THE KS3 CURRICULUM
REFERENCE GUIDE
2017 – 2018
English

The KS3 English Curriculum is built around a number of key reading and writing skills that underpin all studies within English. The students will study a range of texts, some whole and some extracts, that are designed to embed the key skills that are the focus of that half-term. There will be whole novels, Shakespearean and modern plays and poetry, as well as modern and pre-1914 non-fiction texts included in the curriculum.

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<td><em>Fiction Extracts</em></td>
<td><em>Extracts from Fictional and Non-Fictional texts</em></td>
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Each half term there will be assessment points in Reading and Writing and regular assessments in Speaking and Listening will also take place. Progress will be measured using the Principles of Reading, Writing and Speaking and Listening based on their attainment in the following areas:

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<td><strong>Module 1</strong></td>
<td><strong>Place value and number</strong>&lt;br&gt;Place value&lt;br&gt;Negative numbers&lt;br&gt;Four operations&lt;br&gt;Use of brackets&lt;br&gt;Compare and order decimals&lt;br&gt;Divisibility tests&lt;br&gt;Factors, multiples, prime decomposition&lt;br&gt;Standard form</td>
<td>Year 7 focus: witches cauldron. Factors, multiples, prime numbers, divisibility&lt;br&gt;Year 8 focus: powers, number system structure&lt;br&gt;Year 9 focus: Surds</td>
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<td><strong>Module 2</strong></td>
<td><strong>Proportional reasoning</strong>&lt;br&gt;Using fractions and percentages&lt;br&gt;Converting units&lt;br&gt;Ratio and proportion&lt;br&gt;Calculate original amount&lt;br&gt;Calculate percentage change&lt;br&gt;Distance time speed&lt;br&gt;(Enlargement)</td>
<td>Year 7 focus: use ratio table to multiply and divide&lt;br&gt;Year 8 focus: use ratio table in different contexts, including percentages&lt;br&gt;Year 9 focus: use ratio table and unitary method.</td>
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<td><strong>Module 3</strong></td>
<td><strong>Area and Volume</strong>&lt;br&gt;Drawing 2D representations of 3D objects&lt;br&gt;Using appropriate units and tools&lt;br&gt;Properties of shapes&lt;br&gt;Perimeter of shapes&lt;br&gt;Area of shapes including surface area – rectilinear and none&lt;br&gt;Volume of shapes&lt;br&gt;Pythagoras’ theorem</td>
<td>Year 7 focus: area, perimeter and properties of shape&lt;br&gt;Year 8 focus: Pythagoras’ theorem, surface area, circles&lt;br&gt;Year 9 focus: volumes, prisms, plans of elevation</td>
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<td><strong>Module 4</strong></td>
<td><strong>Sequences and equations</strong>&lt;br&gt;Use formulae expressed in words&lt;br&gt;Solve linear equations&lt;br&gt;Describe in words and algebra the next term of a sequence linear and quadratic&lt;br&gt;Solve simultaneous equations</td>
<td>Year 7 focus: describing relationships&lt;br&gt;Year 8 focus: building up a structure&lt;br&gt;Year 9 focus: simultaneous equations and algebraic manipulation</td>
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| Module 5 | **Graphs** | Use and interpret coordinate in four quadrants  
Draw linear graphs  
Solve simultaneous equations  
Sketch and interpret graphs: linear, quadratic, cubic, reciprocal gradient | Year 7 focus: co-ordinates and interpretation of graphs, linear graphs  
Year 8 focus: quadratics  
Year 9 focus: solving equations graphically | Graphs and diagrams. Area model, number line, being mathematical |
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| Module 6 | **Statistics and number** | Collecting data and sampling  
Scatter graphs  
Pie charts  
Stem and leaf diagrams  
Bar charts and frequency polygon  
Cumulative frequency curve and box plots  
Histograms | Year 7 focus: using results to back up comments  
Year 8 focus: interpreting data  
Year 9 focus: justify choice of diagram and statistics | Ratio table, graphs and diagrams |
| Module 7 | **Averages** | Mean, mode and median  
Range  
Interquartile range  
Estimating mean | Year 8 focus: mean and concept of sharing equally, grouping data  
Year 9 focus: comparison of averages and spread | Ratio table for mean  
Area model for mean, number line, being mathematical, drawing diagrams |
| Module 8 | **Probability** | Use of probability scale  
Experimental and theoretical probability  
Identify all possible outcomes  
Mutually exclusive events  
Relative frequency  
Two way table  
Tree diagrams | Year 9 focus: finding combinations/noticing chance, combined events, relative frequency | Number line  
Fraction strip  
Area model for multiplication  
Tree diagrams  
graphs |
| Module 9 | **Geometrical reasoning** | Constructions  
Angles (in a triangle, between parallel lines, round a point)  
Circle theorems  
Loci  
Compound measures  
Sine, cosine, tangent  
Formal proof  
Pythagoras’ theorem and trig in 3D | Year 7 focus: construction  
Year 8 focus: generalising, informal proof  
Year 9 focus: introduction to trigonometry and consolidation of Pythagoras’ theorem | Ratio table  
Unit circle  
Fraction strip  
Being mathematical  
Draw Graphs and diagrams |
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Science

