy (Real Life Mission Climate Action)

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

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.

7L – Sound

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

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

In science, Real-Life missions are embedded within our course and follow the anticipation-action-reflection cycle to provide students constructive feedback to enable them to continuously improve their work to make it their very best.

During the Autumn term mission 'Who am I?' students discover how their body is built out of many different types of cells, and how cells build up into organs that work together to keep them alive. For their mission milestone task students research and create a 3D model of a cell that they would find in their body.

In the Spring term students investigate how alternative energy resources will provide our future energy security. In the mission milestone task students work in small groups to research alternative energy resources and produce a poster presentation.

The Summer term mission 'Healthy Minds' focuses on the joy and companionship animals can give us. Students select an animal that is cared for at Twycross Zoo, research its natural lifestyle, behaviours, and habitat, and describe how it is adapted to live in its natural environment. The mission milestone task asks students to create a 2D or 3D model enclosure to care for and support the natural behaviours of their zoo animal.

What do students learn in Year 8?

8A – Food & Nutrition

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

7B – Reproduction

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

8B – Plants & their Reproduction

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

8C – Breathing and Respiration (Real Life Mission – Health & Wellbeing)

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

8D – Unicellular Organisms (Real Life Mission – Everyone Matters)

- Growth of micro-organisms, useful micro-organisms, pathogens and disease.
- Preventing the transmission of pathogens.

8E – Combustion

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

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.

8G – Metals and their Uses (Real Life Mission – Sustainable futures)

- 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.

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.

8L – Earth and Space

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

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

In science, Real-Life missions are embedded within our course and follow the anticipation-action-reflection cycle to provide students constructive feedback to enable them to continuously improve their work to make it their very best. Our Autumn term mission explores student's understanding of communicable diseases, through examples such as the Coronavirus pandemic of 2019-2020, and how our scientific understanding has grown with the development of new medicines and technologies to reduce the number of people becoming ill. Through the mission milestone task students create a plan to prevent the spread of a new pathogen. They must use their knowledge of microorganisms, how microorganisms are transmitted and strategies that prevent transmission. Students consider what individuals, communities and governments might do to during a pandemic and the impact of these decisions.

In our Spring term mission students discover how the Earth is likely to have sufficient metal ore deposits to meet projected demand over the coming decades, but long-term sustainable supplies are in question. Through the mission milestone task students use their knowledge of metals and their extraction to create a plan for the long-term sustainable use of metals, including how metals can be reused and recycled effectively and how this can lead to economic growth.

During the Summer term mission 'Healthy Minds' students devise an exercise program to suite a person who maybe recovering from an illness/injury or elderly. Students will need to use their knowledge of the respiratory system, aerobic and anaerobic respiration, respiratory health to create an appropriate exercise program.

What do students learn in Year 9?

9A – Genetics and Evolution

- Environmental and inherited variation,

- DNA and inheritance, competition, preserving biodiversity, natural selection and evolution

9B 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

9E – Making materials

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

9F – Reactivity

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

9I – Forces & Motion (Real Life Mission – Harnessing the Wind)

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

GCSE Biology – B1 Cell Biology

- Animal and plant cell structure, Eukaryotic v Prokaryotic cells.
- Use of a light microscope.
- Stem cells, differentiated cells, cancer.

GCSE Chemistry – C1 Atomic Structure & the Periodic Table

- Models used to represent an atom, history of the atom, subatomic structure.
- The Periodic Table, difference between metals and non-metals, history of the Periodic Table, properties of groups in the Periodic Table.

GCSE Physics – P1 Energy

- Energy stores, energy transfers, power and work done.

- Energy resources.

Geography

Geography is the study of our world. It is split into 3 interconnected strands. Physical Geography, which involves understanding how natural processes shape landscapes and affect the planet we live on. Human Geography covers every element of the human world including economic inequalities, changing urban and rural areas and an appreciation of the vast cultural differences that exist. Environmental Geography looks at the relationships between people and the environment in both positive and negative ways. In Geography we set out to ensure students can understand the world around them, whilst developing a range of cross curricular skills.

What do students learn in Year 7?

