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# Key Stage 3

## Curriculum Handbook 2017 - 2018

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**Trinity Catholic High School**

# Art

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Each unit of work is marked at half termly intervals, when whole bodies of work have been created (in line with GCSE and A-Level working). Feedback is given via review sheets within student sketchbooks. This allows students to reflect and comment upon their own progress and respond to teacher feedback, building critical thinking skills and ownership of their work.

### What key skills will be developed at Key Stage 3?

- At KS3 we develop each student's capacity for imagination, risk, personal expression and independent enquiry. Students are to build understanding, knowledge and resilience within their own Art practice to ensure confidence in their own decision making. These attributes and skills are vital to making exciting and diverse works of Art reflecting the ethos of the department. Students will have to access the internet as a research tool and be critical in their choice. Students will have to work both individually and collaboratively.

### What will students learn in Year 7?

- Develop recording skills using a range of media.
- Develop their skills in line drawing and tonal work in observed and imaginative work.
- Know how to use colour and mix paints, print making and design work.
- Know how to use a wide range of 3D materials.
- Have cross curricular opportunities.
- Begin to understand the context of art within history and in a contemporary setting.

### What will students learn in Year 8?

- Build upon skills previously learnt in all media.
- Develop recording skills using a range of media and processes.
- Develop their skills in line drawing and tonal work in observed and imaginative work.
- Develop their skills with colour and mix paints, print making and design work.
- Know how to use a wide range of 3D materials.
- Develop their understanding of the context of art within history and in a contemporary setting.

### What will students learn in Year 9?

- Continue to develop recording skills using a wide variety of media.
- Develop line drawing and tonal work in observed and imaginative work.
- Use clay, paper mache and wire to create 3D/print making/ design work.
- Access the internet as a research tool to find out about artists/schools of art e.g. Surrealism, Pop Art and Abstraction.
- Develop use of the digital camera.
- Personalise their understanding and opinions of the context of art within history and in a contemporary setting.

# Computing

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Formal tests are administered at the end of the autumn and summer terms; these tests are levelled and students complete a traffic light review of their performance. There will be five other formal assessments throughout the year as each student is assessed at the end of a unit of work. Assessment for learning is integral to the teaching of Computing. Opportunities are built in to lessons for peer and self-assessment. Formal homework tasks are marked by the class teacher and diagnostic comments given. Students are expected to respond to teacher comments in green pen. Students will also monitor their own progress throughout each unit, across the academic year and across KS3.

### What key skills will be developed at Key Stage 3?

Students will develop their logical, algorithmic and computational thinking skills.  
Students will learn how to write computer programs using two different languages.  
Students will learn how to create, reuse, refine and repurpose digital artefacts for a given audience.  
Students will learn how to use a range of technology safely, respectfully, responsibly and securely.

### What will students learn in Year 7?

At the start of the year, students will learn how to use the school's VLE (First Class). They will then complete a series of modules that help them to become proficient and safe users of Computing. Students will also start to learn about the fundamentals of Computing and will be introduced to simple programming concepts. The modules students complete in Year 7 are: good practice using IT; computer systems including an introduction to how hardware devices work; e-safety; reliability of information; programming skills using micro:bits and Python; algorithms and representing data using binary. Students will learn to consider the possible consequences of their actions when using computers.

### What will students learn in Year 8?

In Year 8, students will learn a variety of new concepts and learn how to effectively use a wider range of software. The modules students complete in Year 8 are: image manipulation; creating websites; data modelling using spreadsheets; effective programming; computer hardware and architecture, e-safety; networks and software development. These provide students with the opportunity to refresh their creative and critical thinking skills from Year 7. Students will develop their collaborative working skills as they often work as a team when completing the more extensive project work covered in Year 8.

# Design & Technology

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Initial target setting is based on initial assessment of classwork and homework.
- Assessment for all work is consistent across 4 aspects of design: Creativity; Presentation; Quality; and Deadline.
- Assessment is graded at 4 levels: E (exceeding); M (meeting); W (working towards); and X (unacceptable).
- Students' books are regularly assessed by their teachers where they will receive specific feedback on their most recent work, or homework task.
- Extended assignments and appropriate homework, including stretch and challenge activities, will be delivered and assessed via the department to all years.
- As the subject spans only half the year (students swap with Home Economics) there is only one end of year exam which covers the topics studied during that year.

### What key skills will be developed at Key Stage 3?

- Students will learn how to design and make products. Learning to work safely is paramount. Students are continually taught how to use many tools and machines.
- The Design Process is an ongoing theme that the students follow. This is similar to the process followed at KS4, at KS5 and in creative industries.
- The subject naturally lends itself to building Problem Solving skills, but team work, personal organisation and self-motivation are also highly utilised skills.
- Communication is a central aspect and students are taught a variety of drawing and annotation techniques.
- Technology plays an increasing role in the subject and students will learn many software programmes and use the department's laser cutter, sticker machines, Roto-CAM CNC router and 3D printer.
- Much of the work students do will directly result in skills valuable for GCSE study.

### What will students learn in Year 7?

- Initially students will design and make a greeting card; this incorporates a light circuit and may include paper-engineering techniques.
- A desk tidy introduces students to working with wood and using woodworking tools.
- Learning to use the sticker machine allows the students to design and print their own sticker.
- A bookmark based on mechanisms to teach linkages and movement will be designed and made from card.
- Students are taught simple drawing techniques like Oblique and creating fonts.
- Extended tasks include two projects looking at the history of design and tricks in advertising.

