



Bright Futures School

Key Stage 3 Curriculum 2021 - 2022

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

Students will study a range of national curriculum subjects which include:

English

Communication including the Jolly Phonics Programme and other programmes if needed on an individual basis. Communication devices are assessed and used to support non-verbal students (e.g., Speak for Yourself Application AAC on iPad)

Mathematics

Science

Computing

PSHE (which includes British Values and protected characteristics)

Humanities (including Geography, History and Religious Education)

Art

Expressive Arts (DT, Food Technology, Drama and Music)

Modern Foreign Languages

Physical Education including swimming, trampolining,

The specialist teaching team in the Key Stage 3 provision work closely with the students care teams and families to promote transferring learning from the education environment to real-life situations. All students receive speech and language and occupational therapy support at a level that is appropriate to their learning needs. During Year 9, students will start to choose their preferred subjects as 'options' and 'enrichment' days.

Key Stage 3								
SUBJECT AREA		TERM 1		TERM 2		TERM 3		
			Storytelling	Myths and Legends	Poems Through The Ages	The Great British Novel	Travel Writing	Toy adverts
ENGLISH	READING	7	A Monster Calls by Patrick Ness Understand the differences between fiction and non-fiction Structuring a story	Read a range of myths and stories involving legendary figures and mythical creatures. The function and purpose of myths and legends in society.	Poems from history Read, watch, and listen to a range of poetry Poet Laureate, A war poet - WW1 poets, The Romantics, performance poetry	The Chronicles of Narnia	Travel brochures, guides and read trip adviser	Look at adverts in catalogues, newspaper and on TV
	WRITING		Accurate writing (SPaG) write a short story based on the extract (A Monster Calls by Patrick Ness) or continue the story	Write about the character or setting in 'Sir Gawain and the Green Knight' (higher) or 'Beowulf' (lower) Write the opening to an original myth or legend	write a poem about an historical event write a poem from a different cultures and social ideas.	British Values and the Literary Canon, linking to careers in writing, journalism, education. write a newspaper article about an event in the novel.	Write an original piece of travel writing.	Write an article about a new toy that is coming out.
	S&L		Using language for effect Tone, Audience, Purpose Non-fiction genre conventions Develop confidence in communication skills.	Morals and parables Structural and language techniques Discuss spiritual beliefs and British society.	Poetic techniques (language, form and structure).	Language and structure techniques – using terminology from that era.	Genre conventions from blogs and brochures to memoirs Identify tone, audience, and purpose.	Justifying my point – what language you would use to persuade people to buy your toy.

Key Stage 3								
SUBJECT AREA		TERM 1		TERM 2		TERM 3		
			A History of English		Literary Shorts		Detective Fiction	
ENGLISH	READING	8	Study the history of the English Language from Old English to modern slang, including two of the most influential writers – Chaucer and Shakespeare Historical fiction linked to The Canterbury Tales		Read a range of short stories – different genres/ authors Structuring a story		Read a whole detective novel, mostly independently	
	WRITING		'How far do you agree?' opinion writing linked to language change and technology.		writing style and structure Write an original short story which demonstrates the conventions of a specific genre		Develop independent study of character, setting, structure, theme. Write a police account from the early 1800s and one about a crime today.	

	S&L	Archaic language, etymology of words, Emojis, slang, Standard English Language change over time Dialect.	Genre conventions Using language for effect.	Detective language How criminal language has changed through history.	
		TERM 1	TERM 2	TERM 3	
		Seminal World Literature	Taking A Stand	Shakespeare	
	READING	Read extract analysis of the studied text – To Kill A Mockingbird or Of Mice and Men Students to learn about different cultures and various other beliefs of people in the world.	Read a range of literature from diverse genres and cultures, especially black writers Read and research around the topic e.g., newspaper articles	Read a whole Shakespeare play in depth	
	WRITING	9 In a world where people are now more educated than they were on issues such as racism, discrimination and hate crimes, it is important that future generations are aware of different cultures, religions and issues that are prevalent across the globe. Write about how times have changed and what they would like the world to be like in the future.	Develop an understanding of how literature can be used to show a writer's viewpoint Write about their own opinions confidently descriptive writing task based on an image	Write a scrip in Shakespearean style Write an Eyewitness account of the play	
	S&L	Discuss characters, themes, context, motif and craft a detailed and personal response to a text	Talk about their own experience and opinions Interviewing other about an event in their lives.	Discuss drama in performance and character, theme, context, motif	

Key Stage 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		Number	Algebra	Number	Algebra	Number	Algebra
	7	INTEGERS & FOUR OPERATIONS: decimals, order, prime numbers, factors, use inverse to check	INTERPRETATION: Understanding algebraic notation	FRACTIONS, DECIMALS & PERCENTAGES: standard units, rounding decimals, parts of 100.	EXPRESSION: Understanding algebraic expressions	ROUNDING, ESTIMATING AND CALCULATING: Place value ordering and comparing.	EQUATION: Understanding formulae
		Probability	Statistics	Probability	Statistics	Probability	Statistics
		FREQUENCY OF OUTCOMES & SUM=1: Probability scale 0-1	MEAN, MODE & MEDIAN: Describe grouped data	SETS: present data in tables.	TABLES, CHARTS & DIAGRAMS :Group data in tables, charts.	CALCULATE PROBABILITIES: Single events construct on grid	GRAPHS: Identify relationships in data