Map skills- becoming competent at using maps, especially OS maps. Climate change- understanding the causes and effects of the climate emergency. Population and resources- developing a deeper understanding of how 8 billion people in the world, and the current way we live is unsustianable. Ecosystems- looking at the the variety of biomes around the world and mankinds relationship with them. Rivers- exploring how rivers shape the landscape. Glaciation- exploring how ice shape the landscapes of the world.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

'Who am I?' is integrated through our map-skills unit where students study their local area. 'Climate changemakers' is reflected through our 'climate change shows' and 'letters to the UN'.

What do students learn in Year 8?

Tectonics- How earthquakes and volcanoes shape and influence our world. Settlement- Understanding where we live and why along with the characteristics of places where we live. Africa- Learning about the physical and human geography of our second largest continent. Geology- Getting to grips with how rocks are formed, and why they are important. Coasts- Understanding how natural processes shape our coastlines. World of work- Understanding business and employment- especially the tourist industry.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

We look at forced migration following a tectonic event and also the push and pull factors of migration to Leicester to link with the 'Everyone Matters' missions. The 10X challenge is supported through the enterprise of a sustainable city and sustainable development iniatives in Africa. Healthy minds is connected to our work on National Parks.

What do students learn in Year 9?

Development- Understanding the social and economic inequalities around the world. Middle East- Looking at the physical, human and political geography shaping this region. Newly Industrialised Countries (NIC's)- Exploring the emerging importance of NIC's with a focus on

China and India. Urban-rural change- Explores the changing geography in UK cities and villages. Weather and climate- Gaining a thorough understanding of how weather and climate shapes our world and lives. Energy- Exploring the role of energy in the modern world, with some consideration of Russia as an energy superpower.

History

Following the Historical narrative of Britain and the wider world in chronological order. Understanding the changes and continuity of events that occurred and their overall impact on society. This course helps develop empathy and understanding through discovery of diverse cultures and histories. The skills developed within history will improve the student's ability of critical thinking and understanding of the wider world.

What do students learn in Year 7?

Romans = Source based skills understanding the rise and fall of the Romans. / Vikings = Study of Vikings settlement in way of life in Britain. / Norman Conquest = A study of the Norman conquest and the effects that has on British Society. / Medieval Life = Development of medieval society including class, the church and the state. / Museum Project = This project is designed to include students hobbies and interests combined with historical understanding of change and continuity. War of the Roses = A study of local history within Leicestershire of the battle between House York and House Lancaster

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

The Year 7s will build on their own personal journey by completing the mission "Who am I?". History plays a big part in developing their understanding of where students have come from and planning for the future. Understanding of key skills in history like chronology is required.

In the Spring Term, we will look to develop understanding of sources and critical thinking when evaluating a history of climate change.

What do students learn in Year 8?

The Tudors = A study of Henry VIII and his involvement with religion, family and society. / The Stewarts = The students will mostly study the cause and consequences of the English Civil War. / The Slave Trade = Students will study the Slave Trade and Britain's significant role within it. / The British Empire = A look at Britain's involvement in the empire and the wider world. / The Industrial Revolution = The students will discover one of our history's key turning points in the development of the modern world.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

In the Autumn term, the year 8s will look at a history of migration which will challenge misconceptions as migration is a key part of the development of Britain.

In the Spring term, the students will build on their knowledge of the Slave Trade and Britain's involvement from a business perspective, and is it morally acceptable for Britain to refuse reparations.

What do students learn in Year 9?

World War One = A study of the cause and consequences of the first world war and it's short and long term impacts. / 1920s and 1930s America = The students will discover both the successes and failures of American during the inter-war period. / World War Two = The Students will study the interchanging turning points of the second world war and it's impacts on the wider world. / The Holocaust = The students will focus on a case study of the persecution of Jewish People before and during World War 2. / The Post War World = The Students will discover a range of significant events ranging from equality to political tensions. / History of the Last 50 Years = A project where the students reverse the roles and teach the teacher about a significant, historical event that has occurred within the last 50 years.

RE

RE at Countesthorpe puts the student at the centre of the learning; what they think and what they do. Our curriculum is focused on encouraging young people to value themselves and the communities within which they live. Our key concepts include: making sense of beliefs and what people believe, making connections and evaluating, reflecting on and connecting beliefs and practices studied, allowing pupils to challenge ideas studied and challenge pupils' thinking, discern possible connections with pupils' own life. Finally, it’s about exploring impact and examining how and why, people put their beliefs into action in diverse ways within their everyday life, within their communities and withing the wider world.