### What will students learn in Year 8?

- To start with, students will design and make a wooden box, but this may include aspects of their own devising; like incorporating a game, puzzle, drawer or fancy decoration.
- A time project introduces students to the design of packaging, making a blister pack using our vacuum forming machines, and to working with CAD software like Photoshop.
- Learning to use a CAD programme called Google SketchUp! enables students to design and print their own building.
- Learning to use a CAD programme called Techsoft 2D will expose them to how the Laser Cutter works and allow the students to design and cut a key fob in plastic.
- Drawing techniques are built upon by learning Isometric and single point perspective styles.
- Extended tasks include 2 projects continuing their study of the history of design and researching forgotten products from the 80s.

### What will students learn in Year 9?

- To begin with, students will design and make an MP3 Speaker, but this may include aspects of their own devising like incorporating a dock or themed decoration.
- A smartphone design project develops students' abilities in packaging design, especially the use of nets.
- Expanding their use of Techsoft 2D will utilise the Laser Cutter and allow the students to design and cut a smartphone stand in plastic. The students will learn how to use our line bending machines as well.
- Drawing techniques are expanded by learning Orthographic and two point perspective styles.
- Extended tasks include 2 projects; one being their ongoing study of the history of design and another on the "sins" of advertising.

# Drama

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- End of module practical assessment in which students make and perform their own piece of drama in response to a stimulus.
- End of module written test.
- Peer, self or teacher assessment of practical drama in most lessons. Formal homework tasks are marked by the teacher and diagnostic comments given.

### What key skills will be developed at Key Stage 3?

The aim of lessons is to build knowledge, understanding and practical skills in drama through making, performing and analysing scripted and devised performance. The course provides a foundation of knowledge and skills required for GCSE study.

In addition to creative skill development, participation in practical drama also encourages students to develop the social skills of: co-operation, teamwork, collaboration and also the ability to compromise and listen to others. Students also need to be able to articulate and express their opinions, in order to produce practical drama as part of a group. By the end of the module of study all students should be able to work with others to create, rehearse and perform a role in both scripted and original devised drama.

### What will students learn in Year 9?

Drama is taught for one full term (14 weeks) and in this time students will learn how to:

- ✓ Build a character for performance
- ✓ Interpret and make original drama in response to the following stimuli: Pictures, Music and Text
- ✓ Interpret a play script from the perspective of actors and directors in order to make meaning for an audience
- ✓ Transform a script from page to stage through the study of a variety of rehearsal techniques
- ✓ Make and perform drama in different styles and genres

Through homework tasks the students will also learn:

- ✓ The different roles and responsibilities of theatre makers and the appropriate terminology used by actors, directors, designers and playwrights.
- ✓ How to analyse and evaluate their own work and the work of others through written reviews.

The final half term of the year is split equally with the music department. The focus of drama shifts to the introduction of the GCSE English set text: *An Inspector Calls* by J.B. Priestly.

# English

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Year 7 baseline tests are undertaken by all students at the beginning and end of Year 7. Further assessments take place at mid-year, at the end of the spring term and end of year. Assessments provide opportunities to introduce skills, development and familiarity with examination style questions. Students in Year 7 and 8 are assessed as *Mastering*, *Secure*, *Developing* or *Emerging* in relation to key assessment objectives; students will be judged to be AEP (above expected progress), MEP (making expected progress) or BEP (below expected progress) - dependent on the flight path that they are being targeted for.
- Year 8/9 formal assessments take place at mid-year, spring term and end of year and will provide opportunities to introduce skills development and familiarity with GCSE paper formats.
- Regular assessment across Key Stage 3 also takes the form of extended writing tasks, spelling tests, starter quizzes and rigorous homework that includes stretch and challenge, as well as research tasks.
- Students' progress is monitored on an on-going basis via the auditing of exercise books, moderation sessions, learning walks, lesson observations, mentoring etc.

### What key skills will be developed at Key Stage 3?

#### Reading

- *Understand literal and inferential comprehension*: exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.
- *Read critically*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.
- *Evaluate a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation.

#### Writing

- *Produce clear and coherent text: writing effectively about literature for a range of purposes such as*: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.
- *Write accurate Standard English*: accurate spelling, punctuation and grammar.

### What will students learn in Year 7?

Year 7 is an important transition year in English between KS2 and KS3 as students begin their enjoyable and challenging KS3 journey. Students begin the academic year by studying and comparing a range of 19<sup>th</sup> century and modern short stories; this 'Canon Fire' unit aims to get students to critically evaluate literature whilst also honing their skills in analysing the structure of texts. This unit is followed by studying a Shakespearean comedy, either *Much Ado About Nothing* or *The Merchant of Venice* or *A Midsummer's Night Dream*, within the context of comedic drama. Students go on to study an anthology of modern poetry which will broaden not only their appreciation for the writer's craft and poetic devices, but also develop their global and historical knowledge as many of the poems are taken from 'other cultures'. Students will conclude Year 7 with a critical reading unit of a 19<sup>th</sup> century novel from the legacy GCSE specification such as *Silas Marner* or *Sherlock Holmes*. By studying both a Shakespearean play and a 19<sup>th</sup> century novel in Year 7, students will begin to develop the required skills that will be assessed much later on in the GCSE Literature Paper 1. Specialist linguistic terminology and essay writing techniques will also be taught to the students in a range of 'Writing Skills and Oracy' lessons that will be conducted in the single period of the timetable.

### What will students learn in Year 8?

Year 8 will reinforce the rigour of the new GCSE specification. The students will begin by studying the 19<sup>th</sup> century novella, *A Christmas Carol* by Charles Dickens, exposing them to challenging texts earlier and is further preparation for the new GCSE Literature exam. The end of unit assessment follows the new GCSE format and will test the key skills of close passage analysis. Subsequently, students will either study *Doctor Faustus* by Christopher Marlowe, who was a contemporary of Shakespeare, or *Canterbury Tales* by Geoffrey Chaucer which is a very challenging text and forms a key part of the literary canon. Again, the end of unit assessment will use the format of the GCSE Literature exam and will allow the students to develop the skills taught in the autumn term. In the Spring term, students will have an opportunity to enhance their poetic analysis and use of language devices when studying the work of William Wordsworth. This will assess two key skills: poetic analysis and argumentative writing. The year will conclude with a study of two key texts, either *To Kill a Mockingbird* or *Lord of the Flies* and is designed to reinforce students' close passage analysis skills, understanding of contextual factors and literary interpretation across an extended text.