MATHS		Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change
		PROPERTIES OF 2D & 3D SHAPES: Draw, Faces, edges, vertices, symmetry, parallel lines.	RATIO: Dividing quantities into parts.	CALCULATING AREA & PERIMETER OF SHAPES: 2D shapes	PROPORTION: understanding proportions	ANGLES AND COORDINATES: angle properties, coordinates and polygons	RATES OF CHANGE: Percentage change
		Number	Algebra	Number	Algebra	Number	Algebra
	8	INTEGERS & FOUR OPERATIONS: decimals, order, prime numbers, factors, use inverse to check, powers.	RATIO: understanding multiplicative quantities as ratios	FRACTIONS, DECIMALS & PERCENTAGES: standard units, rounding decimals, comparing.	EXPRESSION: Simplifying algebraic expressions	ROUNDING, ESTIMATING AND CALCULATING: Rounding integers and decimals.	EQUATION: Using formulae
		Probability	Statistics	Probability	Statistics	Probability	Statistics
		FREQUENCY OF OUTCOMES & SUM=1: Record, describe equal and unequal.	INTERPRETATION: Creating algebraic notation	SETS: present data in grids.	TABLES, CHARTS & DIAGRAMS: Group data in line and bar charts	CALCULATE PROBABILITIES: Dual events	GRAPHS: Describe relationships in data
		Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change
		PPROPERTIES OF 2D & 3D SHAPES: Draw, Faces, edges, vertices, symmetry, parallel lines., rotation, reflections	MEAN, MODE & MEDIAN: Describe and interpret grouped data	CALCULATING PERIMETER OF SHAPES: 3D shapes	PROPORTION: Demonstrating proportions	ANGLES AND COORDINATES: similarity and congruence polygons and perimeter	RATES OF CHANGE: Percentage increase and decrease
		Number	Algebra	Number	Algebra	Number	Algebra
	9	INTEGERS & FOUR OPERATIONS: decimals, order, prime numbers, factors, use inverse to check, powers, root, brackets. BIDMAS	RATIO: notation to simplest form	FRACTIONS, DECIMALS & PERCENTAGES: standard units, rounding decimals, comparing, converting.	EXPRESSION: Manipulating algebraic expressions	ROUNDING, ESTIMATING AND CALCULATING: Estimating calculations by rounding	EQUATION: Rearranging formulae

		Probability	Statistics	Probability	Statistics	Probability	Statistics
		FREQUENCY OF OUTCOMES & SUM=1: Record, describe analyse , all equal sum of 1.	INTERPRETATION: Substituting algebraic notation	SETS: present data in Venn diagrams	TABLES, CHARTS & DIAGRAMS: Group data in pie charts & pictograms	CALCULATE PROBABILITIES: Multiple events.	GRAPHS: Represent data in different types of graphs
		Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change	Geometry & Measures	Ratio, Proportion and Rates of Change
		PPROPERTIES OF 2D & 3D SHAPES: Draw, symmetry, parallel /perpendicular lines., rotation, reflections, translations	MEAN, MODE, RANGE & MEDIAN; Describe, interpret & compare grouped data	CALCULATING VOLUME OF SHAPES: 3D Shapes	PROPORTION: Solving proportion problems	ANGLES AND COORDINATES: , Pythagoras theorem polygons , perimeter and area.	RATES OF CHANGE: Use graphs to show increase or decrease proportion scatter graph.

Key Stage 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		Biology Cells and Organisation	Chemistry States of matters and separating mixtures	Physics	Biology Reproduction	Chemistry Atoms and the period periodic table.	Physics Forces
SCIENCE	7	Students will learn an overview of the organisation of living things from single cells through to organ systems. They will start to look at how the structural differences between types of cells allows them to perform specific functions within the organism.	This unit aims to give pupils an understanding of the particulate nature of matter, the difference in arrangements of particles in solids, liquids and gases based on the particle model, how matter can change from one state to another and the movement of particles in terms of diffusion.	Energy changes and transfers Energy as a quantity Conditions of system Physical processes and mechanisms rather than energy Comparing energy values Comparing power ratings of appliances Fuel bills	To learn about plant reproduction Flower structure Wind and insect pollination fertilisation To learn about human reproduction. Male and female reproduction systems. Menstrual cycle	Learn the difference between atoms, elements, compounds, and mixtures. Become familiar with the periodic table and where to locate different types of elements. Explore how properties vary between groups of elements and how these	To identify contact and non-contact forces To identify and measure forces. To investigate what happens to mass and weight on different planets. To investigate air resistance in parachutes.

	They will explore how the skeletal and muscular systems work together to cause movement.	The second half of this unit focuses on mixtures, solubility and how mixtures can be separated using a variety of techniques including filtration, evaporation, distillation and chromatography.	Fuel and energy resources	Gametes, fertilisation, gestation and girth.	properties impact the uses of each element	<p>To investigate the amount of friction caused by different surfaces.</p> <p>To investigate how to reduce resistive forces.</p> <p>To investigate how the force added to a spring affects the extension of the spring.</p>
	Biology	Chemistry	Physics Electricity and magnetism	Biology	Chemistry	Physics Space
8	<p>Health and the human body</p> <p>Structure & functions of gas exchange system in humans</p> <p>Mechanism of breathing to move air in & out of the lungs</p> <p>Impact of exercise Healthy human diet</p> <p>Tissues &organs of human digestive system</p> <p>Importance of bacteria</p>	<p>Chemical reactions</p> <p>The difference between chemical & physical change</p> <p>Conservation of mass in changes of state & chemical reactions.</p> <p>Chemical reactions as the rearrangement of action</p> <p>Chemical reactions using formulae & using equations.</p> <p>Combustion, thermal decomposition, oxidation & displacement reactions.</p>	<p>Electric current</p> <p>Differences in resistance between conducting & insulating components</p> <p>Separation of positive or negative charge</p> <p>Magnetic poles, attractions & repulsion</p> <p>Magnetic fields by plotting with compass</p> <p>Earths magnetism compass & navigation</p> <p>The magnetic effects of a current.</p>	<p>Photosynthesis and respiration</p> <p>Leaf stomata in gas exchange in plants.</p> <p>Plants making carbohydrates by photosynthesis</p> <p>The dependence of almost all life on Earth on the ability of photosynthetic organisms.</p> <p>Leaves for photosynthesis.</p> <p>Aerobic respiration.</p>	<p>Earth and Atmosphere</p> <p>The composition of the Earth.</p> <p>The Structure of the Earth.</p> <p>The rock cycle & the formation of igneous sedimentary & metamorphic rocks</p> <p>The carbon cycles</p> <p>The composition of the atmosphere</p> <p>The production of carbon dioxide by human activity & the impact on climate.</p>	<p>Gravity force</p> <p>Our sun as a star</p> <p>Other stars in our galaxy</p> <p>Other galaxies.</p> <p>The seasons, day length, hemispheres</p> <p>The light year as a unit of astronomical distance.</p>