What do students learn in Year 7?

REP is about learning about and from Religions. We also explore ethical issues and philosophical questions. Year 7 students are encouraged to think about their own beliefs, values and principles whilst learning about others.

Autumn Term How does what people believe affect what they do? Explore religions, beliefs and values.

Spring Term How do Christians put their beliefs into action?

Summer Term What does it mean to be a Buddhist

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

We look at people's beliefs in term 1, we look at different religious attitudes to the protecting the planet in term 2 and we then look at well-being and focusing on what is important in the Buddhism topic.

What do students learn in Year 8?

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? How do people defend it?

Spring Term What does eqaulity mean to Sikhs?

Summer Term What does it mean to be a Muslim?

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

In term 1 we look at attitudes to a fairer society, and howe we aschieve a just society. In term 2, we look at the concept of selfless service to others and helping those who need it.

What do students learn in Year 9?

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 Moral Issues – How do beliefs in life after death affect people's views? Spring Term Why do people suffer? Summer Term GCSE Topic 1: Family & Relationships.

MFL

In MFL students have opportunity to study French and Spanish. We aim to foster a life-long love of language learning. Students become proficient in speaking, writing, listening, reading and translation from and into target language.

What do students learn in Year 7?

In Year 7, students learn to talk about themselves and others and give information about themselves, their family, and interests, where they live and the weather. Throughout these topics students use present tense verbs and opinions.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

Autumn Term 1. Tout sur moi 1 – alphabet, numbers, birthdays, likes/dislikes, physical descriptions and colours. 2. Tout sur moi 2 – family members, personality pets and preparation for mission. Milestone Mission Task : Produce a poster about yourself, your family and your interests

Spring Term 3. L'environnement 1 – Accommodation and local environment, countries and nationalities. 4. L'environnement 2 – Weather and environmental issues and preparation for mission. Milestone Mission Task : Create a weather and present the forecast to your teacher

Summer Term 5. Le bien être 1 – The rules of La Pétanque, food and drink, animals. 6. Le bien être 2 – Musicians and a presentation to the class on personal wellbeing.

What do students learn in Year 8?

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, whilst developing their translation, comprehension and conversational skills.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

Autumn Term 1. Vive les vacances! – holidays in the present tense and future tense, buying food and drink. 2. La Francophonie – exploring French-speaking countries and regions. Milestone Task : Produce a poster detailing a Francophone country of your choice.

Spring Term 3. Le collège 1- school subjects, likes and dislikes, my school timetable. 4. Le collège 2 – studies and future plans Milestone task : prepare for a mock job interview – your teacher will play the part of the employer.

Summer Term 5. Le sport – say what sports I do, using the verbs "to play" and "to do". Using third person verbs to say what sports others do. 6. La technologie – mobile phones, computers and other devices.

What do students learn in Year 9?

Students begin the GCSE course building on knowledge from Years 7 & 8, to extend vocabulary, review key tenses and to develop key skills such as, conversation, writing and translation in each topic in order to lay a firm foundation for continuing the course into Years 10 and 11.

Autumn Term Tourist activities and attractions in Paris Expressing opinions Asking for information in Paris Narrating a past visit to Paris

Spring Term Food and drink Healthy lifestyles Myself and Family Relationships

Summer Term Holiday destinations My holiday preferences What I did last year on holiday My dream holiday

PE

It is our intent within the delivery of Physical Education to prepare students for the future by equipping them with the knowledge to lead a physically and mentally healthy and active lifestyle. We aim to provide a broad and balanced curriculum which develops depth of not only a range of physical activities, but challenging opportunities to understand the importance of knowledge and wider life values to support them in becoming an all-round performer. Using

head, heart and hands approach to all lessons, students are assessed on all three areas, allowing to provide an inclusive curriculum for all to achieve

What do students learn in Year 7?

