



KS3 Curriculum Plans

Haberdashers' Aske's Crayford Academy

2015-16

KS3 Curriculum Plan – Art

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Mexican Art: The Day of the Dead	Handicrafts	Body of work/sketchbook
	Term 2	Drawing – The basics	Drawing	End of term Drawing Test
	Term 3	Colour Theory	Colour-mixing/ paint-handling	Body of work/sketchbook
	Term 4	Collaborative Painting	Colour-mixing/ paint-handling	Final Painting
	Term 5	Colour in 3D	3D building skills/ Papier-mâché	Final Sculpture
	Term 6	Special Project / Ks3 Art Exam / Exhibition analysis	Tailored to group	Ks3 Exam
Year 8	Term 1	Perspective	Technical Drawing	Drawing Test
	Term 2	Architecture	Architectural modelling	Body of work/Sketchbook
	Term 3	Chess Army (part A)	Contextual Understanding	Body of work/Sketchbook
	Term 4	Chess Army (part B)	Ceramics	Final sculpture
	Term 5	Graphic Novels	Typography / graphic drawing techniques	Body of work/Sketchbook
	Term 6	Special Project / Ks3 Art Exam / Exhibition analysis	Tailored to group	Ks3 Exam
Year 9	Term 1	You Are What You Eat	Drawing & Printmaking	Body of work/Sketchbook
	Term 2	You Are What You Eat	Drawing & Printmaking	Body of work/Sketchbook
	Term 3	You Are What You Eat	3D building	Body of work/Sketchbook
	Term 4	Word Art	Contextual Understanding/ signwriting/ collage	Body of work/Sketchbook
	Term 5	Word Art	Mac literacy /photoshop / Textiles /	Personal Outcome
	Term 6	Special Project / Ks3 Art Exam / Exhibition analysis	Tailored to group	Ks3 Exam

KS3 Curriculum Plan – Computing

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Introduction to the school system Internet Safety	<ul style="list-style-type: none"> • Digital Literacy - Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns • Safe and Responsible Use – Online identities, Personal e-safety, Offline safety. • Technical Understanding - Networks • Technology in the World –Collaboration and communication tools • Skills –Digital communication including online environments 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Project
	Term 2	Spreadsheets	<ul style="list-style-type: none"> • Technology in the World – Common productivity software and application, Use of ICT in practical contexts • Skills – modelling, Control, data-logging and programming, ICT skills for career paths and working life • Information Technology – Organisation of data and data standards, including collecting and analysing data and meeting the needs of known users Working with ICT • Technical Understanding - Use of basic Excel functions and formulae. 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning • Test •Projects
	Term 3	Graphics: Editing Sound and Images	<ul style="list-style-type: none"> • Digital Literacy – understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally. • Technology in the World – Common productivity software and application, Use of ICT in practical contexts • Safe and Responsible Use –Legal issues – Copyright, data-protection, hacking • Skills –Digital communication including online environments, ICT skills for career paths and working life, Producing and editing all types of media • Technical Understanding - Industry standards 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Project
	Term 4	Web Development	<ul style="list-style-type: none"> • Skills – Producing and editing all types of media, Modelling, Control Data Logging and Programming, Problem Solving, Planning, Developing and Building websites. • Technology in the World – Common Productivity Software and Applications, Design and Specifications. Designing websites for specific 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning

			<p>audience and purpose.</p> <ul style="list-style-type: none"> • Technical Understanding – HTML Code, navigation, embed video and audio files, hyperlinks and hotspots when designing websites. • Digital Literacy – Learning to use technology safely, respectfully, responsibly and securely. 	<ul style="list-style-type: none"> •Test
	Term 5	Databases	<ul style="list-style-type: none"> • Technical Understanding -Organisation of data and data standards • Digital Literacy – Functional use • Technology in the World – Common productivity software and application Technology in the World –Working with ICT • Technical Understanding -Data storage and retrieval. • Skills – ICT skills for career paths and working life 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Databases test Yacapaca •End of year test
	Term 6	Programming with Logo/Python Turtle	<ul style="list-style-type: none"> • Technical Understanding - Programming and control using two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures, design and develop programs. • Skills – Problem solving, algorithm, computational thinking. • Technology in the World – Creative industries • Digital Literacy – Learning to use IT responsibly • Technology in the World – Design and specification 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •End of unit test
Year 8	Term 1	How Computers work and Binary	<ul style="list-style-type: none"> • Technology in the World – Common Productivity Software and Applications, Progress and Future Applications, Embedded systems • Technical Understanding – How Computing Devices Work, Embedded Systems, Data Storage • Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • Safe and Responsible Use –Offline safety" • Technical Understanding – Networks, Industry standards ,Programming and control • Safe and Responsible Use – Legal issues – Copyright, data-protection. • Skills - understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] ICT skills for career paths and working life, Digital communication including online environments. 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning • Test
	Term 2	Programming	<ul style="list-style-type: none"> • Technical Understanding - Programming and control using programming 	<ul style="list-style-type: none"> •Self-assessment