		Biology	Chemistry	Physics Motion and pressure	Biology Ecosystems and interdependence	Chemistry Materials and recycling	Physics Waves
	9	<p>Inheritance and evolution</p> <p>Heredity as the process by which genetic information is transmitted.</p> <p>Chromosomes, genes & DNA</p> <p>Difference between species</p> <p>Changes in the environment may leave individuals within species.</p>	<p>Acids and Alkalis</p> <p>Defining acids & alkalis in terms of neutralisation reaction.</p> <p>The Ph scale for measuring reaction of acids with metals to produce a salt plus hydrogen</p> <p>Reactions of acids with alkalis to produce a salt plus water</p> <p>Exothermic & endothermic chemical reactions</p> <p>What catalysts do.</p>	<p>Speed & the quantitative relationships between average speed, distance, and time.</p> <p>Distance-time graph</p> <p>Relative motion</p> <p>Forces being needed</p> <p>Changes dependent on direction</p> <p>Atmospheric pressure</p> <p>Pressure in liquids</p> <p>Ratio of force.</p>	<p>Interdependence of organisms in an ecosystem</p> <p>Food webs</p> <p>Insect pollination</p> <p>Importance of plant reproduction</p> <p>How organisms affect, and are affected</p> <p>Biodiversity and the use in gene banks</p>	<p>Earth as a source of limited resources & the efficacy of recycling</p> <p>The order of metals & carbon in the obtaining metals from metal oxides</p> <p>Properties of ceramic polymers & composites.</p>	<p>Waves on water</p> <p>Frequencies of sounds</p> <p>Sound produced by vibrations</p> <p>Auditory range</p> <p>Similarities & difference between light waves</p> <p>Light waves travelling through a vacuum.</p>

Key Stage 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		The history of ICT		The impact of ICT on society		Online Safety	
COMPUTING	7	Technology through time microchip technology. Computers and consoles Hardware similarities Operating systems The internet Mobile devices		ICT in the workplace Working from home Advantages and disadvantages for the employee Shopping online Collecting information about customers New ways to access entertainment Health and safety		Online dangers <ul style="list-style-type: none"> malware phishing unsavoury characters cyberbullying antivirus software firewall	
		Algorithms		Internet communication		Search engines	
	8	Designing an algorithm Searching Sorting Sequencing Selection iteration Logical reasoning		What is the internet? How did the internet originate? What is the World Wide Web? Transferring information via the internet Using HTML to create websites Using email to communicate Using VoIP and video conferencing		Search engines How search engines work Refining searches using Boolean expressions Using 'AND' Using 'OR' Using 'NOT' Using quotes to remove results	
		Hardware & software		Programming		Computer science	
	9	Digital devices Software The CPU & the fetch-execute cycle introduction to networks		Induction to programming Selection in programming Boolean Logic Arrays & lists Procedures & functions writing error-free code		Introduction to computational thinking Decomposition Abstraction Algorithms Evaluating solutions	

Key Stage 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
HUMANITIES	7	Geography					
		What is Geography?	Fantastic Places	Why are settlements important places?	Why are maps important in geography?	What is weather and climate?	Why do different climates create different ecosystems?

(Geography, history, religious education)

<ol style="list-style-type: none"> 1. What is Geography? 2. Can you locate the continents and oceans? 3. What makes a good geographer? 4. What types of scale do geographers use? 5. How do you carry out an investigation in geography? 6. Can you use an atlas? 7. How do geographers use latitude and longitude? 8. What are the major features of the United Kingdom's geography? 	<ol style="list-style-type: none"> 1. What are the wonders of the world? 2. Is China overpopulated? 3. Is there inequality in India? 4. How did the Himalayas form? 5. Why is the Great Barrier Reef under threat? 6. Why is Hawaii volcanic? 7. What are the challenges in the Brazilian favelas? 8. How did Victoria Falls form? 9. Who built Stonehenge? 10. Is Russia a superpower? 11. Why is the Middle East an important region of the world? 	<ol style="list-style-type: none"> 1. Why are settlements important places? 2. How do we describe patterns of rural settlements? 3. How and why do settlements grow? 4. Can we classify settlements by their size and importance? 5. How are urban areas similar in terms of land use? 6. What are the challenges and opportunities of settlement growth? 7. What are the pressures at the rural-urban fringe? 	<ol style="list-style-type: none"> 1. What makes a good map? 2. What are the OS map symbols? 3. How do we use grid references? 4. How do we measure distance on a map? 5. How is direction shown on a map? 6. How is height shown on a map? 7. How can we navigate an orienteering course? 	<ol style="list-style-type: none"> 1. What is weather and climate? 2. How do we measure the weather? 3. What is low pressure weather? 4. What is high pressure weather? 5. How can extremely weather cause natural disasters? 	<ol style="list-style-type: none"> 1. What are the Earth's major biomes? 2. Why are rocks and soil important? 3. How is energy transferred throughout an ecosystem? 4. Why are the tropical rainforests important ecosystems? 5. How does life adapt to the desert climate? 6. Why is biodiversity under threat?
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History

What is History?	Why was there a crisis in 1066?	What was life like in Medieval England?	Why were Medieval monarchs challenged?	Why were Indians called savage?	How did Henry VII consolidate powers for the Tudor dynasty?
<ol style="list-style-type: none"> 1. What is history? 2. What is the history of our school? 3. what is the history of the local area? 4. Why is chronology important? 5. What types of evidence do historians use? 6. What is the difference between fact & opinion? 	<ol style="list-style-type: none"> 1. What was England like in 1066 2. Who were the contenders for the crown in 1066? 3. What happened at the Battle of Stamford Bridge? 4. Why did William win the Battle of Hastings? 5. Why is the Bayeux tapestry a useful piece of evidence for historians? 	<ol style="list-style-type: none"> 1. What were living conditions in medieval towns like? 2. What was medicine like in the medieval period? Women's History Month – What was life like for women in Medieval England? 3. What caused the Black Death? 4. What were the effects of the Black Death? 5. Was the Black death a disaster? 	<ol style="list-style-type: none"> 1. Why was Matilda not made Queen of England? 2. What happened to Thomas Becket? 3. What sort of person was King John? 4. Why was the Magna Carta signed? 5. Why did the peasant's revolt? 6. What was the legacy of the peasants' revolt? 7. Was the peasants' revolt a success? 	<ol style="list-style-type: none"> 1. Who were the first settlers of the Americas? 2. Who were the Native Americans? 3. What were the rituals & customs of the Native Americans? 4. Why did the Sioux tribe live in Tipis? 5. Why was the buffalo important to the Sioux tribe? 6. Why was there conflict between the Europeans & Natives? 	<ol style="list-style-type: none"> 1. Why did the Tudors become the rulers of England in 1485? 2. How did Henry VII win the Battle of Bosworth? 3. Was Henry VII a good king? 4. What is Henry VII's legacy?