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
- Head
- Heart
- Hands

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 Rugby Basketball Gymnastics Netball

Spring Term Football Hockey Fitness Dance

Summer Term Athletics Softball Cricket Rounders Tennis Minor Sports

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

Who Am I?- Moving well is not only crucial for long term physical and mental health, but also to be able to take part successfully in a wide range of physical activities and sports. In your PE lessons we will explore a range of sports and physical activities that will allow for you to develop your movement skills, explore your own character development and personal sporting interests and understand how to prepare for sport and physical activity both physically and mentally. You will show this through your warm ups that you will plan and lead to your peers in a range of different sports.

What do students learn in Year 8?

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 Rugby Basketball Gymnastics (Trampolining) Netball

Spring Term Football Hockey Fitness Dance

Summer Term Athletics Softball Cricket Rounders Tennis Minor Sports

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

Everyone Matters- Sports have the ability to bring people together as very few other things can. Part of the reason for this is that with any sport, the construct of the game is all about fair play. When people participate, they know that they're competing against other people, and that's what helps to bring them together. Regardless of their differences or personal beliefs, or any disputes they may have had, when they're on the field of play, they're on equal footing. In this mission you will be able to explain the meaning of sportsmanship and why it matters, as well as being able to show this in your lessons, through fair play and application of tactics and skills. You will evidence this through photos and videos from PE lessons, as well as a log to explain how you demonstrated good leadership within each lesson.

What do students learn in Year 9?

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 Rugby Basketball Gymnastics (Trampolining) Netball

Spring Term Football Hockey Fitness Dance Minor Sports (American Football, Handball, Ultimate Frisbee)

Summer Term Athletics Softball Cricket Rounders Tennis

Computing

Students will learn basic problem solving through programming and designing and creating an app.

What do students learn in Year 7?

Internet Safety- Students will learn about online threats and how to avoid them.

Computer Hardware- Students will learn about each of the components in a computer system and what they do.

App Development- Design and Create an App.

Programming- Use Scratch and Python to create basic computer programs.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

In computing the app development and gaming skills are taught.

What do students learn in Year 8?

Binary- Students learn how to count in binary.

Networking- Advantages of Networking Computers, Network Topologies.

Programming in Python- develop skills in programming. Design.

Spreadsheets- Basic spreadsheet skills, Graphs.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

In Computing we teach some graphic design for students to create a logo for their business and spreadsheets to keep a track of finances.

What do students learn in Year 9?

Python Programming- Develop skills in programming further as part of the spiral curriculum. Binary- Imaging and Sound. Networking, Topologies, Protocols and Layers, Wired and Wireless Artificial Intelligence, Hardware and Software- Operating Systems, Utility Software, Security- Forms of attack and how to prevent and maintain the computer.

Music

Students will develop the 3 intrinsic musical skills of performance, composition and appraisal through a variety of different activities, but all firmly rooted within the key 'inter-related dimensions' (the elements of music). Students will explore a variety of different musical styles and genres and will learn to understand and appreciate the contextual elements and history of music. Students will learn how music is communicated through standard, as well as other forms of musical notations. The music curriculum is designed to build on previous learning and so develop skills progressively year-on-year.

What do students learn in Year 7?

What is Music - what are the main musical elements, how can we appreciate and understand them, and use them in our performed and composed music/Keyboard Skills - learn (or develop) basic keyboard skills/Table Drumming - learn to read and play simple drum notation/Music for Well-Being - how can music be used to evoke emotion

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

As students learn about 'Being Me in My World' they learn about music and the impact that this has on them/those around them/Students will consider how music can be made out of almost anything and the 'art' of recycled 'junk' to make music - links with looking after our ' One World'/All music requires a degree of respect and tolerance, especially with regard to working with others, so all music work is linked to the citizenship competition/Music 4 Well-Being

considers how music can make us feel/respond, so this fits really nicely into the Healthy Me topic.

What do students learn in Year 8?

Chords and Blues - students will learn about chords in music, their place and how they can accompany a melody/We learn the basics of playing the Ukulele, how to hold it, strum it, how to form chords and how to use it as a melody instrument/Band Skills - students then use the skills learnt throughout the year to work with others in small groups to create their own version of a piece of music.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

As students learn about 'Chords and Blues' they engage with a number or cross-curricular links - History (context), English (Blues Lyrics), Geography (migration)/Students will learn the basics of how to play the Ukulele - again links to culture and context with song choices, also independent learning, with students choosing their own songs to practice/in the Band Skills project, students will develop skills of leadership and direction, and there will again be intrinsic elements of students working collaboratively and independently.