Physics

Year 7

Students will learn how to calculate density and how to use practical techniques to determine the density of both regular and irregular shaped objects. Students will learn the symbols for components used in electrical circuits and how to construct simple series and parallel circuits from circuit diagrams. Students will learn in detail about the properties of light, and through investigation verify the laws of reflection and refraction. Students will learn about the properties of magnets and investigate the factors that affect the strength of an electromagnet. Students will also learn about the Solar System and recognise and explain differences between the planets.

Year 8

Students will extend their knowledge of motion and will learn how to interpret both distance-time and speed-time graphs. Students will also learn about electrical circuits in more depth and investigate factors that affect the resistance of a wire. Students will learn in detail about energy transfers and investigate the efficiency of simple energy transfers. Students will also learn about the methods of thermal energy transfer and investigate methods of reducing heat loss from objects.

Year 9

Students will have an introduction to GCSE Physics in Year 9 whilst building on prior knowledge. Students will learn about Newton’s laws of motion and how to apply these laws to a range of situations. Students will also be introduced to methods of electricity generation and how electricity is distributed using the National Grid, with a particular focus on the role of generators and transformers. Students will also be introduced to nuclear physics and will learn about the properties of the different types of nuclear radiation, including their uses and dangers. Students will also learn about simple machines such as levers and hydraulics, and investigate how the extension of a spring is related to the applied force. Students will build upon their prior knowledge of waves from Year 7 and 8 and learn about the electromagnetic spectrum and the properties of its waves. Students will learn how studying electromagnetic waves from stars and galaxies can help further our understanding of the universe.
Chemistry

Year 7

Students will be able to interpret particle models and recognise the difference between elements, compounds and mixtures. Students will develop their laboratory skills through practical work, using a range of techniques and apparatus. Students will be able to state both word and symbol equations and balance them using the theory of conservation of mass. Students will learn in detail about the importance of acids, bases and neutralisation and will be able to define the terms acid and bases and apply these definitions to everyday examples.

Year 8

Students will study and carry out a variety of chemical reactions with metals, such as combustion, thermal decomposition, oxidation and displacement reactions. Students will design experiments regarding these chemical reactions, implement them and explain them. Students will be able to understand the implications of burning fuel and explain how this process can affect the atmosphere. Students will be able to recognise the difference between compounds and mixtures and use this knowledge to explain processes such as distillation and chromatography. Students will learn how to distinguish differences in rocks and apply this to the rock cycle and learn the structure of the earth and explain its structure.

Year 9

Students will study a range of topics in preparation for GCSE Science such as the history of the atom and the structure of the atom. Students will be able to predict the patterns of reactions in the Periodic Table and understand the properties of metals and non-metals. Students will be able to explain the concepts of rate of reactions and how different circumstances affect the rate of a reaction, such as the addition of a catalyst to a reaction. Students will use practical skills to demonstrate separating techniques and be able to explain how certain mixtures can be separated to identify pure substances. Students will also learn complete various chemical reactions and use their scientific knowledge to explain and evaluate the reactions.
Biology

In Year 7, students will learn to interpret cell structure and understand the simple functions of different cells, using microscopes to study them. Students will be able to explain why we need a balanced diet and understand the importance of each food group. Students will study the importance of the digestive system and be able to explain how it works. Students will study human fertilisation and be able to describe the structure and function of the male and female reproductive systems and the stages of pregnancy. They will also build on KS2 and learn about the environment and feeding relationships between organisms.

In Year 8, the learning that will take place will build on concepts that the students have learnt in Year 7. Students will learn about the process of Respiration and the factors associated with being ‘Fit and Healthy’. Ecology will be studied in more depth, specifically looking at the environment different organisms live in and how they are adapted to survive there. The study of plants will take place in more detail and the chemical processes that take place inside plants are introduced. The importance of plants will also be considered.