		with Scratch	<p>languages, at least one of which is graphical, to solve a variety of computational problems; make appropriate use of data structures, design and develop programs.</p> <ul style="list-style-type: none"> • Skills – Problem solving, algorithm, computational thinking. • Digital Literacy – gaming, learning • Skills – Problem solving, kills – ICT skills for career paths and work, Skills – Control, data-logging. 	<ul style="list-style-type: none"> •Peer assessment •Target setting •Open questioning •Closed questioning • Test •Project
Term 3	How the Internet works	<ul style="list-style-type: none"> • Safe and Responsible Use – Computer e-safety, Ethical issues • Digital Literacy – Finding retrieving and validating information, Critical thinking and evaluation • Skills – Modelling, Control Data Logging and Programming, Problem Solving • Technology in the World – Common Productivity, Organisation of Data and Data Standards Software and Applications, Web Design, e-commerce • Technical Understanding – Networks, Programming and Control 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Project 	
Term 4	Programming for Web	<ul style="list-style-type: none"> • Skills – Producing and editing all types of media, Modelling, Control Data Logging and Programming, Problem Solving • Technology in the World – Common Productivity Software and Applications, Design and Specifications • Technical Understanding – Programming and Control, ICT Systems Lifecycle, Organisation of Data and Data Standards • Digital Literacy – Learning to use technology safely, respectfully, responsibly and securely. 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning • End of Unit Test 	
Term 5	IT in Business – LOGO Creation	<ul style="list-style-type: none"> • Digital Literacy – Creating and sharing, Functional use, discussing copyright, including ‘all rights reserved’ and open licensing e.g. creative commons • Skills – Effective use of web search engines, Producing and editing all types of media, ICT skills for career paths and working life • Technology in the World – Creative Industries, Design and specifications • Safe and Responsible Use - Legal issues – Copyright, and data-protection. 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Project 	
Term 6	Programming with Python	<ul style="list-style-type: none"> • Technical Understanding - Programming and control using two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures, design and develop programs. • Skills – Problem solving, algorithm, computational thinking. • Technology in the World – Creative industries 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning • End of Year Test 	

			<ul style="list-style-type: none"> • Digital Literacy – Learning to use IT responsibly • Technology in the World – Design and specification 	
Year 9	Term 1	Advanced Spreadsheets	<ul style="list-style-type: none"> • Technical Understanding - Use of Advanced Excel functions and formulae. • Technology in the World – Working with ICT, Use of ICT in practical contexts, Common productivity software and applications • Technology in the World – Common productivity software and application, Use of ICT in practical contexts • Skills – modelling, Control, data-logging and programming, ICT skills for career paths and working life • Information Technology – Organisation of data and data standards, including collecting and analysing data and meeting the needs of known users Working with ICT 	<ul style="list-style-type: none"> •Self-assessment and Target setting using KWL i.e. Asking pupils to state what they already know, what they want to learn and what they have learned •Peer assessment •Open questioning •Closed questioning • Test
	Term 2	Advanced Scratch Programming	<ul style="list-style-type: none"> • Technical Understanding - Programming and control using advanced graphical programming language, to solve a variety of computational problems; by making appropriate use of data structures, design and develop programs. • Skills – Problem solving, algorithm, computational thinking. • Digital Literacy – gaming, learning • Skills – Problem solving, skills – ICT skills for career paths and work, Skills – Control, data-logging. 	<ul style="list-style-type: none"> •Self-assessment and Target setting using KWL i.e. Asking pupils to state what they already know, what they want to learn and what they have learned •Peer assessment •Open questioning •Closed questioning • Test
	Term 3	Advanced Graphics – Real Life Application	<ul style="list-style-type: none"> • Skills –Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. Digital communication including online environments, ICT skills for career paths and working life, Producing and editing all types of media • Digital Literacy – understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally. • Technology in the World – Common productivity software and application, Use of ICT in practical contexts • Safe and Responsible Use –Legal issues – Copyright, data-protection, copyright, including ‘all rights reserved’ and open licensing e.g. creative commons. • Technical Understanding - Industry standards 	<ul style="list-style-type: none"> •Self-assessment and Target setting using KWL i.e. Asking pupils to state what they already know, what they want to learn and what they have learned •Peer assessment •Open questioning •Closed questioning • Project
	Term 4	Advanced Programming with Python	<ul style="list-style-type: none"> • Technical Understanding - Programming and control using advanced textual programming language, to solve a variety of computational problems; by making appropriate use of data structures, design and develop programs. ICT Systems Lifecycle, Organisation of Data and Data 	<ul style="list-style-type: none"> •Self-assessment and Target setting using KWL i.e. Asking pupils to state what they already know, what they want to learn

