

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

At Bright Futures School, our Stage Three students have the opportunity to study learning programmes.

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

English including the Read Write Inc Programme for phonics.

Communication: communication devices are assessed and used to support non-verbal students (e.g. 'Speak for Yourself' Application AAC on iPad)

Mathematics

Science

Computing

PSHE/RSE (which includes British Values and SMSC)

Humanities (including Geography, History and Religious Education)

Art & Design Technology

Music

Food Technology

Modern Foreign Languages

Physical Education including swimming

Forest School and Horticulture

The specialist teaching team in the Stage Three provision work closely with the student's 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.

Stage 3								
SUBJECT AREA		TERM 1		TERM 2		TERM 3		
		Coach Trip/Moonfleet Non-fiction writing	Skellig	Narrative writing	History of English/Poetry from around the world	A Midsummer Night's Dream	Literacy Heritage	
ENGLISH	READING	7	<p>Explore the social and historical context of Blackbeard's legend.</p> <p>Learn definitions of unfamiliar words and phrases; use context and dictionaries.</p> <p>Analyse Falkner's language for effect; mood and atmosphere.</p> <p>Make inferences about characters, including subtext, based on evidence from the text.</p> <p>Recognise and interpret symbols or motifs within the text.</p> <p>Summarise key events and analyse the narrative structure.</p> <p>Make predictions based on textual clues.</p>	<p>Analyse how authors create tension, mood, and atmosphere.</p> <p>Recognise genre conventions and explore how writers develop plot and character.</p> <p>Compare and explore different opinions on character motivations and narrative outcomes.</p> <p>Develop writing skills by applying conventional narrative structures to personal writing projects.</p>	<p>Read and interpret <i>Skellig</i>, making inferences and analysing language choices.</p> <p>Examine how characters are developed through dialogue and actions.</p> <p>Explore themes and motifs in the text, analysing literary language and symbolism.</p> <p>Understand the author's craft and how it shapes readers' emotional responses.</p>	<p>Learn the evolution of the English language and its linguistic roots.</p> <p>Explore how English relates to and borrows from other language families.</p> <p>Understand the concept of 'language' and its functions.</p> <p>Read and analyse poetry from diverse cultures, understanding themes and perspectives across global contexts.</p>	<p>Analyse how Shakespeare introduces characters and plot in the opening scene.</p> <p>Study setting, plot, characterisation, and theme, noting how these impact behaviour and relationships.</p> <p>Explore the symbolism of dreams and the historical context of the play.</p> <p>Develop vocabulary and comprehension skills, including explicit vocabulary-building and contextual understanding.</p>	<p>Overview of pre-1914 English literature, including prose, poetry, and drama.</p> <p>Develop skills to check for understanding, ensuring comprehension of pre-1914 texts.</p> <p>Continue vocabulary-building by connecting unfamiliar words to known vocabulary.</p> <p>Study and appreciate the language and themes in classic English literature, understanding its impact on contemporary works.</p>
			WRITING	<p>Write a paragraph of independent analysis.</p> <p>Create an individual interpretation of the legend.</p> <p>Apply a conventional narrative structure to <i>Moonfleet</i>.</p> <p>Extended analysis by combining information from multiple sources.</p> <p>Use persuasive techniques to produce a non-fiction piece.</p>	<p>Practice effective use of verbs in writing.</p> <p>Explore and apply direct and reported speech.</p> <p>Write a variety of narrative and non-narrative texts.</p> <p>Summarise key ideas from readings to ensure comprehension</p>	<p>Investigate strategies for planning a well-structured story.</p> <p>Build descriptive writing skills, using vivid imagery and sensory details.</p> <p>Analyse descriptive paragraphs to inform and strengthen personal writing.</p>	<p>Experiment with imaginative writing forms, including stories, scripts, and poetry.</p> <p>Make notes and develop polished scripts for presentations.</p> <p>Organise material to support ideas and arguments, adding necessary factual details.</p>	<p>Imitate Shakespeare's rhyme patterns to create original poetry.</p> <p>Reflect on how writing style and tone suit different audiences and purposes.</p> <p>Create polished scripts for talks and presentations, incorporating new vocabulary and grammatical structures.</p> <p>Apply new vocabulary and grammar from readings</p>

		Enhance descriptive writing skills and apply knowledge of effective description.				consciously to achieve particular effects in writing and speech	Analyse the effectiveness and impact of grammatical features in literary texts to strengthen personal writing.
	S&L	Use Standard English confidently in a range of formal and informal contexts, including classroom discussions.  Practice accurate spelling, punctuation, and grammar in written and spoken tasks.	Engage in active questioning and careful listening to confirm understanding of texts.  Apply correct punctuation and grammar in narrative responses	Participate in discussions, expressing thoughts clearly and responding to others, while maintaining proper use of Standard English.  Use accurate spelling, punctuation, and grammar during verbal exchanges and written reflections.	Deliver short speeches and presentations, articulating ideas concisely and staying on point.  Emphasise correct grammar, clear sentence structure, and appropriate vocabulary choice in both spoken and written presentations.	Improvise, rehearse, and perform play scripts and poetry to explore language, meaning, and expression.  Use role-play elements such as intonation, tone, volume, mood, and silence to enhance communication impact, paying attention to punctuation cue	Participate in formal debates and structured discussions, building on and summarising key points.  Use advanced vocabulary, precise grammar, and varied sentence structures to contribute meaningfully to in formal discussions