Students will have an introduction to GCSE Biology in Year 9. Key concepts that are fundamental to understanding key sections of the KS4 course are introduced, whilst building on learning from Year 7 and 8. The human body is studied in more detail so that students have an understanding of how specific body systems work and how genes and enzymes are of central importance to the body. The impact that humans have on the environment is studied and the detrimental effect of this considered.
Geography

The Geography Department at CHHS aims to ensure that all students:

• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining Physical and Human characteristics and how these provide a geographical context for understanding the actions of processes.
• understand the processes that give rise to key Physical and Human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
• know, apply and understand the matters, skills and processes specified in the programme of study.
• are prepared for GCSE, A Level and further study of Geography.
• develop a love and understanding of Geography.

In Year 7 students will be extending their locational knowledge and deepening their spatial awareness of the world’s regions. We will be studying key aspects of physical and human geographies in order to learn about distinctive landscapes and how places differ around the world. Students will develop geographical skills such as reading maps across a range of scales, interpreting photographs and analysing data to identify geographical patterns and processes.

In Year 8 students will study a wide variety of Physical and Human topics. Key topics include Ecosystems, Settlements, Africa & the Middle East, Rivers and Coasts, Economic Activity and World of Sport. The students will build on their conceptual understanding throughout the year. We will discuss concepts such as sustainability, culture, space, place, scale (both national and global) and develop graphical, statistical and cartographic skills.

In Year 9 students will study a wide variety of Physical and Human topics. They will be - Population, Dangerous Worlds, Asia, Glaciation and Rich & Poor. These units help to develop an understanding of some of the key areas addressed at GCSE. The students will use a wide variety of skills throughout the year in these topics. Concepts such as diversity, inequality, interdependence and time will be discussed in more depth. Students will build on skills such as data interpretation and analysis to form geographical ideas and opinions.
History

In Year 7 students develop the historical skills that they will need throughout their History studies at Cheadle Hulme High School. In the first term students focus on the key skills that are used in history: significance, chronology, change, cause and consequence, interpretation and how to use historical evidence. Students then put these skills to practice during our first mystery topic. Students then study the Norman Conquest focusing on the skill of cause, asking why William won the Battle of Hastings. Following this, time is given to the study of some of the key events that occurred during the Middle Ages, such as the signing of Magna Carta. After the Christmas break students move on to study the Native Americans and the impact of the white settlers on these indigenous tribes. This unit offers the opportunity to look at many of the historical skills, but most importantly change and interpretation. Finally, students finish Year 7 with a study of the British Empire and India during which they further develop their understanding of change and continuity.

In Year 8 students broaden their historical skills introduced in Year 7. The course begins with an examination of who the most significant Tudor Monarch was: Henry VIII or his children; Edward VI; Mary I; or Elizabeth. Next they use evidence to investigate life in Early Modern England from witchcraft to the Gunpowder Plot. After Christmas, students tackle the global topic of Slavery and must create their own interpretations of why it happened. The focus is then back to England for the Industrial Revolution where the key skills are change and continuity and causation. Finally, students are given the opportunity to use all the skills they have worked on in an independent project about the History of Manchester.

In Year 9 students study a variety of topics but the focus remains on the historical skills used in GCSE and A Level. Students start the year looking at warfare and how it has changed over time. The students focus on the First World War, Vietnam and Iraq. Throughout this topic the focus is the key skill of change and continuity. Students then study the assassination of JFK and the conspiracy surrounding it, the emphasis here is on historical sources and interpretation. Following JFK students study Civil Rights in America looking at the skill of significance, asking whether Muhammad Ali was the most significant person of the Civil Rights Movement. In the summer term, students look at Nazi Germany; the rise of Hitler; and the Holocaust, before finishing their Year 9 studies with a topic that focuses on the causes and consequences of various Terrorist attacks.
Computing

**Year 7** students begin the year by studying E-Safety to remind them all on how to use technology safely, respectfully, responsibly and securely. They will then move onto creating computer games and developing their spreadsheet skills. Following these units, students will move onto ‘Getting to know a Computer’ where they will develop their knowledge and skills of hardware and software, as well as networking. Students will be introduced to ‘Cybersecurity’ before finishing the year developing their presentation skills through Microsoft PowerPoint.

**Year 8** students begin the year with ‘Getting to know a Computer’ before moving onto ‘Networks and the Internet’. Students will develop skills in writing HTML whilst producing their website work, as well as developing their knowledge of Cybersecurity. They will then move onto ‘Database skills’ before finishing the year investigating data representation through binary, hex and images.