### What will students learn in Year 9?

Year 9 is a transition year in English as students are prepared for the challenges of GCSE. The year begins with students studying Shakespeare's *Othello* within the framework of the genre of Tragedy. This is followed by close exploration and analysis of *conflict poetry* and building on the skills of responding to an unseen poem. Students will also develop critical reading of a novel from the Legacy GCSE specification such as *Animal Farm* or *The Woman in Black*. Finally, students conclude Key Stage 3 by studying the skills necessary to succeed in Language Paper 1 of the GCSE exam using AQA approved resources.

# Food Technology

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Students will be assessed using practical tasks every week and homework will be set and marked each week.
- In Year 8 and 9, students will be marked in accordance with the design brief and BTEC standards each week for practical tasks and homework tasks.
- Students will peer assess work and act as witnesses for each other's practical activities.
- Students in Year 7 food, will complete an extended homework task and will complete a test at the end of their Food Technology Module.
- Students in Year 8 & 9 will have a completed portfolio of evidence that will be internally and externally moderated to verify standards.

### What key skills will be developed at Key Stage 3?

- A range of cooking skills will be taught throughout KS 3 including weighing and measuring, knife skills, mixing, whisking, kneading, rolling out, shaping, frying, baking and presenting food.
- In Year 8 & 9 students, will learn skills in line with the assessment criteria for achieving Level 2 in Home Cooking skills. This will include producing a variety of products, planning a nutritious meal and passing on the skills they have learnt to other people.
- Students are encouraged to develop their literacy skills. Written tasks are set in class and as part of homework. Teachers assess on subject content and literacy elements. Students are encouraged to keep a word bank of key words and definitions.
- Numeracy skills are developed through independently weighing and measuring ingredients; working out ratios of ingredients e.g. in pastry 2:1; considering prices/offers and how to save money when food shopping.
- Students are taught how to effectively evaluate their own work and others work by providing verbal and written evaluations of practical work devising solutions for improvement.

### What will students learn in Year 7?

- Students will learn about Health and Safety in Food Technology and how to use cooking equipment in a safe and hygienic manner.
- Students will learn how to organise ingredients for a recipe and know how to weigh and measure accurately.
- Students will be able to follow a recipe to cook some sweet and savoury dishes including scones, fairy cakes, sausage rolls.
- Students will learn about the Eatwell Guide and how to plan a balanced diet. They will know about nutrients and how to prepare a healthy fruit salad to develop their knife skills.
- We teach them about the importance of Fair Trade and how they can use Fair Trade ingredients in their cooking through a practical task of Fair Trade Chocolate Chip Cookies.

### What will students learn in Year 8?

- Students will make a range of products starting with bread; they will then use bread as a component to make other products such as bread variations and pizza. Students will consider and design their own bread based products.
- Students will be given a chance to make products such as pasties where they will be given a choice of different fillings and will be expected to explain their choices.
- Students will also learn how to make a number of healthy dinner options including Spaghetti Bolognese and Fish cakes.
- Students will be encouraged to evaluate their products on a weekly basis to form part of their BTEC portfolio. All practical work will be photographed and presented to a very high standard.

### What will students learn in Year 9?

- In Year 9 students will make a range of pastry products including sweet and savoury meals. Students will develop a range of finishing techniques to ensure a high quality product.
- Students will understand the importance of economising when buying food and will produce a leaflet informing people how they can economise.
- Students will learn how to adapt recipes using knowledge about the Eatwell Guide and nutrition for good health.
- Students will learn about Nutrients and know what nutrients are in different ingredients, to be able to analyse the nutritional benefit of foods they cook.
- Students will plan and prepare a two course meal which will be assessed as the final part of the BTEC Level 2 course Home cooking skills. The dishes will be chosen from the products they have made in Year 8 and 9.

# French

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Students will be assessed through classwork, homework and weekly vocabulary and/or grammar tests. In addition, students will complete assessed tasks on a half-termly basis, these will include either speaking, written or translation tasks. Mid-year and end of year exams will also take place assessing listening, reading and writing and translation skills.

### What key skills will be developed at Key Stage 3?

Students will:

- Develop their language skills of listening, reading, writing and speaking in a variety of contexts.
- Gain a broader understanding of the culture of countries and communities where French is spoken.
- Develop communication skills as well as adaptability.
- Learn transferable skills which can then be applied to other subjects, which can improve overall academic performance.
- Prepare for their future in an increasingly global and multilingual society.

### What will students learn in Year 7?

#### **Knowledge and Understanding**

**Topics** - Greetings, school, family and pets, home and where you live, pastimes, time, alphabet, numbers and dates, birthdays, weather, food and drink and daily routine.

**Grammar** - Indefinite and definite articles, forming plurals, use of verbs 'être', 'avoir', 'jouer', 'faire' in the present tense, adjectives/ agreements, use of prepositions for location, use of verbs of daily routine including "reflexive verbs", use of 'prendre', 'manger', making sentences negative, giving opinions and justifying, asking questions, the immediate future.

### What will students learn in Year 8?

#### **Knowledge and Understanding**

**Topics** - Shopping, family, daily routine, going out, leisure / sport, holidays, travel, booking into a hotel, eating out and clothing.

**Grammar** - -ER, -IR, -RE verbs in the present tense, making sentences negative, prepositions, making comparative sentences, reflexive verbs, giving opinions and justifying, the perfect and future tenses (regular/irregular verbs), perfect tense with 'avoir' and 'être', pronouns, possessive adjectives, modal verbs ('vouloir', 'pouvoir'), questions in the past tense.