Stage 3

SUBJECT AREA		TERM 1		TERM 2		TERM 3		
		Dystopian Fiction/ Sinister stories	The picture of Dorian Grey	Citizen Journalist	Poisonous Poetry	Black American experiences in literature	Blood Brothers	
ENGLISH	READING	8	Form initial impressions of characters and plot development, identifying elements of dystopian or sinister themes.  Analyse how authors use language to create specific effects, atmosphere, and suspense.  Evaluate narrative conventions, including symbolism, and examine how context influences interpretation.  Develop the ability to recognise and distinguish between various literary genres.  Understand narrative structures and common conventions in dystopian and sinister genres.  Identify and interpret symbolism, foreshadowing, and other literary devices.	Investigate the novel's plot, character development, and themes.  Analyse Wilde's character introductions and techniques for developing themes such as vanity, morality, and society.  Examine how context and historical elements of Victorian society influence character motivations and plot.  Assess Wilde's representation of gender and societal expectations within the novel.  Gain an understanding of Victorian societal norms and their impact on literature.  Identify themes such as beauty, morality, and consequence, and understand Wilde's criticism of society through character	Recognise and understand various non-fiction text types, focusing on news media.  Identify distinct features in tabloid and broadsheet headlines.  Analyse the difference between objective (fact-based) and subjective (opinion-based) writing styles.  Examine language techniques in advertising and their persuasive effects on readers.  Understand the purpose and format of different journalistic styles.  Identify key characteristics of news articles, including bias, tone, and intended audience.  Recognise effective advertising language,	Analyse imagery and context within poems, examining how they shape meaning.  Compare two poems by the same author to identify recurring themes and stylistic choices.  Utilise dictionaries and contextual clues to decipher complex vocabulary.  Study the structure of iambic pentameter, especially within sonnets, and analyse how language reveals character.  Develop an understanding of figurative language, including metaphor, simile, and symbolism.  Recognise iambic pentameter and its function within traditional poetry.  Identify how language,	Analyse the historical and cultural context of Black American literature, understanding how it shapes characters, plot, and themes.  Examine motivations of characters in various texts, understanding how tension is built throughout.  Explore the use of subtext to convey deeper social or political meanings.  Understand the significance of social and historical context in Black American literature.  Recognise how authors reflect cultural identity, resilience, and societal challenges.  Gain insight into the narrative techniques used to create empathy and tension within stories.	Interpret and analyse the significance of lyrics in songs from the play.  Conduct independent research on the social and historical backdrop of <i>Blood Brothers</i> .  Identify recurring themes such as class, fate, and family, and understand their role in the narrative.  Explore Greek Tragedy elements within the plot and assess their impact on character development and storytelling.  Understand key themes of <i>Blood Brothers</i> , especially regarding social class and fate. Recognise the impact of social context on characters and plot development, enhancing overall comprehension of the play.

		Recognise the importance of context in shaping themes and meaning, and the role of narrative voice.	portrayals and narrative style.	persuasive techniques, and the impact of media on public perception.	tone, and form contribute to character and theme.		
WRITING		Apply the “show, don’t tell” technique in descriptive writing.	Craft evaluative responses using textual evidence.	Create impactful and engaging headlines.	Write with fluency and accuracy across a range of formal and informal purposes.	Write a formal analytical response.	Write detailed character profiles with analytical depth.
		Plan the key elements and structure of a short story.	Compose structured expository and narrative essays.	Understand letter-writing conventions and write persuasive opinion letters.	Use similes, humour, and tension-building techniques inspired by poets.	Analysis texts and annotate them appropriately.	Create and present informative presentations based on research.
		Write across various purposes, focusing on sinister story elements.	Develop drafting, editing, and proofreading skills for clear, polished writing.	Proofread for accuracy and clarity in various forms, including reviews and instructional writing.	Experiment with poetic elements in original writing.	Write formal, analytical responses and comparisons between authors.	Take precise notes to support analysis and discussion of the text.
		Incorporate genre conventions relevant to dystopian or sinister themes.		Use literary devices effectively in reviews and imperative verbs in instructions.			
S&L		Use standard English confidently in a range of formal and informal contexts, including classroom discussions.	Engage in structured debates and discussions, effectively summarising and building on others’ points.	Explore persuasive techniques through debate, sales pitches, and advertising language.	Perform poetry with appropriate intonation, expression, and style to convey meaning.	Speak confidently and effectively, demonstrating Standard English in a variety of formal and informal settings.	Deliver formal presentations, clearly organising ideas and presenting research findings.
READING		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
		<b>Pop and Poetry/Travel writing</b>	<b>Much Ado about Nothing</b>	<b>Non-fiction Writing-Whodunnit</b>	<b>Of Mice and Men</b>	<b>English language Fiction writing</b>	<b>Non-Fiction Reading</b>
	9	Explore meaning in pre-20th century travel writing, using dictionaries for vocabulary.  Make critical comparisons across multiple texts. Identify elements that contribute to a ‘poetic’ quality in texts.  Analyse and evaluate song lyrics for poetic elements, including language, imagery, and cultural references.  Examine how language expresses identity, specifically in works like <i>Elvis’s Twin Sister</i> .	Understand the setting, key plot points, and relationships between characters.  Explore character thoughts and feelings through critical analysis.  Evaluate and compare plot developments and their impact.  Understand Shakespeare’s narrative devices and approach to gender within the play.	Identify key elements in instructional writing.  Recognise the stylistic features of tabloid articles and advice columns.  Understand conventions for writing on social media. Analyse the format and purpose of a formal letter	Explore historical context and its influence on the story’s themes and characters.  Identify and analyse character traits and relationships.  Examine the author’s techniques in developing plot and character arcs.  Compare alternative interpretations and perspectives within the text.  Make text-based predictions, using character and plot insights.	Analyse different character types and key features of setting descriptions.  Examine traditional story structures and how they may be subverted in narratives.	Identify genre, audience, and purpose in non-fiction texts.  Distinguish explicit and implicit information within non-fiction texts.  Analyse language and structural techniques in non-fiction. Compare language usage and perspectives across two non-fiction texts from different eras.