**Year 9** students will start the year developing skills in writing HTML whilst producing a website, before refreshing their spreadsheet skills. Students will then be introduced to ‘Cybersecurity’ and basic programming skills in a high level programming language such as Python. They will end the year developing their presentation skills through Microsoft PowerPoint.
Modern Foreign Languages

In Year 7, students focus on developing speaking and listening skills in French, Spanish or German through the contexts of life on a space station, festivals, theme parks and the rainforest, then gradually begin to develop reading and writing skills as they progress through the year.

There is a focus on identifying, and building on, patterns of language upon which they will base future learning. Students learn how to express opinions and give details, as well as using and understanding past, present and future tenses.

In Year 8, students systematically cover the key grammar areas in French, Spanish or German over the course of the year and continue to cover Key Stage 3 content through creative contexts such as Fairy Stories and the French/German/Spanish Speaking world. Students consolidate and build on structures learned in Year 7 to express opinions and ideas in a more sophisticated way.

In Years 9, students build on the grammar covered in Year 8 and continue to develop their Speaking, Listening, Reading and Writing skills through key GCSE contexts such as the environment, social issues, work and holidays and through the discovery of French literature. Much emphasis is placed on developing essential skills required for the GCSE exam, such as translation of prose and writing extended answers in the foreign language to unprepared questions.
Art

Year 7

Year 7 is primarily an introduction to basic skills and how to work through a project. We introduce students to Success Criteria and how to produce a range of quality pieces of work. They will complete one main project based on Identity, which comprises of a series of separate workshop activities. Skills will be developed in 2 and 3 dimensions, using a variety of media and exploring a number of formal elements, whilst allowing students to develop a personal response. Throughout the year students will link their work with appropriate Artists, Craftspeople or Designers. Students will be introduced to annotation, and how they can use this effectively to support their understanding. During the final half term of the year, students will complete a mini project, which allows them to develop independent practice and focus on an area of their choice.

Year 8

In Year 8 students will work on three main projects - Natural Forms, World Cultures and Portraiture. Throughout the year they will be developing technical skills using a range of materials. Underpinning their work will be the work of Artists, Craftspersons and Designers, and they will explore links and connections with their own practice. Annotation will become an integral part of the year, and will support their practical work. During the final half term of the year, students will complete a mini project, which allows them to develop independent practice and focus on an area of their choice.

Year 9

The focus for Year 9 is perfect practice. Students will be developing and refining 2D and 3D skills developed over the KS3 period, as well as developing more independent practice and decision making. The first topic of focus this year is the Artist and Director Tim Burton and his influences. Students will be using drawing & illustration skills along with 3D modelling & sculpture skills to design and make their own response. Two other themes will be investigated in the year – Street/Urban Art, and Architecture, giving students the opportunities to explore exciting historical and current artforms. Again, annotation is an integral part of the year. During the final half term of the year, students will complete a mini project, which allows them to develop independent practice and focus on an area of their choice.
Beliefs and Values

Beliefs and Values at Cheadle Hulme High School brings together Religious Studies, Philosophy, Ethics, Citizenship and PSHE. We aim to explore philosophical, religious and ethical issues in modern day society. We also aim to investigate religions, communities and cultures locally, nationally and internationally. We intend for our students to recognise and appreciate diversity and develop an understanding of, respect for and tolerance towards others. In Beliefs and Values students will learn about themselves, what it means to be a global citizen, the importance of British Values, religious and secular beliefs as well as Philosophical and Ethical theories. The main goal of Beliefs and Values is to reduce stereotyping, prejudice and racism whilst allowing students to cultivate a sense of wellbeing and confidence in their own beliefs and values.

In Term 1 of Year 7 students study ‘The Island’ which is an experiential introduction to RS, Citizenship and PSHE. In Term 2 classes go on to study Christianity with a focus on the Life of Jesus. Students finish the year in Term 3 with the study of Judaism: God and The Patriarchs. Elements of PSHE will also be threaded throughout Year 7 will students exploring ‘You and Your Body’ which looks at the bodily and emotional changes which will take place over the coming years.

Upon entering Year 8 students study the religion of Islam for Term 1 followed by the religion of Buddhism and the significant beliefs of Christians in Term 2. Students end the year in Term 3 with the study of Hinduism and a PSHE unit of work focused on Personal Finance.

In Year 9 students study the religion of Sikhism for Term 1 followed by Philosophy in Term 2. Students finish Term 3 with the study of Ethics and two PSHE units of work: Mental Health and Sex and Relationship Education. At the end of Year 9 students have the choice of whether they would like to continue with their studies at GCSE and are able to choose GCSE Philosophy and RS as an option subject.
Design and Technology

KS3 Design and Technology enables students to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgments of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

The KS3 curriculum for Design and Technology covers four main areas-

- Design
- Make
- Evaluate
- Technical Knowledge

Students will cover these four main areas in Years 7,8 and 9 by completing a series of Design projects during which they will become confident working with Resistant, Graphic and Compliant materials.