### What will students learn in Year 9?

#### **Knowledge and Understanding**

**Topics** - Your region, holidays and travel information, weather, clothes, television / films / books / new media technology, comparing different countries, sports, environment, work and future plans and healthy lifestyle.

**Grammar** - Present tense of regular/irregular verbs, adjectives, reflexive verbs, the perfect tense with 'avoir' and 'être', the imperfect tense, comparatives and superlatives, making sentences negative, the future tense (regular and irregular verbs), adverbs, the imperative, object pronoun.

# Geography

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Year 7 – a baseline entry test is given to all students at the beginning of Year 7 and further tests at mid-year and end of year. Years 7-9 are given formal mid-year exams at Christmas and end of year exams in the summer term.
- Extended written assignments are set by class teachers in the spring term; these will be marked for geographical content and literacy according to descriptors, which will be provided for students on the task sheet.
- Rigorous homestudy that includes stretch and challenge will be delivered to all years through their Geography teacher every fortnight, in rotation with History.
- Students' books are regularly assessed by their Geography teachers and they will receive written feedback on their most recent work or homestudy task.

### What key skills will be developed at Key Stage 3?

Throughout KS3, students will develop a number of geographical and cross curricular skills. The principal formative teaching of skills will be done as part of our introductory module for Year 7 and then these skills will be revisited throughout KS3 and beyond. Key skills taught in Year 7 will be reading and giving compass direction; four and six figure grid referencing; using and applying map scales and reading height on maps. Students will produce choropleth maps and demonstrate other skills of data presentation. Throughout all years of KS3, there is a strong focus on literacy through extended research and writing tasks. Numerical skills feature heavily in map work and also are worked on through development indicators and weather and climate. There will also be opportunity throughout KS3 to take advantage of national competitions run by the Royal Geographical Society and the British Cartographical Society that serve to foster independent research and development skills.

### What will students learn in Year 7?

In Year 7, students study three termly modules: the introduction to the UK and geographical skills, Africa and Rivers.

By the end of the introductory module, students should be able to: 1. Describe the locations of a number of key cities which comprise the UK and be able to discuss the principal landmarks. 2. Recognise that the UK has constituent parts. 3. Have a solid introduction to geographical skills. 4. Apply these skills to OS maps.

By the end of the second module, students should be able to: 1. Describe the locations of a number of countries within the continent of Africa and be able to discuss the principal landmarks (both human and physical). 2. Recognise that Africa is a continent of huge variety in terms of wealth, landscape, industry, politics, development and people. 3. Challenge some common misconceptions. 4. Have an in depth knowledge of one country (Kenya). 5. Discuss tourism in Kenya, both the advantages and disadvantages.

By the end of the third module, students should be able to: 1. Describe and explain the hydrological cycle. 2. Explain how rainfall from the water cycle feeds into a river. 3. Explain and confidently use key river terms. 5. Explain how rivers shape the land. 6. Describe the formation of certain fluvial landforms. 7. Explain river flooding.

### What will students learn in Year 8?

In Year 8, students study three termly modules, Asia, Coasts and Urbanisation.

By the end of the Asia module, students should be able to: 1. Describe the locations of a number of countries within the continent and be able to discuss the principal landmarks. 2. Recognise that Asia is a continent of huge variety. 3. Have an in depth knowledge of one country (China). 4. Describe and explain in detail the population density distribution across China. 5. Analyse the advantages and disadvantages of the three gorges dam.

By the end of the coasts module, students should be able to: 1. Know what causes waves and how they shape the coast. 2. Describe a number of coastal landforms and explain how they are formed. 3. Give at least two factors which contribute to coastal flooding. 4. Explain what a storm surge is. 5. Understand why the coastline is eroding in some parts of the UK. 7. Explain and analyse different stakeholders in coastal defence.

By the end of the urbanisation module, students should: 1. Know what the Industrial Revolution was. 2. Explain why the Industrial Revolution led to an increase in urbanisation in the UK and other countries. 3. Describe the pattern of urbanisation around the world. 4. List some of the advantages and disadvantages of living in urban areas. 5. Explain why slums/favelas are formed and describe what they are like. 6. Case study of Rio de Janeiro 7. Why is Masdar City considered to be the world's most sustainable city?

### What will students learn in Year 9?

In Year 9, students study four modules on: Tectonics, Russia, Weather/Climate and Development.

In the tectonics module, students will develop an understanding of: 1. How the world is divided into tectonic plates and how these operate according to their plate boundary. 2. They will learn about seismic and volcanic activity associated with these boundaries and through case studies will examine differing parts of the world that face these natural events. 3. Students will also look at the causes and effects of tsunamis. 4. Why people chose to live in areas which are subject to these events and the nature of a supervolcano and possible impacts of a supervolcanic eruption.

By the end of the second module, students will know: 1. Where exactly is Russia and will be able to locate principal places within the country. 2. What are Russia's climate zones and biomes called and what are they like? 3. What is the pattern of population density in Russia?

The third and final module to end KS3 Geography will explore weather and climate and students will establish: 1. Weather – what causes it and measuring it? 2. Aspects of rainfall. 3. Air pressure. 4. Hurricanes and typhoons. 5. Typhoon Haiyan case study.

# History

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Students will be assessed on a half-termly basis. The mid-year and end of year tests include a range of knowledge recall questions, source analysis and extended written responses. Students in all year groups will complete at least one piece of assessed extended writing which will be supported by wider reading lists and source material. Students will also be assessed through presentation tasks.

### What key skills will be developed at Key Stage 3?

- Source analysis and critical thinking.
- Examining causes and consequences of historical events.
- Assessing historical significance and impact.
- Prioritising and organising information to answer historical enquiry questions.
- Research for independent and group enquiry work.
- Constructing well organised and eloquent historical essays.
- Debate, discussion and presentation skills.