			<p>Standards</p> <ul style="list-style-type: none"> • Skills – Problem solving, algorithm, computational thinking. Gaming, Modelling, Control Data Logging and Programming. • Technology in the World – Creative industries • Digital Literacy – Learning to use IT responsibly • Technology in the World – Design and specification. 	<p>and what they have learned</p> <ul style="list-style-type: none"> •Peer assessment •Open questioning •Closed questioning • Test
Term 5	Creating Apps - App Inventor	<ul style="list-style-type: none"> • Technology in the World – Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. <p>Collaboration and communication tools and use, Design and Specifications, Creative Industries.</p> <ul style="list-style-type: none"> • Skills – Producing and editing all types of media, Modelling, Control Data Logging and Programming, Problem Solving • Technical Understanding – Networks, Programming and Control, ICT Systems Lifecycle, Organisation of Data and Data Standards • Digital Literacy- Functional use 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •Group work •End of unit test 	
Term 6	End of year Project	<ul style="list-style-type: none"> • Skills – Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Producing and editing all types of media, Modelling, Problem Solving Control Data Logging and Programming. <ul style="list-style-type: none"> • Technology in the World –Collaboration and communication tools and use Design and Specifications, Creative Industries • Technical Understanding – Networks, Programming and Control, ICT Systems Lifecycle, Organisation of Data and Data Standards • Digital Literacy- Functional use 	<ul style="list-style-type: none"> •Self-assessment •Peer assessment •Target setting •Open questioning •Closed questioning •project •End of year test 	

KS3 Curriculum Plan – Drama

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Initial skills	Routines & basic skills, including drama vocabulary	Assessed Performance: Class improvisation
	Term 2	Pantomime	Heightened performance skills	Assessed Performance: Jack & the Beanstalk
	Term 3	A Midsummer Night's Dream	Shakespeare's language & interpretation	Assessed Performance: A1 Sc1
	Term 4	A Midsummer Night's Dream	Performance skills in response to a script	Assessed Performance: A3 Sc2 (maybe A1 Sc2)
	Term 5	Urban Legends	Storytelling	Assessed Performance: Devised stories
	Term 6	Car crash	Empathy & performance depth	Assessed Performance: Rehearsed improvisation
Year 8	Term 1	Macbeth	Physical theatre in Shakespeare	Assessed Performance: The witches A1 Sc1
	Term 2	Macbeth	Acting skills: intention & action	Assessed Performance: Lady M A1 Sc7
	Term 3	Melodrama	Heightened performance & history of theatre	Assessed Performance: The train tracks
	Term 4	Displaced People	Empathy & character response	Assessed Performance: Devised – the family's journey
	Term 5	Homelessness	Monologues & single character	Assessed Performance: Monologue or devised group scene
	Term 6	Lizzie Borden	Historical interpretation through drama	Assessed Performance: The trial of Lizzie Borden
Year 9	Term 1	Stage Combat	Physicality & safety of combat within the context of a scene	Assessed Performance: Rehearsed stage fight
	Term 2	Acting	Vocabulary & techniques of Acting	Assessed Performance: Devised performance
	Term 3	Dilemmas	Forum theatre	Assessed Performance: Forum theatre workshop
	Term 4	Surrealism & Non - Naturalism	Breton, Dali & the surrealist movement through dramatic interpretation	Assessed Performance: Devised piece of surrealism
	Term 5	Othello	Themes, concerns & characters	Assessed Performance: Iago's confession A1

				Sc1
	Term 6	Othello	Language & applying acting techniques	Assessed Performance: A5 Sc2 - Bedchamber