The main aims are that all students-

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work.
Drama

Year 7

Students will learn all the basic skills and conventions of drama through a variety of topics and resources. In the Autumn Term work will centre around movement, mime and physicality using influence from the practitioner Jacques Lecoq and commedia dell’arte. In Spring Term characterisation skills and performance confidence will be developed through exploration of the play text ‘Teechers’ by John Godber. By the Summer Term students will be able to combine these key skills and utilise them when working on improvisations, devised work and script based around the topic of Evacuees. Current schemes are varied in order to provide variety and engagement, as well as addressing each area of the GCSE assessment criteria on a basic level.

Year 8

Now that students have the basic toolkit of drama they will move on to develop these skills to a more detailed level and explore more advanced themes and issues. In Autumn Term work focuses on exploring the methodologies of renowned theatre practitioner Bertolt Brecht through the theme of War. In Spring Term students will spend time working from the play text ‘Blood Brothers’ by Willy Russell and understanding new performance strategies. In Summer Term students will then focus on their devising and creative skills through exploration of the topic of ‘Titanic’, gaining insight into historical and social issues. The aim is that by the end of Year 8 students can not only apply the skills but understand why they have selected certain strategies and what their purpose is. Students should also have developed confidence in order to create work themselves and offer personal ideas and opinions.

Year 9

The emphasis in Year 9 is on starting to practise and develop GCSE skills. In Autumn Term students learn and understand how to create ‘immersive theatre’, taking influence from the theatre practitioner Antonin Artaud. They will be asked to devise their own developed piece of immersive theatre, which links directly to the first component of GCSE Drama. During Spring Term students will explore the play text ‘DNA’ by Denis Kelly through practical drama (this also transitions nicely into GCSE component 2 work). In the final term they will have the opportunity to showcase all the skills learnt through Key Stage 3 in the historical topic of ‘Jack the Ripper’.
Food and Nutrition

Year 7 enables students to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. The emphasis is on learning the basic skills needed to make healthy recipes from fresh ingredients that are value for money.

Year 8 focuses on using basic food commodities and the importance of the Eat Well Guide. In addition, they will consider the factors that affect food choice, seasonality and provenance.

Year 9 curriculum is based upon the knowledge and the science behind all basic recipes and how they can be adapted to suit individual needs. Students will also consider consumer issues, food and its functions and new technologies/trends in food. Nutrition and food hygiene is also featured at every stage.
Music

Year 7

During Year 7 students explore the elements of music through a variety of mediums and genres. Students will listen to music, compose and perform in groups with the focus on effective music making and transferable skills. This year provides the opportunity for students to maintain and develop the invaluable skills of learning by ear, notation reading and rehearsing and performing as part of an ensemble.

Term 1: Bridging the Gap
Term 2: Instruments of the Orchestra
  Ensemble Skills: Acapella Groups
Term 3: Riffs & Raps

Year 8

In Year 8 students will continue to develop their skills in listening & appraising, performance and composition to a higher level. They will be introduced to Music Technology, and will compose and record their own music using Garage Band. They will learn about different musical contexts, and perform in a variety of settings and genres. Students will explore different timbres, structures, and key characteristics, alongside using the musical elements to create music for a specific medium.

Term 1: Dance Music
  World Music
Term 2: Music & the Moving Image
  Blues Music
Term 3: Ensemble Skills: Band Project
  Ensemble Skills: Piano Duets
**Year 9**

In Year 9 students will develop their ability to recognise, analyse and use a range of music techniques. The aim of which is to produce successful pieces of work in a variety of genres that are refined and polished. They will compose music using Logic Pro X, software that is used for composition in GCSE Music. They will also have the opportunity to perform at a higher level in groups and on their own, again in preparation for performing music at GCSE.

**Term 1:** Atmospheric Music 1  
- Composing music that tells a story &/or creates an atmosphere (Music Technology)

**Term 2:** Atmospheric Music 2  
- Performing music, with a focus on keyboard skills

**Term 3:** Popular Song  
- Ensemble Skills & Composition Focus
Physical Education

At Key Stage 3 students have two hours of curriculum time a week. Within the PE programme students study a broad wide range of activities including team and individual games, dance, OAA and HRE.

In each of the activities studied students focus on four key areas: Skills, Knowledge, Evaluation and Leadership. They are assessed across all four areas in each of the activities that they take part in.

House activities run throughout the year in lesson time and students have the choice to opt into House Sport sessions once a half term.