	6. How did William gain control of England? 7. How did castles develop? 8. How did the Feudal system and Domesday Book keep control?	Black History Month Why do we know so little about Black individuals in Medieval Europe?		7. What was the battle of Little Bighorn? 8. Who were the key individuals of the Native Indian tribes?	
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RELIGIOUS EDUCATION

	Christian Beliefs	The Hindu Belief in God	Jewish Beliefs
	Christian worship The trinity Creation Incarnation The life of Jesus Jesus and salvation Christian Pilgrimage Life and Death	Main Beliefs Hindu Gods & Goddesses Symbolism in Hinduism Places of Worship Festivals Life after death	The Nature of the Almighty Main beliefs The importance of Bar and Bat The Messiah Festivals Life after death

GEOGRAPHY

Why is important to live sustainably?	Studying a Newly Emerging Economy – Brazil	How do rivers shape our landscape?	Is there a global population crisis?	Why is tourism an important industry?	Does money make the world go round?
1. What is sustainable development? 2. How can cities be green? 3. Why is a loss of biodiversity a potential disaster? 4. How should we generate energy? 5. What is the most suitable form of renewable energy for different villages? 6. What are the causes of climate	1. Where is Brazil? 2. How diverse are Brazil's physical features? 3. What is life like in Brazil? 4. How is Brazil's population distributed? 5. How does Rio de Janeiro differ from Minas Gerais? 6. Why do people live in favelas? 7. How did sport bring conflict and opportunity	1. How does water travel around the world? 2. What is a drainage basin? 3. How do rivers wear away the landscape? 4. Why are waterfalls formed? 5. What landforms are found in the middle course? 6. How are floodplains and levees made?	1. How has population changed over time? 2. Should we be concerned about population growth? 3. How do population pyramids vary depending on a country's level of development? 4. How useful is the Demographic Transition Model? 5. What is rural to urban migration?	1. Is tourism a force for good or bad? 2. What are the impacts of tourism in National Parks? 3. How does Kenya benefit from international tourism? 4. What is eco-tourism?	1. What is globalisation? 2. What are the four types of economic activity? 3. What is the informal economy? 4. What are food miles? 5. Why did Dilip change his name to David? 6. Do TNCs bring positives or negatives to a country?

change? 7. What are the impacts of climate change? 8. How can we reduce the risk of climate change?	to Rio de Janeiro? 8. What is it like to live in the rainforest? 9. Why is the leader of the Kayapo tribe crying?	7. What can we learn from a flood hydrograph? 8. What happened in Boscastle in 2004?	6. What were the impacts of China's one child policy? 7. What happened to the inhabitants of Easter Island?		
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HISTORY

Did the Renaissance transform Europe?	Was Elizabeth a successful ruler?	Why was the world turned upside down?	How did the Industrial Revolution change the world?	What impact did the British Empire have on its colonies?	Why was WW1 considered to be the war to end all wars?
1. Why did the Tudors become the rulers of England in 1485? 2. Was Henry VII a good king? 3. Why was there a Reformation? 4. What problems did Henry VIII have by 1530? 5. Why were the monasteries important to many different people in Tudor times? 6. Why did Henry VIII dissolve the monasteries? 7. How did Edward VI change the Church of England? 8. Was Mary bloody or misunderstood? 9. What developments were made during the renaissance? <u>Black History Month</u> Who were the Black Tudors?	1. What problems did Elizabeth face on becoming Queen of England in 1558? 2. Why didn't Elizabeth marry? 3. How did Elizabeth deal with the problem of Mary Queen of Scots? 4. Why did the Spanish Armada fail in 1588? 5. How did Elizabeth deal the problem of the poor? 6. How different were the lives of the rich and poor in Elizabethan England? 7. What can we learn from the portraits of Elizabeth? 8. Why was Elizabethan theatre so popular?	1. Who held power in the 17th Century? 2. Who made up the two armies in the Civil War? 3. Why did the Parliamentarians win? 4. Why was Charles executed? 5. Who was Thomas Cromwell? 6. Why did England appoint a King again? <u>Women's History Month</u> How were women involved in the English Civil War?	1. How did Britain change between 1500-1750? 2. What were the living conditions in industrial towns? 3. Why were factories dangerous places to work in? 4. What forms of punishment were used in industrial towns? 5. How did transport develop during the industrial revolution? 6. How did Britain's Empire assist the industrial revolution?	1. What was the British Empire? 2. What is slavery? 3. How did the Trade Triangular system work? 4. How were slaves captured & transported 5. What was lifelike on the Plantations? 6. Why was slave Trade abolished? 7. What was the Underground Railroad?	1. What were the causes of WWI? 2. How did the Alliance system lead to WWI? 3. Why was Franz Ferdinand assassinated? 4. Why did so many volunteer? 5. What was life like in the trenches? 6. What weapons were used during WWI? 7. How did the war affect the soldiers?