### What will students learn in Year 7?

- The Norman Conquest: Battle of Stamford Bridge, Battle of Hastings, Feudal System, Castles, Domesday Book.
- Medieval Religion: Thomas Becket, features of the medieval church, the Crusades.
- Medieval Society: Life in medieval towns and villages, the Black Death, the Peasants' Revolt.
- Medieval Warfare: Developments in weaponry, the War of the Roses.

### What will students learn in Year 8?

- Henry VIII: early reign, the Reformation, the Mary Rose.
- Tudor Religion: the reigns of Edward VI and Mary I, Elizabeth I's Religious Settlement.
- Elizabethan England: exploration, theatre, the Spanish Armada.
- The English Civil War: the Stuart succession, the Gunpowder Plot, causes of the English Civil War, Cromwell as Lord Protector.

### What will students learn in Year 9?

- The Industrial Revolution: developments in manufacturing and impact on environment.
- Public Health: developments in surgery, medicine and the government's role.
- Causes of the First World War: militarism, imperialism, nationalism and the assassination of Franz Ferdinand.
- The First World War: Developments in weaponry, trench warfare, legacy and impact, the Treaty of Versailles.
- The Rise of Nazism: rise of the NSDAP in Germany, impact on Germany, the Holocaust.

# Maths

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Year 7 – using a baseline assessment together with KS2 information, students are placed in initial sets. Further set changes take place at mid-year and end of year.
- Year 8/9 are given mid-year exams and spring progress tests with formal exams at the end of the year.
- There is a rolling program of in-class tests and teacher assessments which are carried out throughout each year.
- Extended assignments, EP folders (sets 1a and 1b in Year 9) and rigorous home study that include stretch and challenge along with online assessment will be delivered and assessed via the department to all years.
- Students' books are regularly taken in by their Mathematics teachers and they will receive written feedback on their most recent work or homework task.
- Year 9 complete 3 papers for the end of year exams (Calculator, Non Calculator and a combined paper) to better prepare students for the transition to KS4.

### What key skills will be developed at Key Stage 3?

- Numerical calculations & estimating.
- Processes of problem solving and further abstract algebra are developed, as well as the analysis of data and development and application of 2D / 3D shapes.
- Problem solving will be assimilated in a controlled and steady fashion, using *rich* resources.
- To develop further the skills of analysis, interpretation and everyday use of functional skills associated with maths.
- There is a focus on the group work aspect of the Learner Profile throughout year 7. There is a focus on the independent enquirer aspect of the Learner Profile throughout year 8. There is a focus on developing both the group work and independent enquirer aspect of the Learner Profile throughout year 9.

### What will students learn in Year 7?

- Explaining the effect of multiplying and dividing by powers of 10. Solve problems involving metric and imperial units. Multiply and divide decimals and fractions. Long division and multiplication. Add, divide, multiply and subtract negative numbers.
- Solve problems involving distance, speed and time. Calculate percentages, including percentage change and increase and decrease. Solve problems involving ratio.
- Introducing algebra as a formal language is a focus for all year 7 students. Generate sequences including quadratic and cubic. Substitute into formulae and expressions. Find the  $n$ th term of a sequence. Solve equations with unknown on both sides with fractional and negative coefficients. Draw and recognise linear graphs of the form  $y=mx+c$ . Collect like terms. Solve problems involving number patterns and function machines.
- Find centre of enlargements. Calculate areas and volume of 2-d and 3-d shapes including compound shapes. Calculate area and circumference of a circle. Calculate angles in any sided polygon. Draw plans and elevations and nets of 3-d shapes. Reflect, translate, rotate and enlarge shapes. Understand properties of 2-D shapes and line and rotational symmetry.
- Calculate averages from a frequency table. Solve problems involving probability including mutually exclusive and independent events. Draw and interpret graphs and charts. Order and collect and use statistical diagrams to make comparisons.

### What will students learn in Year 8?

- Order and approximate decimals to solve problems. Use trial and improvement methods. Work out percentage and fractions. Use equivalences between fractions, decimals and percentages. Calculate using ratios. Add and subtract fractions with different denominators.
- Developing algebra into formal skills to solve equations and substitute into expressions moving to representations of functions as coordinates and graphs. Find the word rule for the next term of a sequence. Find the  $n$ th term of a sequence (linear and quadratic). Form and solve linear simultaneous equations, Represent mappings using algebra. Use co-ordinates for graphs and interpret features.
- Recognise 2D drawings of 3D shapes. Know properties of different shapes.
- Quadrilaterals. Use angle and symmetry facts in polygons. Use angle facts with parallel and intersecting lines. Devise instructions to create loci. Know formulae for circumference and area of circle (arc length and area of sector). Find area of shapes made from rectangles. Find volume and surface area of cuboids. Enlarge shapes by a positive/negative (whole) and fractional scale factors.
- Collect continuous data using equal class intervals. Construct and interpret frequency diagrams. Construct and interpret a pie charts. Draw conclusions from scatter diagrams. Discuss correlation on scatter diagrams. Find all outcomes from 2 events happening together. Draw tree diagrams. Know how to calculate the total probabilities of mutually exclusive outcomes.