WRITING	<p>Make inferences and refer to evidence from texts in writing responses.</p> <p>Write imaginative travel pieces, experimenting with descriptive techniques.</p> <p>Analyse and emulate figurative language and extended metaphors inspired by key songs.</p>	<p>Write empathetic responses that reflect characters' thoughts and emotions.</p> <p>Summarise key scenes accurately and take organised notes.</p> <p>Engage in imaginative writing using techniques learned from the play, such as dramatic irony.</p> <p>Write play reviews analysing plot points, themes, and characters.</p>	<p>Write clear, sequenced instructions with attention to purpose and audience.</p> <p>Craft tabloid-style articles, applying relevant conventions.</p> <p>Develop pieces of advice using an approachable and structured style.</p> <p>Use compound and complex sentences in social media-style writing.</p> <p>Explore features of persuasive speech and apply them to nonfiction tasks.</p> <p>Plan and organise nonfiction writing, applying grammatical devices effectively.</p>	<p>Create analytical character profiles based on the text.</p> <p>Write detailed play reviews focusing on plot, themes, and character development.</p> <p>Write vivid descriptions of settings in <i>Of Mice and Men</i> (such as the bunkhouse, the barn, and the Salinas River) to capture mood and atmosphere.</p> <p>Write a first-person diary entry or monologue from the perspective of a character reflecting on significant events in the story.</p>	<p>Develop compelling story openings that draw readers in.</p> <p>Create detailed and relatable characters.</p> <p>Construct vivid, believable settings.</p> <p>Use structural techniques to enhance meaning and narrative flow.</p> <p>Craft engaging short stories with added depth and detail.</p> <p>Extend narratives by adding descriptive language and rich details.</p>	<p>Summarise readings accurately, capturing main ideas and supporting details.</p> <p>Write analyses of two non-fiction texts that address similar topics or themes, examining their language use.</p> <p>Structure responses in language analysis with clarity and precision.</p>
	S&L	<p>Engage in formal presentations and discussions to convey and explore ideas.</p>	<p>Perform sections of the play, demonstrating appropriate intonation, tone, and style for each character and scene.</p>	<p>Deliver instructions and information with clarity, using precise and relevant vocabulary for non-fiction contexts.</p>	<p>Participate in in-depth discussions about key plot points, themes, and characters, contributing thoughtfully to group analysis.</p>	<p>Expand vocabulary and refine presentation skills through storytelling, creative readings, and peer feedback.</p>

Stage 3

SUBJECT AREA		TERM 1	TERM 2	TERM 3			
	7	<p><b>Sequences</b> Describe, continue, and predict sequences, representing them in tables and graphs. Distinguish between linear and non-linear sequences, and practice continuing both types numerically. Understand the term-to-term rule of numerical sequences and find missing numbers within sequences.</p>	<p><b>Place value &amp; ordering integers &amp; decimals</b> Master place value up to one billion, expressing integers in words and figures. Determine intervals on a number line and position integers to the nearest power of ten. Compare and order integers, finding ranges and medians when needed. Understand decimal place value, positioning them on a number line, and compare and order numbers up to</p>	<p><b>Solving problems with addition &amp; subtraction</b> Understand properties of addition and subtraction. Apply mental strategies for addition and subtraction. Utilise formal methods for addition and subtraction of integers and decimals. Select appropriate methods for problem-solving: mental strategies, formal written, or calculator. Solve problems related to perimeter,</p>	<p><b>Operations &amp; equations with directed number</b> Understand and use representations of directed numbers, order them using lines and symbols, and perform calculations that cross zero. Add, subtract, multiply, and divide directed numbers, using a calculator when needed. Evaluate algebraic expressions involving directed numbers and learn about two-step equations. Explore higher powers and roots, including</p>	<p><b>Constructing, measuring &amp; using geometric notation</b> Understand and apply letter labelling conventions for geometric figures. Draw and measure line segments and angles up to 360 degrees. Identify and classify angles, including those between 180 and 360 degrees. Recognise perpendicular and parallel lines. Identify types of triangles, quadrilaterals, and polygons up to a decagon. Construct</p>	<p><b>Developing number sense</b> Know and utilise mental addition and subtraction strategies for integers, as well as mental multiplication and division strategies. Apply mental arithmetic strategies for decimals and fractions. Utilise factors to simplify calculations and use estimation to check mental calculations. Derive other facts using known number</p>