What do students learn in Year 9?

Fusion Music - students learn what fusion music is, and how it can be creative and diverse/Songwriting - students learn some basics about songwriting, and create their own christmas arrangements/Film/Game music - students learn about the significance of music within films/games, and some of the devices which film/game composers make use of/Theme & Variations - students learn how composers can make use of a number of musical/compositional devices to create variations based upon a set theme/ Keyboard Skills - students further develop their keyboard skills, focussing on playing independant parts with both hands/Performance Skills - students learn more about harmony - duet, chord styles and other performance skills - articulation etc, and will work independently on a personal project (preparation for KS4).

Drama

Drama is about giving students an outlet for their creativity, it allows them to be themselves fully without judgement. Drama not only prepare students for a career in the acting industry, but it give them many life skills which they will take with them and can be transferable to many careers and situations such as teamwork, problem solving, confidence, creativity, communication skills, improved self-esteem and empathy.

What do students learn in Year 7?

Drama conventions - Still Image, Thought Tracking, Flashback, Devising from stimuli, Role on the wall, Hotseating. Theatre in Education. Looking at scripted performance, Learning lines, Characterisation, Vocal and Physical Skills. Practitioner work Linking to mission Climate Change- Stanislavski (Naturalistic performance), Scripted work, Working in pairs, showing

empathy. What Happened to Lulu? Ensemble Theatre, Teacher in Role, Hotseating. Devised Theatre in Education. Theatre in Education, Characterisation, Structure of performance work.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

Students will have agency to be in control of their own work. Students will look at various topics and stimuli which link to how to resolve conflict and be in control in sitatuions. Drama promotes team work and working with others and problem solving. Developing soft skills to take to other areas of life. Drama will look at the Mission Who Am I? In a Theatre in Education piece looking how they would react in a situation and seeing how by just being who they are they can make a difference to other people. Climate change will be looked at through scripted duologues in the spring term and in the Summer term students will create a Devised Theatre in Education piece aimed at younger age groups at how 'Healthy Mind' and Wellbeing are vitally important.

What do students learn in Year 8?

Drama conventions - Still Image, Thought Tracking, Flashback, Devising from stimuli, Role on the wall, Hotseating. Scripted work (DNA by Dennis Kelly) Working with Script, Characterisation, Vocal and Physical Skills, resolving conflict, Group work. Practitioner work- Brechtian theatre. MultiRolling, Use of Placards, Spilts Scenes, Non- Linear Performance, Episodic structure

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

Students will have agency to be in control of their own work. Students will be able to develop skills to problem solve and work as a team throughout year 8. Students will need to independently research events and develop their use of soft skills to be adaptable to different situations. Students will be looking at the mission Everyone Matters within the play DNA looking at morality and every life matters no matter what their starting point or social position. Students in the Summer term will also look at Physical Health linking to the Racism project we complete. This will look at different discriminations people face and how this can have a detrimental effect on all areas of life.

What do students learn in Year 9?

Practitoner Devised project- Brechtian Theatre. Multi-rolling, Epic Theatre, Social and Political issue influencing performance, Storyline development and character work. Scripted- Girls Like That/Missing Dan Nolan. TIE (Theatre in Education), Working with script, editing and adapting script, characterisation and character work. Documentary Theatre (Columbine, Hillsborough) Empathy, Verbatim Theatre, Scripted and Devised Mix, Character and structure work, Creating mood and atmosphere. Physical Theatre and Stage Combat. Physicality in performance, unarmed stage combat, Proxemics. Mock Devised piece. Vocal skills, Physical Skills, Characterisation, storyline, structure, research

Design Technology

Students learn about key design principles through projects that draw on imagination and creative skills. Students will build a knowledge and understanding of materials, and how they can be manipulated to make prototype design solutions to design problems.

What do students learn in Year 7?

In year 7 students will have the opportunity to investigate and research a project that centers around mindfulness and well being. They will design and make a model of an outdoor space using recycled material to help students build a knowledge about sustainability and recycling. Through this students will gain knowledge about a key designer and gain skills working with a variety of material.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

By students investigating 'Who Am I?' they will be able to design and create an environment that will fit in with their local community and consider the needs of people within their community.