### What will students learn in Year 9?

- Students now develop proportional reasoning, geometrical proof – including using Trigonometry and Pythagoras to solve geometrical problems, knowledge of statistical techniques and formal algebraic processes of a higher order.
- Round to 1 significant figure for estimating. Understand effects of multiplying and dividing by a number between 0 and 1. Use a calculator efficiently and appropriately. Use multiplying methods for proportional changes.
- Kinematics and solving problems using compound measures e.g., speed and density.
- Find the  $n$ th term of a quadratic sequence. Multiply 2 brackets together. Simplify quadratic expressions. Solve simultaneous equations by algebra. Solve simultaneous equations using graphs. Solve simple inequalities.
- Know and use Pythagoras' theorem, Calculate lengths, areas and volumes. Enlarge shapes by fractional scale factor. Recognise similarity of enlarged shapes. Identify the locus of an object. Recognise and use inaccuracies of measurements.
- Specify and test hypotheses. Take account of variability and bias. Find modal class and estimate averages of grouped data. Choose most suitable statistic for a situation. Use averages and range to compare distributions. Draw a line of best fit on a scatter diagram. Use relative frequency as a measure of probability.
- Students in set 1a and 1b are also taught EP topics to further stretch and challenge them. Some topics include: probability tree diagrams and surds. Students begin the GCSE course following their mid-year exams.

# Music

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Formal assessments take place at Christmas and in the summer term. These are in the form of a listening test incorporating both short-answer and extended writing questions. Formal practical assessment takes place towards the end of each topic, which is generally every half term. Students are assessed on their compositional and performing skills depending on the task.

### What key skills will be developed at Key Stage 3?

By the end of KS3, students will have developed both practical and written musical skills. They will be able to play extended melodic lines or accompanying parts on a range of instruments, for example Keyboards, Xylophones, Ukuleles and hand held percussion. Students will also have developed their knowledge and understanding of the elements of music, and will be regularly incorporating these into their compositions and performances. Listening skills will also be developed; students will be able to compare and contrast pieces of music using an extended writing style.

In addition to the above, students will also develop skills in relation to Music ICT, using these resources to facilitate composition. Some students will also develop their leadership skills, often taking on a leadership role during group work and instructing others on how to enhance their work based on given criteria.

### What will students learn in Year 7?

Topics covered include: basic musical elements, music theory, instruments of the orchestra, keyboard skills, cartoon music, ukulele skills, Indonesian and Indian music. Students will be using classroom instruments to perform and compose in the different musical styles as well as focusing on the cultural & social background to world music.

### What will students learn in Year 8?

Topics covered include: African music, Christmas music, BBC Ten Pieces, Protest Songs and Keyboard Skills. Students will be using classroom instruments and voices to perform and compose in the different musical styles, as well as focusing on cultural & social background to different styles, for example the traditions associated with African Music and the political force of Protest Songs.

### What will students learn in Year 9?

Music is taught for half the year in rotation with Drama.

Topics covered: Popular Music from the Ragtime and the Blues to modern music today. Students will be using classroom instruments, voices and music software packages to recreate arrangements of popular songs, and compose in a Blues or Ragtime style, as well as focusing on the social and historical context of these genres in order to prepare for GCSE.

# Physical Education

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Baseline assessments given to all year 7 students at the beginning of year 7.

Students will be assessed at the end of each activity block.

Termly homework tasks, which will contribute to EOY levels.

### What key skills will be developed at Key Stage 3?

To develop competence in a range of sporting activities.

To be physically active for sustained periods of time.

To develop physical literacy skills.

To take part in competitive sports.

To develop leadership skills amongst peers.

### What will students learn in Year 7?

Students will learn and develop team working and cooperation skills. Challenges to help students build trust, teamwork and problem solving skills.

Develop leadership skills through leading warm ups in small groups.

Use and apply a range of simple tactics to overcome opponent/opponents in direct competition via individual or team games.

Plan and perform dance and gymnastic routines using basic choreographic devices.

Analyse their own performances and suggest simple ways to improve and refine.

### What will students learn in Year 8?

Develop and apply a wider range of tactics and strategies to outwit opponents in team and individual games.

Develop their fitness levels and techniques to improve and refine their performances in competitive sports.

Analyse their own and others' performances and suggest a range of strategies that could be implemented.

By comparing their own performances to prior attainment, set challenging and realistic personal performance goals.

### What will students learn in Year 9?

Use a range of advanced tactics and strategies to outwit their opponent in either team or individual games.

Develop their fitness levels and technique to improve their performance in competitive sports through understanding and applying the principles of training.

Analyse their own and others' performances and suggest ways to improve through verbal and visual guidance.

Compare performances to previous ones.

Through participation in outdoor adventurous activities, students will develop an appreciation of the natural environment and develop cooperation, teamwork, problem solving as well as personal challenge.

# Religious Education

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Baseline assessment administered at the start of year 7.
- Mid-year (Christmas) and End of Year exams – Year 7 - 9.
- An assessed homestudy task every half term, which will be a piece of extended writing. Assessments at KS3 follow the criteria of emerging, developing, secure and mastering in Year 7. Levels are being phased out in Years 8 and 9.
- Students' books are regularly taken in by their RE teacher and they will receive written feedback on their most recent work or homestudy task.
- Students self-assess and peer assess regularly.
- Teacher assessments from weekly activities in lesson and through homestudy tasks set, inform future planning.

### What key skills will be developed at Key Stage 3?

- Finding the chapter and verse in a Bible.
- Analysis of Biblical text and scripture.
- Link Biblical events and teachings to the modern day.
- Understand and take a sensitive approach to different cultures and beliefs.
- Express ideas clearly through writing, debate and discussion.
- Literacy skills including persuasive writing, letter writing, using examples to explain and evaluate.
- Discussion / debating speaking skills.

### What will students learn in Year 7?

The KS3 curriculum in RE follows the Way, the Truth and the Life series. Year 7 focuses on:

**Revelation and Faith:** How God reveals himself through miracles/ religious experiences, The Story of Abraham, David and Solomon.

**God's Promises Fulfilled:** Exile of the Chosen People. Return from Exile. Prophecies. Annunciation to Zechariah and Mary. The Visitation. Elizabeth and Zachariah.

**The Saviour:** John the Baptist. The Beatitudes. Jesus' mission. Jesus and the Jews. Dining with the Pharisee. St Teresa of Avila. Mother Teresa.