MATHS		<p><b>Understand &amp; use algebraic notation.</b> Master single function machines by finding outputs for given numerical inputs and using inverse operations to find inputs from outputs. Generalise number operations using diagrams and letters, and substitute values into single operation expressions. Extend to two function machines, finding numerical inputs and outputs and representing them graphically. Additionally, generate sequences based on algebraic rules and represent one- and two-step functions graphically.</p> <p><b>Equality &amp; equivalence</b> Gain proficiency in one-step linear equations involving addition, subtraction, and multiplication by using inverse operations. Understand the concepts of equality, fact families, and like terms both numerically and algebraically. Simplify algebraic expressions by collecting like terms and employing the "=" symbol to indicate equivalence.</p>	<p>one billion. Lastly, round numbers to one significant figure when necessary.</p> <p><b>Fraction, decimal &amp; percentage equivalence</b> Represent tenths and hundredths visually and on number lines. Convert between fractional and decimal representations, including tenths, hundredths, fifths, and quarters. Understand percentages using visual aids like hundred squares. Convert fluently between fractions, decimals, and percentages. Interpret and use pie charts effectively. Recognise and utilise simple equivalent fractions. Understand fractions as division. Convert fluently between fractions, decimals, and percentages.</p>	<p>financial mathematics, tables, and timetables.</p> <p><b>Solving problems with multiplication &amp; division</b> Understand fractions and percentages of amounts. Explore properties of multiplication and division. Use factors and multiples effectively. Multiply and divide integers and decimals by powers of 10. Convert metric units. Apply formal methods for multiplication and division of integers and decimals. Understand and implement the order of operations. Solve problems involving the area of rectangles, parallelograms, and triangles. Utilise the mean for problem-solving.</p> <p><b>Fractions &amp; percentages of amounts</b> Find a fraction of a given amount and use a given fraction to find the whole or other fractions. Also, find a percentage of a given amount using mental methods or a calculator. Solve problems involving fractions greater than 1 and percentages greater than 100%.</p>	<p>roots of positive numbers. Apply the order of operations with directed numbers.</p> <p><b>Addition &amp; Subtraction of fractions</b> Understand representations of fractions and convert between mixed numbers and fractions. Add and subtract fractions with the same denominator, from integers, or with different denominators, including improper fractions and mixed numbers. Use equivalent fractions and apply them to add and subtract decimals. Apply fractions in algebraic contexts when solving problems.</p>	<p>triangles using SSS, SAS, and ASA criteria. Construct more complex polygons. Interpret and draw simple pie charts to represent proportionate data.</p> <p><b>Developing geometric reasoning</b> Understand and apply the sum of angles at a point, on a straight line, and in a triangle. Recognise and use the equality of vertically opposite angles. Apply the sum of angles in a quadrilateral. Solve angle problems involving triangles and quadrilaterals, including complex scenarios.</p>	<p>and algebraic facts, and discern when to use mental strategies, formal written methods, or a calculator.</p> <p><b>Sets &amp; Probability</b> Identify and represent sets, interpret and create Venn diagrams, understand and use the intersection and union of sets, and grasp the vocabulary of probability. Generate sample spaces for single events, calculate the probability of a single event, and comprehend the probability scale. Recognise that the sum of probabilities of all possible outcomes is 1.</p> <p><b>Prime numbers &amp; Proof</b> Find and use multiples, identify factors of numbers and expressions, Recognise prime numbers, square, and triangular numbers. Find common factors, including HCF, and common multiples, including LCM, of a set of numbers. Write a number as a product of its prime factors. Formulate and test conjectures, using counterexamples to disprove them.</p>
	8	<p><b>Proportional reasoning</b></p> <p><b>Ratio and Scale</b> Understand the meaning and representation of ratio. Use and understand ratio notation. Solve problems involving ratios of the form <math>1:n</math> and <math>n:1</math>. Solve proportional problems involving the ratio <math>m:m</math>. Divide a value into a given ratio. Express ratios in their simplest integer form and</p>	<p><b>Representations Working in the Cartesian plane</b> Work with coordinates in all four quadrants. Identify and draw lines parallel to the axes. Recognise and use the line <math>y=x</math> and lines of the form <math>y=kx</math>. Explore the gradient of the line <math>y=kx</math> and graphs with negative gradients. Link graphs to linear sequences and plot graphs of the form <math>y=mx+c</math>.</p>	<p><b>Algebraic techniques Brackets, equations &amp; inequalities</b> Explore algebraic expressions, use directed numbers with algebra, multiply out a single bracket, expand multiple single brackets and simplify, expand a pair of binomials, solve equations, including with brackets, form and solve equations with brackets, understand</p>	<p><b>Developing Number Fractions &amp; percentages</b> Convert between fractions, decimals, and percentages fluently. Calculate these values both manually and with a calculator. Handle percentages greater than 100%, decrease percentages using a multiplier, and calculate increases and decreases using a multiplier. Express one number as a fraction or</p>	<p><b>Developing geometry Angles in parallel lines &amp; polygons</b> Understand basic angle rules and notation. Investigate angles in parallel lines. Calculate alternate, corresponding, and co-interior angles. Solve problems with parallel line angles. Construct triangles and special quadrilaterals. Explore properties of</p>	<p><b>Reasoning with data</b> The data handling cycle</p> <p>Conduct statistical enquiries, design questionnaires, create and critique pictograms, bar charts, line charts, multiple bar charts, pie charts, and line graphs. Select appropriate diagrams for data, interpret grouped quantitative data, analyse range, compare</p>