RELIGIOUS EDUCATION					
Religious founders		The Five Pillars of Islam		The Life of a Buddha	
Jesus' son of God Jesus miracle or myth Prophet Muhammed The revelation of the Qur'an The prophet Abraham - Jewish The Life Buddha		Islamic beliefs and teaching Islamic Prayer Islamic charity Tawhid & Shirk The Qur'an, Islamic prayer Places of worship Festivals Life after death.		The birth of the Buddha Buddhist life Buddhas Teaching The four Sights The Enlightenment of the Buddha Places of worship Festivals Life after death.	
GEOGRAPHY					
What are living standards like in different countries around the world?	The study of plate tectonics	Polar regions and climate change	What do we find at the coast?	The Geography of Crime	Asian Study - Japan
1. What is global development and how is it measured? 2. How can development indicators help us compare countries? 3. What was the Brandt line and how did it map development around the world? 4. How does employment link to development? 5. Why is trade unfair? 6. Is Kenya a HIC or LIC? 7. What is poverty? 8. How do diseases affect a country's development? 9. What is aid?	1. What causes earthquakes and volcanoes? 2. Why was the Mount Pele eruption so deadly? 3. What happens when two tectonic plates meet? 4. How do hazards vary at different plate margins? 5. What are the different types of volcanoes? 6. Why was Eyjafjallajökull a memorable eruption? 7. Could the Chinese earthquake of 2008 be prevented? 8. What is a tsunami?	1. What is the difference between the Arctic and the Antarctic? 2. Who was Captain Scott? 3. Who owns Antarctica? 4. Why are the ecosystems unique in the polar regions? 5. How do the polar regions change throughout the course of the year? 6. What is the evidence for ice ages? 7. How do glaciers shape the landscape? 8. Why do tourists visit Antarctica? 9. What does the future hold for the polar regions?	1. What are the two types of waves? 2. What are the main coastal processes? 3. How does erosion create sea stacks? 4. What is a spit? 5. How can we protect properties at the coast? 6. Why is Holderness the fastest eroding coastline in Europe?	1. What are the links between crime and geography? 2. How can GIS help solve crimes? 3. What are the impacts of crime on the victim, offender, and the wider public? 4. What is the geography of the international drugs trade?	1. What makes Japan special? 2. What is Japan's physical geography? 3. What makes Japanese culture so unique? 4. Why is population declining in Japan? 5. What happened in the Japan Tsunami? 6. Is Japan the most technologically advanced country in the world?
History					
What did the public think of	What is the human cost of war?	Women's History Month - What was	Why did the USSR & USA enter a Cold war?	How effective was nonviolence during	What happened in the 20th and 21st century?

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	Hitler before WWII?		the role of women in WWII?		the Civil rights movement?	
	<ol style="list-style-type: none"> 1. Why did Germans dislike the Treaty of Versailles? 2. What were the early challenges to the Weimar Republic? 3. Was there happiness in the 1920s? 4. How did Stresemann help Germany recover? 5. What were the policies of the Nazi Party? 6. Black History Month What was it like to be black in Nazi Germany? 7. What were the consequences of the Munich Putsch? 8. How did Hitler consolidate his power? 9. How did Hitler use propaganda to help him control Germany? 10. How did Hitler use terror to help him control Germany? 11. What methods did the Nazis use to maintain control of Germany 12. How did Hitler become the leader of Germany? 	<ol style="list-style-type: none"> 1. What is Anti-Semitism? 2. How did the experience of the Jews change? 3. What was life like in the Warsaw ghetto? 4. What was the final solution? 5. What was life like in a concentration camp? 6. What happened when people found out about the Holocaust? 7. Why is it important to learn about the Holocaust? 8. How did Britain strike back against the Nazis? 	<ol style="list-style-type: none"> 1. Who was Winston Churchill? 2. Dunkirk – Triumph or disaster? 3. What happened at the Battle of Britain? 4. What was it like to live during the Blitz? 5. Where the British right to bomb Dresden? 6. What happened in the Battle of the Atlantic? 7. What is D-Day? 8. What happened at Hiroshima? 	<ol style="list-style-type: none"> 1. What were the causes of the Cold war? 2. What happened at the Yalta and Potsdam conferences? 3. What was the Iron Curtain? 4. How did the Berlin Blockade increase tensions? 5. How did NATO and conflict in Korea increase tensions? 6. What were the effects of Hiroshima on the Cold War? 7. What was the Cuban Missile Crisis? 	<ol style="list-style-type: none"> 1. Why was there a Civil War in USA? 2. What were the Jim Crow Laws? 3. Is it possible to be separate but equal? 4. What happened in Little Rock? 5. Was the murder of Emmett Till a turning point? 6. Why was Rosa Parks significant? 7. Does Martin Luther King deserve to be called a great man? 8. What was the significance of the Greensboro sit-ins? 9. Who were the important leaders of the civil rights movement? 	<ol style="list-style-type: none"> 1. Why was Warrington bombed? 2. What happened on 9/11? 3. What were the consequences of 9/11? 4. Why was there a war in Syria? 5. What happened in the Manchester attack? 6. What is 'fake news'? 7. How did the corona virus change our lives?
RELIGIOUS EDUCATION						
	Religion, Peace and Conflict		Religion & Social Justice		Religion, Relationships & family life	

	Religious work for peace Causes of war The United Nations Causes of war Bullying Terrorism Forgiveness & Reconciliation.	Prejudice, discrimination & human rights. Gender equality cause & effect of poverty Racism charity	Compare family life in different religions when does life begin? marriage same sex marriage sex outside of marriage religion and contraception
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KEY STAGE 3							
TERM 1		TERM 2		TERM 3			
PHYSICAL EDUCATION	7	Exploring Types of Training (Circuit)	Fitness– Exploring Types of Training (Interval)	FITNESS – Exploring Types of Training (Continuous)	FITNESS– Exploring Types of Training (Speed)	FITNESS – Exploring Types of Training (Plyometric)	FITNESS – Exploring Types of Training (Fartlek)
		Swimming	Rugby	Netball	Football	Tennis	Rounders
		-Learn to Swim -Learn new strokes -Time swimming -Races -Relays	-Ball Handling -Passing and receiving -Tackling -Maul -Rucking -Kicking -Game play	-Basic rules -Passing -Attacking -Footwork -Shooting -Defending -Centre pass -Horizontal Banding -Backline pass -Matches	-Dribbling -Passing -shooting -Turning -Possession -Position -Matches	-Grip Technique -Timing and Striking -Forehand -Backhand -Mini Games -Serve -Diagonal Play -Lob Shots -Overhead Smash -Drop Shot -Singles -Doubles	-Fielding skills -Batting -Bowling Techniques -Barrier Techniques -Officiating -Batting and Feilding match
		FITNESS – Exercise Intensities	FITNESS – Exercise Intensities	FITNESS – Components of Fitness	FITNESS – Components of Fitness	FITNESS – How fit are you? (Testing)	FITNESS – How fit are you? (Testing)
8	HANDBALL	BADMINTON	GYMNASTICS	FOOTBALL	ATHLETICS Running	ORIENTEERING	
	-Receiving the ball -Passing -Possession -shooting the ball -Goalkeeper	-The court -Serving -Scoring -Lets -Racquets	-Acrobatic gymnastics -Artistic gymnastics -Floor exercise -Trampolining -Tournament	-Dribbling -Passing -shooting -Turning -Possession	-To control running pace over a range of distances. -Long / middle Distance -Endurance Running	-Map -Courses -Ability-based courses -Safety -Personal clothing	