KS3 Curriculum Plan – English

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	War Poetry & Once or BITSP Writing focus: writing to persuade (2 lessons on novel, 1 on poetry and 1 LRC lesson)	Writing: Parts of speech: verbs, nouns, articles, adjectives, preposition. Subject-verb agreement. Tense. Features of writing to persuade	Writing to persuade
	Term 2	A Christmas Carol	Reading: Identification of techniques Using quotations Language analysis The importance of context	Reading How does Dickens use language to present Scrooge?
	Term 3	Introduction to Shakespeare – writing focus	Writing: Elements of a sentence. Simple sentences, compound sentences, complex sentences. Listing & bracketing commas. Features of writing to inform and writing to describe.	Writing to inform/describe
	Term 4	Introduction to Shakespeare – reading focus	Effect of metaphor, similes and adjectives. Identifying the image created. Higher ability: single word analysis Exploring Writers’ purposes and viewpoint – overall effect on the reader Exploring Social, cultural and historical links	Analysis of Seven Ages of Man or other key scene/ poem. RAF6, RAF7
	Term 5	Titanic & non-fiction reading (EOY exam)	Writing: Topic sentences, paragraphs, introductions and conclusions Reading: revision of skills needed for exam style questions (list, explain, how etc.)	Writing assessment: Write an argument exploring who was to blame for the Titanic disaster. Reading: end of year exam
	Term 6	The Dark Side (ballads/room13)/End of year writing assessment	Writing: Narrative writing assessment. Features of narrative writing. Interesting openings and closing, using ‘show not tell’.	Writing: Describe and entertain.
Year 8	Term 1	Frankenstein/Lamb to the Slaughter & poetry writing focus	Revision of previous year. Adverbs, comparative & superlative sentences, plural nouns, apostrophe of contraction and possession.	Writing to argue/ explain
	Term 2	Frankenstein/Lamb to the	Analysis of characterisation	Poetry analysis? RAF2, RAF3

		Slaughter & poetry reading focus	-selecting evidence to show what a character is like -analysis of specific words Understanding and selecting information; Quotation use Infer, deduce and interpret from texts	
	Term 3	Shakespeare play (Globe production)	Revision of previous year. Compound-complex sentences, noun appositive phrases, conjunctive adverbs, semi-colons	Writing to describe
	Term 4	History of Lang & Lit – Reading Beowulf, Chaucer, Romanticism, Myths & Legends, Shakespeare’s sonnets	Develop a sound knowledge of the history of English language and literature, with a clear timeline of important phases of English literature	Close reading of a text excerpt
	Term 5	Detectives	To identify features of the genre and explore these in texts. To use features of detective genre to write a narrative.	Written narrative
	Term 6	Novel: Stone Cold/ Hunger Games/ Man in the Picture/ Monster Island/ Demon Hunter	Grammar: (revision of the previous year) connectives (sentence), re-enforcing any weaknesses from earlier in the year. Exploring Use of language – word & sentence level Exploring Writers’ purposes and viewpoint – overall effect on the reader	Reading assessment: How is the theme of ____ presented in the novel/extract?
Year 9	Term 1	Conflict themed text	Revision of previous years. Subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings.	Writing assessment – writing to argue/ explain
	Term 2	C19th Novel Jekyll & Hyde or A Christmas Carol	Exploring Writers’ purposes and viewpoint – overall effect on the reader Exploring Social, cultural and historical links	An analysis of chosen text in relation to its social/ historical context.
	Term 3	Shakespeare	Grammar: Revision. Restrictive and non restrictive clauses, colons, hyphens, punctuating speech.	Writing: Describe & Explain
	Term 4	World War 1 poetry	Understanding and selecting information; Quotation use Infer, deduce and interpret from texts Exploring Social, cultural and historical links	Unseen text: how is the theme of conflict addressed in this text, compare to knowledge of other texts
	Term 5	Language exam practice	Revision of all skills covered so far and those needed for GCSE	End of year language reading paper
	Term 6	An Inspector Calls	Revision/re-enforcement. Form, audience, purpose. Revision of all grammar	End of year language writing paper