**The Church:** Peter is chosen. Pentecost. Birth of the Church. Stoning of Stephen. Saul. Peter's arrest. Nero's persecution. Eucharist. Spread of Christianity. Ordained Ministry.

**The Sacraments:** Living out the sacraments. The Sacrament of Baptism. The Lost Son. Sacrament of Reconciliation. Jesus the Physician. Sacrament of the Sick.

**Christianity and other Faiths:** Spread of Christianity. St Francis Xavier. Martyrs of Uganda. Edel Quinn. Gladys Alyward. World Religions. Inter-Faith Friendship. Mahatama Gandhi.

### What will students learn in Year 8?

The KS3 curriculum in RE follows the Way, the Truth and the Life series. Year 8 focuses on:

**Creation:** God as creator. Interpreting the Bible. Human Ecology. De-Creation. Genesis. Original Sin. Stewardship. St Francis of Assisi. Sr. Dorothy Stang.

**The Covenant:** What is a Covenant? God's Covenant with Noah and Abraham. Moses. The Passover. The Exodus. The Prophets Message of Hope and Preparation for Jesu' coming.

**Mystery of the Eucharist:** The New Covenant. The Last Supper. Celebrating the Mass today. The Penitential Rite. Holy Communion. Go in Peace.

**The Paschal Mystery:** Entry into Jerusalem. Garden of Gethsemane. Good Friday. Trials before Sanhedrin and Pontius Pilate, Peter's denials. Death of Jesus. The Resurrection.

**The Mission of the Church:** Challenges to Christianity. What is the Church? St. Vincent De Paul. St. Alberta Hurtado SJ. Jean Vanier. L'Arche. Taize.

**The Church in Britain:** Arrival of the Gospel. The First Missionaries. Henry VIII and the break from Rome. St Thomas More. The Reformation. The Emancipation.

### What will students learn in Year 9?

The KS3 curriculum in RE follows the Way, the Truth and the Life series. Year 9 focuses on:

**Spiritual Quest:** Searching for Meaning. The Mystery of the Trinity. The Problem of Suffering. Death, Judgement. Heaven, Hell. Charles De Foucauld. Dorothy Day.

**The Gospels:** Formation of the Gospels. The Gospels inspired by God. St Matthew's Gospel. St Mark's Gospel. St Luke's Gospel. St John's Gospel. The Kingdom of God.

**Life in the Spirit:** The Transforming Spirit. Gifts of the Spirit. Sacrament of Confirmation. Discernment. Pope Benedict and the youth. Transformed by the Spirit. Aldo Giachi SJ.

**God's Call:** Vocation. Marriage. Sacrament of Marriage. Priesthood. Sacrament of Holy Orders and Vocation to Religious Life. Apostolic and Monastic Religious Life.

**Morality and Conscience:** Morality. Christian Morality. Current Moral Issues. Conscience. Archbishop Romero. Irena Sendler. Sister Helen Prejean. Be Saints not Celebrities.

**Dialogue with other Faiths:** The Catholic Church and other Faiths. Why study other Faiths? Understanding Judaism and Islam. Collaboration of Faith Communities.

# Science

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

- Year 7 – baseline entry test is given to all students at the beginning of Year 7.
- Year 7 will be tested on content in Christmas and End of Year (EoY) tests.
- There is a rolling program of teachers' assessments which are carried out throughout each year. There are mini-tests at the end of each module.
- Year 8 Christmas test will assess content taught in the Christmas term. The end of year exam is the KS3 Transition test that assesses skills developed through the whole of KS3 (year 7&8).
- Year 9 will have Christmas and EoY tests which will be GCSE exam practice. Exam practice will be carried out in assessed homework throughout the year.
- Students' books are regularly taken in by their Science teacher and they receive written feedback which explains how to improve.

### What key skills will be developed at Key Stage 3?

Students are taught through practical work wherever possible and students develop an understanding of experimental procedures. By the end of KS3 they should be able to:

- Identify the variables in an experiment and control them appropriately (fair testing).
- Manipulate equipment and carry out a practical safely.
- Generate and record accurate data from an experiment.
- Turn their results into an appropriate graph.
- Process results by completing calculations where appropriate.
- Make valid conclusions from data and justify these conclusions.
- Present their findings in a coherent written report.

### What will students learn in Year 7?

Year 7 will complete a variety of different modules to boost both theoretical understanding of science concepts and their practical skills. Year 7 begins with a 2 week introduction unit; where students learn how to work safely in a laboratory and develop correct practice for writing up and recording practical work completed in a scientific investigation. In Biology they will cover topics about living organisms; focusing on cells and how different species reproduce. They will also develop practical skills when completing topics on chemical reactions in Chemistry. They also study the periodic table and Kinetic theory of matter. In Physics, students will examine topics in forces and motion, space and light and sound; again refining practical skills.

### What will students learn in Year 8?

Year 8 will continue to build on the scientific knowledge they acquired in science in Year 7 and refine the practical skills they have developed. In Biology they will have strong cross curricular links with PE when investigating skeletal and muscular systems, breathing systems and cellular respiration. They will also investigate areas of inheritance including the cultural aspects of the discovery of the structure of DNA and the moral aspects of using gene banks. In Chemistry they meet the periodic table again looking at trends and patterns. Practical skills are developed in a section on solutions and separating mixtures. Real life applications are studied: Composites, ceramics and extraction of metals. In Physics they will explore electricity and how electricity is generated using electromagnets. They will also investigate the conservation of energy and how heat energy is transferred by conduction, convection and radiation. In the final term students complete a STEM project which reinforces the key skills taught throughout the course.