	<p>in the form <math>1:n</math>.</p> <p><b>Multiplicative Change</b></p> <p>Solve problems involving direct proportion. Explore conversion graphs and convert between currencies. Examine direct proportion graphs and the relationships between similar shapes. Understand scale factors as multiplicative representations. Draw and interpret scale diagrams. Interpret maps using scale factors and ratios.</p> <p><b>Multiplying and dividing fractions</b></p> <p>Represent the multiplication of fractions. Multiply fractions by integers and pairs of unit fractions or any fractions. Divide integers by fractions and fractions by unit fractions. Apply reciprocal understanding. Divide any fractions. Perform operations with improper, mixed, and algebraic fractions.</p>	<p>Explore non-linear graphs and find the midpoint of a line segment.</p> <p><b>Representing data</b></p> <p>Draw and interpret scatter graphs, understand and describe linear correlation, draw and use the line of best fit, identify non-linear relationships. Identify different types of data, read and interpret grouped and ungrouped frequency tables, represent grouped discrete data, and represent continuous data grouped into equal intervals.</p> <p><b>Tables &amp; Probability</b></p> <p>Construct sample spaces for one or more events, find probabilities from a sample space, find probabilities from two-way tables and Venn diagrams.</p>	<p>and solve simple inequalities.</p> <p><b>Sequences</b></p> <p>Generate sequences given a rule in words, given a simple algebraic rule, and given a complex algebraic rule.</p> <p><b>Indices</b></p> <p>Adding and subtracting expressions with indices, simplifying algebraic expressions by multiplying indices, simplifying algebraic expressions by dividing indices, using the addition law of indices, using the addition and subtraction law for indices.</p>	<p>percentage of another, using both manual and calculator methods. Work with percentage changes and select suitable methods to solve percentage problems.</p> <p><b>Standard index form</b></p> <p>Explore positive and negative powers of 10, and handle numbers in standard form. Compare and sequence numbers in standard form. Perform mental calculations and use addition, subtraction, multiplication, and division with numbers in standard form. Use a calculator proficiently for operations in standard form.</p> <p><b>Number sense</b></p> <p>Round numbers to powers of 10 and to one significant figure. Round numbers to specified decimal places. Estimate calculation results. Use the order of operations for calculations. Handle monetary calculations, including currency conversions. Convert metric units of length, weight, and capacity. Solve time-related and calendar-based problems</p>	<p>special quadrilaterals. Calculate exterior and interior angles of polygons.</p> <p><b>Area of trapezia &amp; circles</b></p> <p>Calculate areas of triangles, rectangles, parallelograms, and trapeziums. Find perimeters and areas of compound shapes. Investigate and compute areas of circles and their parts, both manually and with a calculator.</p> <p><b>Line symmetry &amp; reflection</b></p> <p>Recognise and apply line symmetry. Reflect shapes across horizontal or vertical lines (shapes touching the line). Reflect shapes across horizontal or vertical lines (shapes not touching the line). Reflect shapes across diagonal lines (shapes touching the line). Reflect shapes across diagonal lines (shapes not touching the line).</p>	<p>distributions using charts, and detect misleading graphs</p> <p><b>Measures of location</b></p> <p>Understand and apply mean, median, and mode. Select the most suitable average measure. Identify outliers in data. Compare distributions using averages and range.</p> <p><b>Revision</b></p>
9	<p><b>Reasoning with algebra</b></p> <p><b>Straight line graphs</b></p> <p>Explore lines parallel to the axes, <math>y = x</math>, and <math>y = -x</math> using tables of values. Compare gradients and intercepts. Understand and apply the equation <math>y = mx + c</math>. Determine the equation of a line from its graph. Interpret gradients and intercepts in real-life graphs.</p>	<p><b>Constructing in 2 &amp; 3 dimensions</b></p> <p><b>Three dimensional shapes</b></p> <p>Identify 2D and 3D shapes, recognise prisms and their components, create accurate nets of 3D shapes, make plans and elevations, and calculate the area of 2D shapes. Find the surface area and volume of various 3D shapes, including cubes,</p>	<p><b>Reasoning with number</b></p> <p><b>Number</b></p> <p>Integers, real and rational numbers, including directed numbers. Solving problems with integers and decimals, calculating HCF and LCM, performing operations with fractions (including addition, subtraction, multiplication, and division), solving fraction-related problems, and working with</p>	<p><b>Reasoning with geometry</b></p> <p><b>Deduction</b></p> <p>Understand angles in parallel lines, solve angle problems, integrate algebra into angle problems, and make conjectures involving angles and shapes.</p> <p><b>Rotation &amp; translation</b></p> <p>Identify the order of rotational symmetry of</p>	<p><b>Reasoning with proportion</b></p> <p><b>Enlargement &amp; similarity</b></p> <p>Recognise enlargement and similarity, enlarge shapes by a positive integer scale factor from a point, enlarge shapes by a positive fractional scale factor, and calculate missing sides and angles in pairs of similar shapes</p>	<p><b>Representations &amp; revision</b></p> <p><b>Probability</b></p> <p>Calculate the probability of single events, understand relative frequency and expected outcomes, analyse independent events, use tree diagrams, and apply diagrams to determine probabilities.</p> <p><b>Algebraic Representation</b></p>

		<p><b>Forming &amp; solving equations</b> Solving one- and two-step equations and inequalities, including those with brackets, negative numbers, and unknowns on both sides. Apply these skills in real-world contexts, including substituting into formulas and rearranging formulas using one-step and two-step processes.</p> <p><b>Testing conjectures</b> Examine factors, multiples, and primes to determine if statements are always, sometimes, or never true. Demonstrate conjectures about numbers, expanding pairs of binomials, exploring algebraic concepts, and investigating patterns within a 100-grid.</p>	<p>cuboids, triangular prisms, and cylinders.</p> <p><b>Constructions &amp; congruency</b> Draw and measure angles, construct and interpret scale drawings, and explore loci, including distances from points, lines, and shapes, as well as equidistant points and lines. Construct perpendicular bisectors, angle bisectors, and triangles from given information. Identify congruent figures and explore congruent triangles.</p>	<p>numbers in standard form.</p> <p><b>Using percentages</b> Review the equivalence of fractions, decimals, and percentages; calculate percentage increases and decreases; and express changes as percentages. Learn to solve 'reverse' percentage problems. Recognise and solve percentage problems with and without a calculator, and solve problems involving repeated percentage changes.</p> <p><b>Maths &amp; money</b> Solve problems involving bills and bank statements, calculate simple and compound interest, handle value-added tax, compute wages and taxes, solve exchange rate problems, and address unit pricing issues.</p>	<p>shapes, compare and contrast rotational symmetry with lines of symmetry, rotate shapes about points both on and off the shape, translate points and shapes using vectors, and compare rotations and reflections of shapes.</p> <p><b>Pythagoras' theorem</b> Understand squares and square roots, identify the hypotenuse of right-angled triangles, determine if a triangle is right-angled, calculate the hypotenuse and missing sides in right-angled triangles, apply Pythagoras' theorem on coordinate axes, and explore proofs of Pythagoras' theorem.</p>	<p><b>Solving ratio &amp; proportion problems</b> Solve problems involving direct proportion, use conversion graphs for direct proportion, address inverse proportion problems, determine ratios given the whole or part, and tackle 'best buy' problems.</p> <p><b>Rates</b> Solve speed, distance, and time problems with and without a calculator, use distance-time graphs, address problems involving density, mass, and volume, analyse flow problems and their graphs, and understand rates of change and their units.</p>	<p>Draw and interpret quadratic graphs, analyse other graphs such as reciprocal and piecewise, and represent inequalities.</p> <p><b>Revision and end of year assessments</b></p>
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Stage 3