KS3 Curriculum Plan – Geography

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Plate tectonics and Volcanoes	Physical Geography Explaining physical processes of continental drift and volcanic eruptions. Explain the impacts of natural hazards such as volcanoes.	Test – Short and extended answers related to the topic.
	Term 2	Map skills	Map skills Grid references (four and six figure), Scale, Direction, Using Ordnance survey maps, contour lines and relief.	Map skills test.
	Term 3	Weather and Climate	Physical Geography Explaining physical processes – How does it rain? What causes heatwaves? Interconnections between humans and the natural world. What are the impacts of extreme weather events?	Newspaper article.
	Term 4	Ecosystems: Tropical rainforest	Sustainability Developing interconnections between humans and the planet. Explore the concept of sustainability – balancing the needs of people and the environment.	Decision making exercise.
	Term 5	Australia	Locational and place based knowledge. Describing the physical and human geography of Australia. Developing connections between the human and natural world. How have invasive species affected Australian wildlife?	News report
	Term 6	Local area study	Fieldwork skills Data collection, presentation and report writing.	End of year exam covering learning from terms 1-5 Fieldwork report.
Year 8	Term 1	Conflict	Human Geography Explaining the interconnections between natural resources and poverty.	Test: Short and extended answers covering learning from the term.
	Term 2	Glaciation	Physical Geography Explaining physical processes: Changes to landscapes and	Test: Short and extended answers covering learning

			geology due to erosion over geological time.	from the term.
	Term 3	China	Human geography: exploring the topic of population and how it can be managed.	Extended writing task.
	Term 4	Rivers and flooding	Physical Geography Physical processes – water cycle, rivers and flooding. How are humans affected by physical processes – flooding. Fieldwork skills Data collection, presentation and report writing.	Fieldwork report on infiltration rates and factors that affect flooding.
	Term 5	Migration	Human geography Explore global interconnections as people migrate around the globe. Explore different types of migration and their impacts on host and home nations.	Extended writing. (Diary or newspaper article)
	Term 6	Crime	GIS/Human Geography Pupils explore the causes, impacts and geography of crime.	End of year exam covering learning from terms 1-5 Interactive Google Earth map
Year 9	Term 1	Population	Human Geography Explore the causes and impacts of a growing global population. Develop interconnections and understanding of sustainability by looking at feeding a growing population sustainably.	Extended writing task -Feeding the future. Decision making exercise
	Term 2	Development	Human Geography Explore the causes for poverty and inequality in the world. Explore solutions to improving development levels.	Mapping the human development Index using a choropleth map and analysing it to explain any patterns.
	Term 3	Energy security	Sustainability Explore the impact of using fossil fuels and renewable technologies to power our economies. Physical Geography Explore the location and scarcity of natural resources (Oil) Place based knowledge: Dubai	. Extended writing task – Tourism brochure about Dubai
	Term 4	Fieldwork investigation: Retail geography	Field work skills Develop data collection, presentation and report writing skills.	Fieldwork report
	Term 5	Biodiversity	Sustainability	Extended writing task –

			<p>Explore the impact of human activity on the natural world. Develop interconnections between resource consumption and natural processes. Explore life support systems that sustain human life.</p>	Newspaper report.
	Term 6	Globalisation	<p>Human Geography Explain the processes and factors that are making the world more interconnected.</p>	<p>End of year exam covering learning from terms 1-5</p> <p>Test: Mixture of short and extended writing tasks.</p>

KS3 Curriculum Plan – History

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Introduction to history	Source analysis Chronological understanding Investigating family history Local history Change over time Interpretations	How has Crayford changed since 1840? (SKILL: Change over time)
	Term 2	Romans	Source analysis Change and continuity Significance	The legacy of Rome- (SKILL: Source analysis)
	Term 3	Norman Conquest	Change and continuity Significance Interpretations Source analysis	Was William a good king? (SKILL: Significance)
	Term 4	Medieval Power	Interpretations Source analysis Significance	Was King John a good king? (SKILL: Interpretations)
	Term 5	Medieval Life	Cause and consequence Source analysis Significance Change and continuity	What were the causes of the Peasants Revolt? (SKILL: Causation)
	Term 6	Tudors	Cause and consequence Source analysis Significance Change and continuity	What impact did the 'break with Rome' have? (SKILL: Significance)
Year 8	Term 1	English Civil War	Cause and consequence Source analysis Significance Change and continuity Interpretations	Was Charles to blame for the English Civil War? (SKILL: Significance)
	Term 2	French Revolution	Causation Source analysis Significance	What were the causes of the French Revolution? (SKILL: Causation)