		-Throw-off -Throw-in	-Shuttlecock		-Position -Matches	-Spirit -Relay	-Competing on a course
		FITNESS – Designing a programme	FITNESS – Designing a programme	FITNESS – Implementing a programme	FITNESS – Implementing a programme	LEADERSHIP	LEADERSHIP
		Basketball	Volleyball	Hockey	Badminton	Athletics	Cricket
	9	-Rules and regulations -Rules -Position -Shooting -Rebound -Passing -Dribbling -Blocking -Game	-Set Shot -Dig Shot -Underarm Serve -Spike Shot -Three Touches -Matches	-Dribbling -Strike and stop -Push pass -Indian Dribbling -Block Tackle -Shooting -Flicks -Jab tackle -Revers Sweep -Goal keeping -Match play	-The court -Serving -Scoring -Lets -Racquets -Shuttlecock	-Shout Put -Discus -Long Jump -Triple jump	-Match structure and closure -Equipment -Clothing -Fielding -Bowling and dismissal -Batting, runs and extras -Umpires and scorers -Innings -Overs

KEY STAGE 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
ART	7	How to use equipment. Tonal ladder Monochrome ladder Mark making and tests in sketchbooks	Henry Moore inspired clay Sarah Graham Research Doughnut drawing. Design a Christmas image-KS3 competition	Colour Wheel Colour mixing Scale using grid Hot and cold colours Yoayoi Kusama response Kandinsky expressionism. Card sculpture	Blending, tints and tones Dry Mono print-birds-text KS3 competition-design for Easter.	Complimentary colours Observational bottles Michael Craig Martin Positive and negative	Final piece development from skills used, create group final piece for the dining hall. Evaluate, Refine, enhance.

		Drawing using grid technique					
	8	<p>Title page on Day of the dead. Skeleton Mark making Marigold tonal drawing.</p> <p>Tonal ladder recap. Collage of skull. Frid Kahlo research Inspired drawing work, recap.</p>	<p>Remembrance recap of work in year 7 dress Design a Christmas image-KS3 competition.</p> <p>Final outcome finished, evaluate. Refinement of sketchbook.</p>	<p>Insect Title page using collage technique in style of artist.</p> <p>Research insects-add facts to title page.</p> <p>Look at details in insects from boxes.</p> <p>Eugene Seguy artist research and drawing</p> <p>Mixed media insect Zentangle insect.</p> <p>Symmetry bug image using colour pencil. Learning Keywords.</p>	<p>Symmetry, detail and water colour focus.</p> <p>Scarab beetle research.</p> <p>Clay piece Sgraffito piece.</p> <p>Dry mono print printing.</p>	<p>KS3 competition-design for Easter.</p> <p>Aboriginal Art research Mixed media aboriginal painting Testing of various painting medias</p>	<p>Landscapes and maps-title page Foreground, middle ground, background</p> <p>Landscape drawing Bob Ross Style painting</p>
	9	<p>How to use equipment.</p> <p>Tonal ladder Title page influenced by artist My portrait-proportion</p> <p>Focus on details of the face.</p> <p>Reference to tone. Tonal ladder recap.</p> <p>Detail of an eye. Reference to pop artist.</p> <p>Use various media. Remembrance recap of work in Year 7 dress.</p>	<p>Looking at pop art style.</p> <p>Use various mixed media-acrylic, paint pen, sharpies, collage.</p> <p>Learning keywords.</p> <p>Colour mixing flesh tones Design a Christmas image-Ks3 competition</p> <p>Final outcome inspired by artist & research. Refinemen</p>	<p>Optical Art title page and discussion.</p> <p>Hand Illusion drawing using tone.</p> <p>Artist title page with illusion in monochrome.</p> <p>Practise an Ellipse. Draw from observation a glass.</p> <p>Look at refraction of a straw in water.</p>	<p>Add to observational drawing of glass the pattern from the black and white images.</p> <p>Final piece Doodle artist research, title page.</p> <p>Own doodles using shadow and transforming objects.</p> <p>Look at surrealism.</p>	<p>Viewing exhibition, careers discussions.</p> <p>Street artists, some to develop a piece for the art corridor others in book.</p> <p>Oil Pastel, ready mix, chromatic painting.</p>	<p>Design ideas and Final piece based on studies of artists and techniques.</p> <p>Text and font styles.</p> <p>Opting student paint on mural Evaluate, Refine, enhance.</p>

KEY STAGE 3						
SUBJECT AREA	TERM 1		TERM 2		TERM 3	
	Music	DT	Drama	Music	Drama	Design Food Tech
	Learning about music	Resistant materials woodwork– making a bird box	The elements of drama	Instruments of the Orchestra project.	Creating an original piece of theatre	Plan a healthy menu The UK
Expressive Arts (Design Technology, Food Technology, Drama and Music)	7 -The history of music -Types of music -Musical notes -Tempo -Seasonal Music -Practise and perform important Seasonal music -Composition and preform A Christmas Rap	-Equipment – what am I and what am I used for. -Learn about different types of wood. -Using rulers correctly, measuring using cm and mm -Health and safety in the workplace practice-using handheld tools.	-Plot -Fractured narrative. -Linear and non-linear plots -Characters -Action in drama -Content	-Watch David Garret – Pirates of the Caribbean performance, -Orchestral covers of pop songs – Grenade; Bruno Mars. Copland - Fanfare for the Common Man, Appalachian Spring. -Research project and try different instruments. -Mood composition focussing on instrument choice, pitch, tempo, dynamics.	-Working with a stimulus -Discussion and planning -The audience -Style -Setting -Practical exploration -Create your own play, script and performance	-What am I – equipment in the kitchen? -Health and safety. -Dietary requirements. -Great Britain cheese -Great Britain cereals -Plan a menu of traditional food from the UK -Make food from England, Scotland, and Wales.