### What will students learn in Year 9?

Year 9 have already completed the KS3 curriculum and are beginning GCSE science. We are delivering the AQA Combined Science Trilogy specification which can be found here:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

The topics to be taught in Year 9 are Cell Biology, Organisation, Infection and Response; Atomic structure and the periodic table, Bonding and Chemical change, Energy and the Particle model of matter. Students will be expected to complete a range of required practicals throughout the GCSE course. The full GCSE course is assessed by a series of written examinations at the end of Year 11.

# Spanish

## Key Stage 3 Curriculum Handbook

### How will students be assessed at Key Stage 3?

Students will be assessed through class work, homework and weekly vocabulary and/or grammar tests. In addition, students will complete assessed tasks on a half-termly basis, these will include either speaking, written or translation tasks. Mid-year and end of year exams will assess listening, reading, writing and translation skills.

### What key skills will be developed at Key Stage 3?

- Develop their language skills of listening, reading, writing and speaking in a variety of contexts.
- Gain a broader understanding of the culture of countries and communities where Spanish is spoken.
- Develop communication skills as well as adaptability.
- Learn transferable skills which can then be applied to other subjects which can improve overall academic performance.
- Prepare for their future in an increasingly global and multilingual society.

### What will students learn in Year 7?

#### **Knowledge and Understanding**

**Topics** - Greetings, school, family, physical and personality appearance, home, hobbies, telling the time, alphabet, numbers and dates, birthdays, where you live, food and drink, free time activities, daily routine and the weather.

**Grammar** – ‘tú’ and ‘usted’, the verb ‘llamarse’, indefinite and definite articles, forming plurals, mi/tu/su, use of verbs ‘ser’, ‘tener’, ‘estar’ and ‘ir’ in the present tense, adjectives and agreements, the verbs ‘gustar’ and ‘encantar’, using prepositions for location, reflexive verbs, the structure ‘tener que’ + infinitive, the structure ‘se puede’ + infinitive, the verb ‘querer’, the immediate future.

### What will students learn in Year 8?

#### **Knowledge and Understanding**

**Topics** - Introducing yourself, daily routine, going out, leisure, sport, holidays, transport, food and healthy eating, eating out, shopping, health, clothing, tourism in Spain and films.

**Grammar** – nouns, cardinal numbers, frequency words, adjectival agreements, adverbs, comparatives, superlatives, pronouns, verbs to express likes and dislikes, the preterite tense, the present tenses, the future tense, the imperfect tense, direct object pronouns, demonstrative pronouns, pronouns, the verb ‘soler’, the passive, demonstrative adjectives, se puede(n) + infinitive, the verb ‘deber’.

### What will students learn in Year 9?

#### **Knowledge and Understanding**

**Topics** - Your region and the environment, travelling, holidays, sports, hobbies, food and drink, daily routine, weather, clothes, television, films, comparing different countries, environment, jobs and future plans, fiestas in Spanish speaking countries and giving opinions of films.

**Grammar** – Comparatives, superlatives, adjectives, adverbs, negatives, present tense (regular, irregular, stem-changing verbs), use of verb ‘soler’, reflexive verbs, the preterite tense, the imperfect tense, the future tense, the conditional tense, giving commands, the impersonal construction with ‘se’.

# Textiles Technology Key Stage 3 Curriculum Handbook

## How will students be assessed at Key Stage 3?

- Students will be assessed using practical tasks every week and homework will be set and marked each week.
- Students will peer assess work and act as witnesses for each other's practical activities.
- Students in Year 7, 8 & 9 will complete an extended homework task and will complete a written test at the end of their Textiles Technology Module.
- Students will be assessed on the quality and skills displayed through the completion of their Textiles practical task.

## What key skills will be developed at Key Stage 3?

- A range of skills will be taught throughout KS3 including: measuring and scaling patterns, cutting, pinning, tacking, using a sewing machine, applique, hand embroidery, decorative machine embroidery and ironing.
- Students are encouraged to develop their literacy skills. Written tasks are set in class and as part of homework. Teachers assess on subject content and literacy elements. Students are encouraged to keep a word bank of key words and definitions.
- Numeracy skills are developed through independently measuring and scaling patterns, measuring seam allowances and working out costings of materials.
- Students are taught how to effectively evaluate their own work and others through giving verbal and written self and peer evaluations of practical work, coming up with solutions for improvement.

## What will students learn in Year 7?

- Students will learn about health and safety in Textiles Technology and how to use sewing equipment in a safe manner.
- Students will learn about abstract art and the colour wheel and be able to use these concepts for design.
- Students will learn how to create abstract designs using Computer Aided Design and understand how it is printed onto fabric.
- Students will be able to cut fabric, sew straight lines on a sewing machine, complete the process of Applique, use decorative machine stitching, use an overlocker, sew a hem and a closed seam.
- Students will learn about the properties of cotton fabric and about Fair Trade cotton.
- Students will learn how to make a cushion cover with a unique abstract design applied to the front, this will then be assessed at the end of the 10 week module.

## What will students learn in Year 8?

- Students will build on their knowledge of health and safety in Textiles through being able to risk assess different textiles equipment.
- Students will learn about a range of different fabrics and the qualities they provide including waterproof fabric, reflective and fluorescent fabrics.
- Students will learn how to make a PE Drawstring bag which will develop their skills of straight line sewing, curved sewing, closed seams and they will learn how to sew a cord casing.
- Students will be able to design their own logo ideas and be able to develop their skills of applique to create a unique design on the front of a bag.

## What will students learn in Year 9?

- Students will learn about a range of decorative techniques which they can use in textiles to aesthetically enhance fabrics. This will include, applique, machine embroidery, hand embroidery, frills, pleats, buttons and sequins.
- Students will learn how to make curved and square pockets.
- Students will design an apron suitable to wear in the kitchen that includes a number of decorative techniques, which they will apply to the apron.
- Students will know how to cut out fabric, iron and sew double folded hems and attach straps and pockets to the apron.