	Term 3	Industrial Revolution	Source analysis Significance Cause and consequence Change and continuity	Who was the most significant reformer of public health in the nineteenth century? (SKILL: Significance)
	Term 4	Empire	Source analysis Significance Change and continuity Interpretations	How reliable are sources A and B as evidence of why the Americans rebelled against the British? (SKILL: Source analysis)
	Term 5	Slavery	Source analysis Change and continuity Interpretations Cause and consequence	1. What can you learn from Source D about how slaves were treated? 2. Explain which source is the best representation of who is to blame for the slave trade? (SKILL: Source analysis)
	Term 6	Victorians	Source analysis Independent research Change and continuity Interpretations Cause and consequence Significance	Victorians project
Year 9	Term 1	WW1	Source analysis Cause and consequence Significance	Why did WW1 start? (SKILL: Causation)
	Term 2	WW2	Source analysis Cause and consequence Significance Change and continuity Interpretations	Why did the RAF win the Battle of Britain? (SKILL: Interpretation)
	Term 3	Holocaust	Source analysis Cause and consequence Significance	Why did the Holocaust take place? (SKILL: Significance)
	Term 4	Cold War	Source analysis Cause and consequence Significance Interpretations	Why did the USA withdraw from Vietnam? (SKILL: Causation)
	Term 5	Civil Rights	Source analysis Cause and consequence Significance	How much impact did Martin Luther King have in changing civil rights for black Americans? (SKILL: Consequence)

			Change and continuity	
	Term 6	Crime and punishment	Significance Change and continuity Source analysis	How did punishments develop in Britain over time? (SKILL: Change)

KS3 Curriculum Plan – Maths

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	Integers and place value Decimals Indices, powers and roots Factors, multiples and primes Algebra: the basics Expanding and factorising single brackets Expressions and substitution into formulae	Find the prime factor decomposition of positive integers and write as a product using index notation Translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution	
	Term 2	Tables Charts and graphs Pie charts Scatter graphs Fractions Fractions, decimals and percentages Percentages Revision of topics covered and preparation for the End of Year exams	Understand the multiplicative nature of percentages as operators Interpret, analyse and compare the distributions of data sets from univariate empirical distributions	End of Term Exam GCSE papers used as assessments
	Term 3	Statistics and questionnaires The averages Angles, lines and symmetry Equations Sequences Perimeter and area	Recognise the advantages and disadvantages between measures of average.	
	Term 4	Polygons and parallel lines Interior and exterior angles of polygons Revision of topics covered and preparation for the End of Year exams	Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including ... the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs	End of Term Exam GCSE papers used as assessments
	Term 5	Revision of topics covered and preparation for the End of Year exams		
	Term 6	Revision of topics based on the gap analysis of the End of Year Exam results		End of Year Exam GCSE papers used

				as assessments
Year 8	Term 1	Angles, lines and symmetry Polygons and parallel lines Interior and exterior angles of polygons Perimeter and area	Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including ... the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs	
	Term 2	Expanding and factorising single brackets Expressions and substitution into formulae Inequalities 3D forms and volume	Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids and other right prisms (including cylinders)	End of Term Exam GCSE papers used as assessments
	Term 3	Transformations I: rotations and translations Transformations II: reflections and enlargements Real-life graphs Straight-line graphs	Interpret the gradient of a straight line graph as a rate of change; recognise and interpret graphs that illustrate direct and inverse proportion Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors)	
	Term 4	Equations Sequences Ratio Proportion	Solve problems involving direct and inverse proportion, including graphical and algebraic representations	End of Term Exam GCSE papers used as assessments
	Term 5	Revision of topics covered and preparation for the End of Year exams		
	Term 6	Revision of topics based on the gap analysis of the End of Year Exam results		End of Year Exam GCSE papers used as assessments
Year 9	Term 1	Right-angled triangles: Pythagoras and trigonometry Probability I Probability II Multiplicative reasoning	Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions	
	Term 2	Plans, elevations and nets	Use the standard ruler and compass constructions	End of Term Exam

		<p>Constructions, loci and bearings</p> <p>Quadratic equations: expanding and factorising</p> <p>Quadratic equations: graphs</p>	<p>(perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line</p> <p>Solve quadratic equations algebraically by factorising; find approximate solutions using a graph</p>	GCSE papers used as assessments
Term 3		<p>Circles, cylinders, cones and spheres</p> <p>Fractions and reciprocals</p> <p>Indices and standard form</p> <p>Similarity and congruence in 2D</p>	<p>Know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume of spheres, pyramids, cones and composite solids</p>	
Term 4		<p>Vectors</p> <p>Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</p>	<p>Solve geometric problems in 2D where vectors are divided in simple ratios.</p> <p>Translate simple situations or procedures into algebraic expressions or formulae; derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution.</p>	<p>End of Term Exam</p> <p>GCSE papers used as assessments</p>
Term 5		Revision of topics covered and preparation for the End of Year exams		
Term 6		Revision of topics based on the gap analysis of the End of Year Exam results		<p>End of Year Exam</p> <p>GCSE papers used as assessments</p>