SUBJECT AREA	TERM 1	TERM 2	TERM 3
<p>SCIENCE A</p> <p>Biology</p>	<p><b>Cells and Organisation</b></p> <p><b>Students will:</b> Understand that cells are the fundamental unit of living organisms. Observe, interpret &amp; record cell structure using a light microscope, including plant &amp; animal cells. Understand the functions of the parts of a cell, including structural adaptations. Describe the structure and function of the human skeleton and muscles to include support, protection, movement and making blood cells.</p>	<p><b>Reproduction</b></p> <p><b>Students will:</b> Describe reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth. Describe reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal.</p>	<p><b>Health &amp; The Human Body</b></p> <p><b>Students will:</b> Identify the structure and function of the gas exchange system in humans. Describe the impact of exercise, asthma and smoking on the human gas exchange system. Recognise the content of a healthy human diet and why each component is needed. Describe the tissues and organs of the human digestive system and how they work. Recognise the effects of recreational drugs.</p>



	Chemistry	<b>States of Matter &amp; Separating Mixtures</b> Students will: Identify and compare the properties of the different states of matter in terms of particle models. Explore the conservation of material and mass, and reversibility of melting, freezing, evaporation, sublimation, condensation and dissolving. Recognise atoms and molecules as particles and internal energy within a material. Identify and compare pure and impure substances. Explore Brownian motion in gasses and diffusion in terms of the particle model.	<b>Atoms &amp; The Periodic Table</b> Students will: Explore a simple (Dalton) atomic model. Identify differences between atoms, elements and compounds. Recognise chemical symbols and formulae for elements and compounds. Understand the varying physical and chemical properties of different elements. Understand the principles underpinning the Mendeleev Period Table and explore the elements on the table. Identify properties of metals and non-metals.	<b>Chemical Reactions</b> Students will: Recognise the difference between chemical and physical changes. Understand conservation of mass in changes of state and chemical reactions. Recognise chemical reactions as the rearrangement of atoms. Represent chemical reactions using formulae and equations. Identify combustion, thermal decomposition, oxidation and displacement reactions.
	Physics	<b>Forces</b> Students will: Identify forces as pushes or pulls, arising from the interaction between two objects as well as non-contact forces such as gravity, static electricity and forces between magnets. Draw diagrams using force arrows in more than one dimension, including balanced and unbalanced forces. Recognise forces associated with deforming objects, stretching, squashing & springs. Measure forces in Newtons.	<b>Energy Changes &amp; Transfers</b> Students will: Recognise energy as a quantity that can be quantified and calculated. Compare the start and end conditions of a system and describe amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compounds. Explore heating and thermal equilibrium, changing motion, dropping an object, stretching a spring, burning fuels and metabolism of food.  Compare values of energy in foods and ranges of appliances.	<b>Electricity &amp; Magnetism</b> Students will: Measure electric currents in circuits, series and parallel circuits. Measure potential differences between batter and bulb ratings in watts and resistance in ohms. Explore conductive and insulating components. Explore the idea of an electric field, forces acting across the space between objects not in contact. Recognise the Earth's magnetic field, draw field lines and describe their use in compasses and navigation.
Science B	Biology y	<b>Photosynthesis &amp; Respiration</b> Students will: Recognise the role of leaf stomata in gas exchanges in plants. Explore plants making carbohydrates in their leaves by photosynthesis and gaining nutrients and water from the soil via their roots. Compare aerobic and anaerobic respiration in living organisms. Describe the dependence of almost all life on earth on the ability of photosynthetic organisms such as plants and algae, to maintain levels of oxygen and carbon dioxide levels.	<b>Inheritance &amp; Evolution</b> Students will: Identify heredity as the process by which genetic information is transmitted from one generation to the next. Describe a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. Compare differences between species.	<b>Ecosystems &amp; Interdependence</b> Students will: Recognise the interdependence of organisms in the ecosystem, including food webs and insect pollinated crops. Recognise the importance of plant reproduction through insect pollination in human food security. Identify how organisms affect and are affected by their environment including the accumulation of toxic materials. Recognise the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