What do students learn in Year 8?

Students in year 8 will learn how to combine CAD with wood working skills. Building confidence using hand tools, machines and a lazer cutter to create a hand held game.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

The hand held games can be used as a product for the 10X Challenge.

What do students learn in Year 9?

Students in year 9 will develop their knowledge of different design movements and apply that to a design process. Students will learn a variety of workshop skills which will prepare them for taking GCSE Design Technology. Students will learn how to use Sketchup, a CAD drawing program, Scamper, a technique to develop designs and further creativity and traditional wood working skills. They will also do a project titled Harnessing the Wind where students will investigate how renewable energy can be used un different ways.

Textiles

Textiles project in Year 7 build upon work covered in the design and technology curriculum at key stage 2, with the aim of developing a secure foundation of designing and making skills. The textiles project in Year 8 build upon work covered in Year 7 with the aim of preparing students for the standard and style of work expected for GCSEs. Textiles 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 art and design, manufacturing products in the wider world and cultural/stylistic influences.

What do students learn in Year 7?

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.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

Who am I, Climate Action, Healthy Minds. Students are able to reflect on their current mission, through their moodboards, set as a homework at the start of their textiles rotation. This will then filter into their design ideas and then into their cushion.

What do students learn in Year 8?

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.

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

The textiles, RSPCA project aligns with the 'everyone matters' RLC mission by developing and understanding and appreciation for the work of the charity. This also links in with the 10X challenge and understanding a business. Students further build on their understanding of environmental issues and the impact of textiles on the environment, through research and applying this in their practical work, by using recycled materials.

What do students learn in Year 9?

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.
- Topical design and make projects, such as nature, colour or geometric, in preparation for GCSE.

Students build on their skills from previous years and are introduced to a range of additional mark making and practical skills, in conjunction with a project, designed to prepare them for GCSE working. 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

Food technology is taught to Key Stage 3 to students twice a week. They follow the same recipes and a similar curriculum as Key Stage 4 students who follow the Hospitality and Catering Level 1/2. Students develop:

- their knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.
- Key stage 3 course of study provides our students with valuable life skills, prepares them for potentially working towards their Level 1 or 2 award at Key Stage 4, and covers the national curriculum.

Students will also cover;

- How to cook a variety of meals, mainly savoury, from different cultures and countries
- Health and safety in the kitchen
- The history of different dishes
- Economising and batch-cooking
- Nutritional values and label-reading
- Healthy alternatives
- Different diets, for example, vegetarian.

What do students learn in Year 7?

The year 7 study project called Food Which Are Facts Of Life 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. Students will learn:

- 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.

How does the subject align with the Year 7 Real LiFE Curriculum mission(s)?

The curriculum On Foods Which Are Facts of Life project align with year 7 Real Life Curriculum mission as students would learn about cultural dishes in the Who Am I mission? Students cover topic about Climate in action were students research about the local food ingredients and how to make cost effective meals. Healthy Minds and Wellbeing mission covers about healthy eating and exercising and how that helps the human body.

What do students learn in Year 8?

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. Students will learn:

- 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

How does the subject align with the Year 8 Real LiFE Curriculum mission(s)?

The Engineering Recipe projects aligns with the Real-Life Curriculum Everyone matters mission students would look at adults and young children with families who are homeless and the nutrients they would need to consume to keep them alive on the streets. Students will research about different healthy dishes that they can cook. Pioneer/ Entrepreneur mission students would research about a famous chef and write about how they became successful. Healthy Minds and Wellbeing mission covers about healthy eating and exercising and how that helps the human body.

What do students learn in Year 9?

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. Students will have an introduction for Unit 1 Hospitality and Catering Industry and Unit 2 Hospitality and Catering in Action. This will then lead to Key Stage 4 Hospitality and Catering Level 1/2 for those that choose it. Students will learn:

- How Hospitality and Catering provider operates
- Health and Safety in Hospitality and Catering
- Food Safety in Hospitality and Catering
- The importance of Nutrition
- Menu Planning
- To develop a range of skills and techniques of preparation, cooking and presenting basic, medium and complex dishes.

Social media

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