KS3 Curriculum Plan – French

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	<u>C'est parti – Let's go</u> <ul style="list-style-type: none"> • Meeting people • School object • Alphabet • Age and birthday 	All 4 skills: speaking, reading, listening, writing Grammar: definite and indefinite article, adjectives agreements, numbers up to 31	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary.
	Term 2	<u>Famille et copains- family and friends</u> <ul style="list-style-type: none"> • Talk about brother and sister • Talking about pets • Describe others 	All 4 skills: speaking, reading, listening, writing Grammar: verb "avoir", possessive adjective, adjectives agreements	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 3	<u>Chez Moi- at mine</u> <ul style="list-style-type: none"> • Talk about where you live • Talk about what you do in the evening • Tell the time • Daily routine 	All 4 skills: speaking, reading, listening, writing Grammar :present er verbs, reflexive verbs	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 4	<u>On s'amuse let's have fun</u> <ul style="list-style-type: none"> • Places in town • Say where you are going • Express likes and dislikes • Describe your free time 	All 4 skills: speaking, reading, listening, writing Grammar : aller in the present tense, preposition » a » (to and at), near future	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 5	<u>On s'amuse let's have fun (continued)</u> <ul style="list-style-type: none"> • Talk about sports and games 	All 4 skills: speaking, reading, listening, writing	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce

		<ul style="list-style-type: none"> • Talk about musical instruments • At the leisure centre 	Grammar : reinforce the present tense and future tense, aimer + infinitive verb	grammar or vocabulary
	Term 6	<u>Les vacances:</u> <ul style="list-style-type: none"> • Talk about a future holidays • Cultural project 	All 4 skills: speaking, reading, listening, writing Grammar : near future	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
Year 8	Term 1	<u>Famille et domicile- family and home</u> <ul style="list-style-type: none"> • Talk about familles • talk about jobs • Talk about where people live • Talk about the weather 	All 4 skills: speaking, reading, listening, writing Grammar: present tense of er, ir re verbs, simple future	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 2	<u>Temps libre- Free time</u> <ul style="list-style-type: none"> • Talk about last weekend • Talk about TV Programmes • Opinions in the past • Compare TV programmes 	All 4 skills: speaking, reading, listening, writing Grammar: passe compose(past tense) with “avoir” and “etre”	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 3	<u>Manger et boire- food and drinks</u> <ul style="list-style-type: none"> • Talk about food likes and dislikes • Talk about French meals • Organise a party 	All 4 skills: speaking, reading, listening, writing Grammar: the partitive article (some), il faut + infinitive, three tenses	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 4	<u>Manger et boire- food and drinks (continued)</u> <ul style="list-style-type: none"> • Invitation • Shopping for food • At the restaurant 		Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 5	<u>Voyages et vacances- Holidays and trips</u> <ul style="list-style-type: none"> • Talk about countries and languages 	All 4 skills: speaking, reading, listening, writing	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce

		<ul style="list-style-type: none"> Ask questions about destinations Describe a holiday centre 	Grammar: preposition “a” and “en”, question words, the perfect tense	grammar or vocabulary
	Term 6	<u>Voyages et vacances- Holidays and trips (continued)</u> <ul style="list-style-type: none"> Talk about a past holiday Find information about a holiday destination Cultural project 		Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
Year 9	Term 1	<u>Ma vie sociale D’ado- My teenage life</u> <ul style="list-style-type: none"> Talk about someone talk about facebook Arrange to go out Describe a date Describe a music event 	All 4 skills: speaking, reading, listening, writing Grammar: three tenses, verb vouloir and pouvoir, adjectives agreements, opinions	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 2	<u>Bien dans sa peau- I feel good</u> <ul style="list-style-type: none"> Parts of the body Talk about sports Health advice Describe eating habits Making plans to get fit 	All 4 skills: speaking, reading, listening, writing Grammar: il faut+ infinitive verb, future tense	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 3	<u>A l’horizon: on the horizon</u> <ul style="list-style-type: none"> Describe jobs Discuss the advantages of speaking languages Say what you used to do 	All 4 skills: speaking, reading, listening, writing Grammar: use modal verbs, imperfect tense	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
	Term 4	<u>Les vacances:holidays</u> <ul style="list-style-type: none"> discuss a holidays 	All 4 skills: speaking, reading, listening, writing	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce

		<ul style="list-style-type: none"> • ask questions • Imagine adventure holidays • Talking about what you take on holidays 	Grammar: questions, reflexive verbs, conditional tense, imperfect tense	grammar or vocabulary
Term 5	<u>Les vacances (continued)</u>	<ul style="list-style-type: none"> • Weather in the past tense • Describe what happened on holidays • Combine different tenses 		<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary
Term 6	<u>Mes droits: my rights</u>	<ul style="list-style-type: none"> • Discuss what you are allowed to do • Explain what is important to you • Talking about things you buy • Describe what makes you happy 	<p>All 4 skills: speaking, reading, listening, writing</p> <p>Grammar: si + complex structures,</p> <p>Direct project pronouns</p>	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary

KS3 Curriculum Plan – Spanish

Year of study		Area of study	Skills to be covered	Assessment
Year 7	Term 1	¡Vamos! – Let’s go! Self-introductions, age, birthdays	All 4 skills: speaking, reading, listening, writing	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary.
	Term 2	En el instituto – At school: Alphabet, classrooms	Grammar	
	Term 3	En el instituto 2 – Subjects, days of the week, opinions, adjectives.		
	Term 4	Mi familia – My family		
	Term 5	En Casa – at home Preparing for end of year assessments		Assessments: Covering 1 or 2 of the 4 skills each term
	Term 6	En Casa – at home continued Cultural module		
Year 8	Term 1	Tiempo libre – free time	All 4 skills: speaking, reading, listening, writing	Independent Study: Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary.
	Term 2	Mis Vacaciones - holidays	Grammar	
	Term 3	La Comida - Food		
	Term 4	Diviertete – Entertainment		
	Term 5	Diviertete – Entertainment continued Preparing for end of year assessments		Assessments: Covering 1 or 2 of the 4 skills each term
	Term 6	La Moda		

Year 9	Term 1	La Salud - Health	All 4 skills: speaking, reading, listening, writing Grammar	<u>Independent Study:</u> Weekly vocabulary learning and / or worksheets to reinforce grammar or vocabulary.
	Term 2	La escuela y el futuro – School and future plans		
	Term 3	Ganarse la vida - Jobs		
	Term 4	Explorar el mundo – Explore the world		
	Term 5	Preparing for end of year assessments		<u>Assessments:</u> Covering 1 or 2 of the 4 skills each term
	Term 6	Cultural module: Voces Inocentes		

KS3 Curriculum Plan – Science

Year of study		Area of study			Skills to be covered	Assessment
		Biology	Chemistry	Physics		
Year 7	Term 1	B1 Cells, Tissues and Organs			Microscope skills, drawing diagrams of cell, flower dissection. Calculating magnification	End of unit test
	Term 2		C1 The particle model		Modelling solids, liquids and gases	End of unit test
	Term 3			P1 Experiments and Forces	Exploring variables and relationships, drawing graphs	End of unit test
	Term 4	B2 Ecology, Habitats and Food chains			Quadrat sampling, calculating means	End of unit test
	Term 5		C2 Acids and Alkalis		Using the pH scale to make informed judgements	End of unit test
	Term 6			P2 Heat and Energy	Numeracy skills, data collection and processing	End of unit test
Year 8	Term 1	B1 Digestion and Respiration			Exploring variables and relationships	End of unit test
	Term 2		C1 Atoms, Elements and Compounds		Modelling atoms, grouping and classifying substances	End of unit test
	Term 3			P1 Sound and Light	Numeracy skills, data collection, measuring angles	End of unit test

	Term 4	B2 Fitness and Microbes			Developing research skills	End of unit test
	Term 5		C2 Rocks and Weathering		Using models to think about types of rock and rock formation	End of unit test
	Term 6			P2 Electricity and Magnetism	Exploring variables and relationships Building circuits, modelling	End of unit test
Year 9	Term 1	B1 Photosynthesis			Analysing data, drawing graphs	End of unit test
	Term 2		C1 Reactivity series		Collecting primary data developing a conclusion based on data	End of unit test
	Term 3			P1 The universe and radiation	Using secondary data.	End of unit test
	Term 4	B2 Inheritance and Selection			Numeracy skills (percentages, fractions), drawing genetic cross diagrams	End of unit test
	Term 5		C2 Environmental Chemistry		Developing research skills	End of unit test
	Term 6			P2 Mechanics	Exploring variables and relationships	End of unit test