	Chemistry	<b>Earth &amp; Atmosphere</b> Students will: Identify the composition and structure of Earth. Understand the rock cycle and formation of igneous, sedimentary and metamorphic rocks. Describe the carbon cycle. Recognise the composition of the atmosphere. Describe the production of carbon dioxide by human activity and the impact on climate.	<b>Acids &amp; Alkalis</b> Students will: Define acids and alkalis in terms of neutralisation reactions. Understand the PH scale for measuring acidity/alkalinity and indicators. Describe reactions of acids with alkalis to produce a salt plus hydrogen. Describe reactions of acids with alkalis to produce a salt plus hydrogen. Describe the reactions of acids with alkalis to produce a salt plus water. - Explore exothermic and endothermic chemical reactions (qualitative). - Describe what catalysts do.	<b>Materials &amp; Recycling</b> Students will: Recognise Earth as a source of limited resources and the efficacy of recycling. Identify the order of metals and carbon in the reactivity series. Describe the use of carbon in obtaining metal oxides. Describe the properties of ceramics, polymers and composites.
	Physics	<b>Space</b> Students will: Identify gravity force as weight = mass x gravitational field strength (g) on earth $g = 10\text{N/kg}$ , this is different to other planets. Recognise that gravity forces between Earth and Moon and between Earth and Sun. Identify our Sun as a star, other stars in our galaxy. Describe the link between the Earth's tilt and day length at different times of the year. Recognise the light year as a unit of astronomical distance.	<b>Motion &amp; Pressure</b> Students will: Recognise speed and the quantitative relationship between average speed, distance and time (speed = distance / time). Represent a journey on a distance-time graph. Explore relative motion (trains and cars passing one another). Identify forces needed to stop or start moving, change direction or speed. Recognise that atmospheric pressure, decreases with increase of height as weight of air above decrease with height. Recognise pressure in liquid increases with depth, floating and sinking.	<b>Waves</b> Students will: Explore waves on water as undulations which travel through water with transverse motion. Explore frequencies of sound waves, measured in Hertz; echoes, reflection and absorption of sound. Recognise that pressure waves transfer energy; use for cleaning, physiotherapy and microphones. Compare light and sound waves. Explore the transmission of light through materials; absorption, diffuse scattering and specular reflection. Use the ray model to explain imaging in mirrors, the pinhole camera, the refraction of light an action of convex lens in focusing.

**Stage 3**

SUBJECT AREA	TERM 1	TERM 2	TERM 3
	<p>Online safety is a key focus throughout our Computing curriculum and is taught throughout the units of work. We also reinforce these principles year-round through themed events such as Internet Safety Week and Safeguarding Week. Online safety is also integrated into all technology-based lessons in other subjects and links heavily to our PSHE curriculum, ensuring students consistently practice safe and responsible digital behaviour.</p>		
COMPUTING	<b>Clear messaging in digital media</b> Students will develop the essential skills needed to create clear and impactful digital media messages. Building on prior knowledge from primary school, students will explore various digital tools and applications	<b>Scratch – part I</b> Students will recap to the essential concepts of programming (KS2). Students will learn how to write, modify, and debug simple programs using sequences, variables, conditions, and iterations.	<b>Modelling data using spreadsheets</b> Students will learn to effectively use spreadsheet software to model and analyse data. They will gain practical skills in data entry, formatting, and the application of basic
	<b>Networks from semaphores to the Internet</b> Students will explore the evolution and fundamentals of computer networks, from early communication methods like semaphores to the	<b>Scratch – part II</b> Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Students will learn how to create their	<b>Gaining support for a cause</b> Students will develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-

		to search for, design, and present effective digital content. This unit emphasises the importance of coherent messaging and branding, encouraging students to think critically about their design choices and to provide constructive feedback to peers.	modern complexities of the internet. Through a combination of theoretical and practical lessons, students will gain a deep understanding of how data is transmitted across networks, the hardware and protocols involved, and the broader implications of internet connectivity in daily life.	Through hands-on activities and problem-solving exercises, students will develop their understanding of how computers execute instructions and how to apply programming constructs to create functional programs.	formulas. Students will explore the differences between data and information, and primary and secondary data sources, while learning to create meaningful charts and use various spreadsheet functions for data analysis and presentation.	own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.	world cause that they would like to gain support for. Students will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.
8	<p><b>Media - Vector graphics</b></p> <p>Students will explore the creation and manipulation of vector graphics. They will learn to use various tools to draw, modify, and combine shapes, and understand the underlying principles of vector graphics. Through practical exercises, students will develop skills in designing and editing vector images, applying these techniques to a project that they will evaluate based on its intended purpose.</p>	<p><b>Layers of computing systems</b></p> <p>Students will be introduced to the fundamental concepts of computing systems, including the architecture and operation of hardware and software components. Students will learn about the execution of programs, the role of operating systems, and the use of logic gates and circuits. They will also cover the principles of artificial intelligence (AI) and machine learning, exploring their applications and ethical implications.</p>	<p><b>Developing for the Web</b></p> <p>Students will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, Students will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, students will have a functioning website.</p>	<p><b>Representations</b></p> <p>Students will explore how information is represented and processed in computing systems. Students will learn about various forms of representations, the use of binary digits, and the conversion between different numerical systems. Through practical exercises, students will gain an understanding of how data is stored, communicated, and processed in digital devices.</p>	<p><b>Mobile App Development</b></p> <p>Students will learn to design, implement, and customise graphical user interfaces (GUIs) to meet user needs and create functional apps using a block-based programming language. Through hands-on activities, students will understand event-driven programming, use variables, and apply decomposition to manage complex problems. They will also learn to identify and fix coding errors, incorporate user feedback, and evaluate their projects for success.</p>	<p><b>Introduction to Python programming</b></p> <p>Students will be introduced to the basics of Python programming. They will learn fundamental programming concepts, including writing and debugging simple programs, using variables, and understanding control flow with selection and iteration. Through practical exercises, students will develop the skills needed to create and manipulate data, handle user input, and use logical expressions to build functional Python programs.</p>	
9	<p><b>Python programming with sequences of data</b></p> <p>This unit builds on basic Python programming skills by focusing on sequences of data such as lists and strings. Students will learn to manipulate these data structures using various programming constructs, including selection and iteration. Through practical projects and problem-solving exercises, students will develop the ability to create, modify, and process lists and strings, and use</p>	<p><b>Media - Animations</b></p> <p>Students will explore the fundamentals of creating animations using digital tools. They will learn techniques to add, manipulate, and animate objects in a 3D environment. Students will also delve into various editing tools and methods to enhance their animations, including setting lighting, adjusting camera angles, and applying materials for colour. Through practical</p>	<p><b>Data science</b></p> <p>Students will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.</p>	<p><b>Representations - going audiovisual</b></p> <p>Students will focus on making digital media such as images and sounds and discover how media is stored as binary code. They will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative. Students</p>	<p><b>Introduction of cybersecurity</b></p> <p>Students will explore various aspects of data protection, online privacy, and common cyber threats. They will learn strategies to safeguard networks and systems against attacks, as well as ethical considerations related to cybersecurity practices.</p>	<p><b>Applying programming skills with physical computing</b></p> <p>This module introduces students to physical computing using the micro. platform. Students will learn how to program the micro platform to interact with various input and output devices, use GPIO pins for extended functionality, and communicate wirelessly with other devices. Through hands-on projects, students will design and</p>	