		The history of music in England	Textiles	Designing a production	Music and Film/ Media	Physical skills for interpreting a character	European
		<p>-Learn traditional songs from the UK</p> <p>-Brit Awards – Music Critic role.</p> <p>-Develop performance skills based on the Brit Awards.</p> <p>-Listening and presentation of research and review.</p> <p>-Performance of a piece from the Brit Awards – solo or ensemble</p>	<p>-Textiles from around the world</p> <p>-Clothes from the past</p> <p>-Sewing stitches</p> <p>-Joining and forming fibres and fabrics types of fabrics Felt work</p> <p>-Upcycling clothes Design an item of clothing</p>	<p>-Production design</p> <ul style="list-style-type: none"> •set and props •lighting •music •sound •costume <p>-Set and the set designer</p> <p>-Working with a model box</p> <p>-Lights and the lighting designer</p> <p>-Music and sound</p> <p>-Costume design</p> <p>-Using digital technology</p>	<p>-Listen to and discuss music by John Williams etc Compose music for a range of film genre – visual inspiration given.</p> <p>-Composition and performance of a piece based on a Movie-responding to an image using a variety of musical skills to create a suitable composition.</p> <p>-Research of their favourite musical performer/ band.</p> <p>-Written piece of work based upon research task alongside a performance of a piece by their favourite artist/band.</p>	<p>How performers use their body</p> <ul style="list-style-type: none"> •body language •eye contact •facial expressions •gait •gesture •pace •quality of movement •space <p>Specialist skills and physical tension</p> <ul style="list-style-type: none"> •mask work •mime •physical theatre •dance •stage combat <p>ensemble movement</p>	<p>-Health and safety.</p> <p>-Dietary requirements</p> <p>-Plan a menu of traditional food from Europe</p> <p>-Choose 3 different counties and cook a starter, main and dessert from each.</p>
	8						

		Jazz and blue	Design Engineering	Vocal interpretation of a character	Careers in Music – Journalism.	The world of the play - Macbeth	Around the World
	9	<p>The Blues – listen to examples from BB King, Muddy Waters etc Instrumentation Call and Response 12 Bar Blues Improvisation Blues Scale Solo Performance Ensemble performance Class Band. Rhythm work. Using a Blues in C , create a piece with a range of different parts –bass or walking bass, chords, melody, improvisation</p>	<p>The Engineering cycle Components & characteristic of electronics components & characteristic of mechanisms addition in electronics famous designer & engineers project – making a mini light.</p>	<p>How performers use their voice</p> <ul style="list-style-type: none"> • accent • emphasis • pace and rhythm • pause • pitch • quality • resonance • tone • volume 	<p>Research journalism on current popular music festivals and written presentation alongside a developing a performance piece for a music festival of their choice.</p>	<p>Understanding the story Reinterpreting Shakespeare</p> <p>Social, historical and cultural context in Macbeth</p> <p>Reinterpreting the play Society Putting the play’s context on stage</p> <p>The setting of a play Language</p> <p>Performing true to context</p>	<p>Where does food come from?</p> <p>Seasonal food</p> <p>How far did my food travel?</p> <p>Fair trade</p> <p>Plan a menu of food from each continent, make, taste and compare.</p>

KEY STAGE 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3
		Families	Respectful relationships, including friendship	Online and media	Being safe	Intimate and sexual relationships, including sexual health
PSHE/ BRITISH VALUES	7	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including its legal status. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting. 	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage. • That in school and in wider society they can expect to be treated with respect by others • About different types of bullying. • That some types of behaviour within relationships are criminal. • What constitutes sexual harassment and sexual violence. • The legal rights and responsibilities 	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online. • About online risks, particularly that any material someone provides to another has the potential to be shared online. • Not to provide material to others that they would not want shared further. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material (i.e. pornography) presents a distorted picture of sexual behaviours. • That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail. 	<ul style="list-style-type: none"> • The concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) 	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices made relating to sex and relationships, both positively and negatively, including physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, the menopause, and the potential impacts of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy, including miscarriage. • That there are choices in relation to pregnancy. This should include medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including

					<p>through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
		Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating
8		<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, such as cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation. 	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

	<p style="text-align: center;">Drugs, alcohol and tobacco</p>	<p style="text-align: center;">Health and prevention</p>	<p style="text-align: center;">Basic first aid</p>	<p style="text-align: center;">Changing adolescent body</p>
9	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of prescribed drugs and that they can still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so 	<ul style="list-style-type: none"> • About personal hygiene, including germs, bacteria and viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • The benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed. • Complete first aid training 	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

KEY STAGE 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		Rhythm Work	Key piece 3	Programme Music	Instruments of the Orchestra project	Research Project and try different instruments	Compose music for a range of film genre – visual inspiration given.
MUSIC	7	<p>-Rhythm games Introduction of key words.</p> <p>-Development of performance skills – focussing on accuracy, fluency and playing in time with a beat.</p> <p>Key piece 1: Performance: Selecting appropriate pieces, practising them and performing to the class. pentatonic composition work. Listen to Pentatonic pieces. How does Music create a scary atmosphere?</p> <p>Key piece 2:Composition: Responding to the brief of composing a piece of Music to create a scary atmosphere</p>	<p>Catchy Tunes. Understanding the key features of a Catchy Tune, be able to recognise one. Compose a catchy tune and perform.</p> <p>Seasonal Music – Practise and perform important Seasonal music Key piece 4: Composition: Christmas Rap.</p>	<ul style="list-style-type: none"> • (Music from the Romantic Era). • Carnival of the Animals by Saint Saens. • Pictures at a Museum by Mussorgsky. • The Sorcerors Apprentice by Dukas. <p>Key piece 1: Composition: Introduction on how to 'paint the picture' of an animal through Music.</p> <p>Key piece 2: Composition: Responding to an image using a variety of musical skills to create a suitable composition.</p>	<p>Watch David Garret – Pirates of the Caribbean performance, Orchestral covers of pop songs – Grenade; Bruno Mars. Copland - Fanfare for the Common Man, Appalachian Spring</p>	<p>Key piece 3: Mood composition focussing on instrument choice, pitch, tempo, dynamics.</p> <p>Music and Film/ Media</p> <p>Listen to and discuss music by John Williams etc</p>	<p>Key piece 1: Composition and performance of a piece based on a Movie-responding to an image using a variety of musical skills to create a suitable composition.</p> <p>Research of their favourite musical performer/ band.</p> <p>Key piece 2: Written piece of work based upon research task alongside a performance of a piece by their favourite artist/band</p>

		What is a Remix?	Ringtones/Seasonal Music	Revisit Ringtones	Chords	Form and Structure in Music	Careers in Music - Journalism
		<p>Bucket drumming.</p> <p>Key piece 1: Performance and remix skills (Pitch based activity) – create a remix of Pachelbel’s Canon. Remix pop songs.</p> <p>Key piece 2: Performance and remix skills based on popular songs (can also be rhythm based activity)</p>	<p>Ringtones -discuss qualities/ characteristics/ remixes.</p> <p>Key piece 3: Composition Creation of Music for a new phone.</p> <p>How does Music work within a horror film? How can Music manipulate emotions and reactions?</p> <p>Seasonal Music Key piece 4 - Performance of Seasonal Music - develop solo and ensemble performance skills. Composition of own Christmas themed piece. (Instrumental and /or vocal.)</p>	<p>Revisit Ringtones and understanding their musical characteristics. Compare and contrast different companies/ ringtone qualities.</p> <p>Listen to Apple ringtones and remixes and discuss key features.</p> <p>Discuss importance of pitch, tempo, repetition, instrumentation, dynamics, sense of style, texture - polyphonic focus.</p> <p>Key piece 1: Composition – professional career based brief: Compose an original Polyphonic Ringtone for a mobile phone company.</p>	<p>Key piece 2: Performance Learn to play a popular piece of music with accuracy, fluency and a sense of style.</p> <p>Developing understanding of chords.</p> <p>Listen to examples of pieces that are homophonic and chord based.</p> <p>Discussion of what a chord is, how to make one and chord progressions.</p> <p>Key piece 3 : Composition Compose a triad based piece with a given chord structure.</p>	<p>Form and Structure in Music – Ternary form.</p> <p>Rondo Form Theme and Variation Ostinato</p> <p>Key piece 1: Composition and performance of a piece in Ternary form.</p> <p>Key piece 2: Composition and performance of a piece in Rondo Form.</p>	<p>Research and present work based on a decade of Music.</p> <p>Key piece 3: Presentation of a written piece based on Music from a selected decade alongside a performance of a piece from their chosen decade.</p>
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		The Blues	Music in the Media	Revisit Stomp listening and composition work	Chord song project:	Brit Awards	Revisit Reggae topic
		<p>Listen to examples from BB King, Muddy Waters etc Instrumentation Call and Response 12 Bar</p> <p>Blues Improvisation</p> <p>Blues scale Solo performance</p> <p>Ensemble performance Class Band.</p> <p>Rhythm work.</p> <p>Key piece 1: Performance: Mastering a performance of 'The Creepy Blues Key piece 2: Performance and Improvisation – Using a Blues in C , create a piece with a range of different parts –bass or walking bass, chords, melody, improvisation.</p>	<p>Cartoons, films. Listen to examples eg Tom and Jerry, Lion King etc.</p> <p>Create their own piece for a scene in a movie.</p> <p>Key piece 2: Composition – create music for a story/ scene from a film or cartoon</p>	<p>Compare with the Blue Man Group and none professional percussive performance groups.</p> <p>Discuss key features.</p> <p>Develop rhythmical and percussive skills using specified techniques.</p> <p>Key piece 1: Composition: compose an original Stomp style piece incorporating specified musical characteristics.</p>	<p>Watch and discuss the performance by Axis of Awesome. Revise what a chord is and how they are created.</p> <p>Key piece 2: performance and arrangement. Performance of a 4 chord repeating pattern with an arrangement of songs layered over – in the style of Axis of Awesome.</p> <p>Development of performance skills using appropriate equipment – keyboard, voice, ukulele, drum-kit, guitar.</p> <p>Key piece 3 : perform of a given piece demonstrating accuracy, fluency and a sense of style</p>	<p>Brit Awards – Music Critic role. Develop performance skills based on the Brit Awards.</p> <p>Key piece 1: Listening and presentation of research and review.</p> <p>Key piece 2: Performance of a piece from the Brit Awards – solo or ensemble</p>	<p>Key characteristics, listening skills, develop performance skills within Reggae.</p> <p>Develop playing off beat rhythms.</p> <p>Key piece 3: Research journalism on current popular music festivals and written presentation alongside a developing a performance piece for a music festival of their choice.</p>
	9						

Key stage 3				
		TERM 1	TERM 2	TERM 3
		French	Spanish	German
MODERN FOREIGN LANGUAGES	7	-Greetings -Festivals -Families -Weather -Food & drink – ordering in a restaurant -Christmas	-Greetings -Festivals -Families -Weather -Food & drink – ordering in a restaurant -Christmas	-Greetings -Festivals -Families -Weather -Food & drink – ordering in a restaurant -Christmas
	8	-My house -Places in town -Directions -Sports -Hobbies	-My house -Places in town -Directions -Sports -Hobbies	-My house -Places in town -Directions -Sports -Hobbies
	9	-Verbs -Adjectives -Past and present tense -Connectors and conjunctions	-Verbs -Adjectives -Past and present tense -Connectors and conjunctions	-Verbs -Adjectives -Past and present tense -Connectors and conjunctions
key stage 3				
Equals Moving On – 14 Plus Curriculum Adventure		World Studies <ul style="list-style-type: none"> • Science • Technologies • Foreign cultures • Humanities • Creativity 	Independent Living <ul style="list-style-type: none"> • PHSE • Citizenship • Leisure and Recreation • Daily Living Skills 	Vocational Qualification <ul style="list-style-type: none"> • Work Related Learning • Careers, Education & Guidance • Post school planning
OPTIONS		<ul style="list-style-type: none"> • Computing • Construction • Photography • Hospitality • Land-based • Manufacturing • Uniformed Services • Activities and peer tutoring • Sports and fitness • Football • Astronomy 		

		<ul style="list-style-type: none">• Animal care• Environmental• Expressive Arts• Foodwise• Living independently• Gardening
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