		these skills to solve meaningful problems.	projects, students will develop skills in creating, editing, and rendering animations.		will understand how the underlying principles of digital representations are applied in real settings.		implement physical computing artefacts, applying problem-solving skills and iterative development processes.
<b>Stage 3</b>							
<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>HUMANITIES (Geography, history, religious education)</b>	<b>7</b>	<b>Geography</b>					
		<b>What is Geography?</b>	<b>Fantastic Places</b>	<b>Why are settlements important places?</b>	<b>Why are maps important in geography?</b>	<b>What is weather and climate?</b>	<b>Why do different climates create different ecosystems?</b>
		Students will gain an comprehensive understanding of geography by identifying and locating the continents and oceans and exploring essential skills and qualities of a good geographer. They will learn about different types of scale used in geography, methods for conducting geographical investigations, and the effective use of an atlas. Additionally, students will apply latitude and longitude in geographical contexts and examine the major geographical features of the United Kingdom	Students will explore and analyse diverse and notable global locations. They will identify the wonders of the world, investigate the implications of overpopulation in China, and analyse inequality issues in India. Students will study the formation of the Himalayas and Victoria Falls, the threats to the Great Barrier Reef, and the volcanic nature of Hawaii. They will also assess challenges in Brazilian favelas, understand the construction of Stonehenge, evaluate Russia's status as a superpower, and explore the strategic importance of the Middle East.	Students will investigate the significance and dynamics of settlements by explaining their importance and describing patterns of rural settlements. They will understand the processes and reasons behind settlement growth, classify settlements by size and function, and compare land use in urban areas. Additionally, students will evaluate the challenges and opportunities associated with settlement growth and explore pressures and issues of the rural-urban balance.	Students will develop skills in map reading and interpretation, understanding how maps represent geographical information. They will learn to identify the characteristics of a good map, use Ordnance Survey (OS) map symbols, and apply grid references to locate features. Students will measure distances, interpret directions, and understand how height is shown on maps. They will also develop navigation skills through orienteering tasks.	Students will differentiate between weather and climate, exploring how they are measured and their impact on natural disasters. They will define weather and climate, investigate methods for measuring weather conditions, and understand the concepts of low pressure and high-pressure weather systems. Additionally, students will study how extreme weather events can lead to natural disasters.	Students will study various ecosystems and biomes to understand how different climates influence their characteristics and biodiversity. They will identify the Earth's major biomes, Recognise the importance of rocks and soil, and examine how energy is transferred within ecosystems. Students will explore the significance of tropical rainforests, understand how life adapts to desert climates, and address threats to biodiversity and their implications.
		<b>History</b>					
		<b>What is History?</b>	<b>Why was there a crisis in 1066?</b>	<b>What was life like in Medieval England?</b>	<b>Why were Medieval monarchs challenged?</b>	<b>Why were Indians called savage?</b>	<b>How did Henry VII consolidate powers for the Tudor dynasty?</b>
Students will explore the nature and study of history by examining fundamental concepts and local history. They will learn what history is, discover the history of their own school and local area, and understand the	Students will explore the significant events and figures surrounding the crisis of 1066 and its aftermath. They will examine what England was like in 1066, identify the contenders for the crown,	Students will explore various aspects of life in Medieval England to understand how people lived during this period. They will investigate living conditions in medieval towns, the state of	Students will examine the various challenges faced by medieval monarchs and their consequences. They will explore:  Why Matilda was not made Queen of England. The	Students will explore misconceptions and conflicts between Native Americans and European settlers. They will learn about the first settlers of the Americas, the cultures and customs of Native	Students will explore how Henry VII strengthened and secured the Tudor dynasty. They will examine:  Why the Tudors became rulers of England in 1485.		

	<p>importance of chronology. Students will investigate the types of evidence historians use, and explore the difference between fact and opinion. Through these topics, they will gain a foundational understanding of how history is studied and its relevance to their own lives.</p> <p><b>Black History Month</b></p> <p>Why do we know so little about Black individuals in Medieval Europe?</p>	<p>and understand the events of the Battle of Stamford Bridge and the reasons behind William's victory at the Battle of Hastings. The unit will also cover the importance of the Bayeux Tapestry as historical evidence, how William established control over England, the development of castles, and the role of the Feudal system and the Domesday Book in maintaining control.</p>	<p>medicine, and the impact of the Black Death. The unit will also cover:</p> <p>Living Conditions: What daily life was like in medieval towns.</p> <p>Medieval Medicine: An overview of medical practices during the medieval period.</p> <p>The Black Death: Causes of the Black Death and its effects on society.</p> <p>Impact and Assessment: Whether the Black Death can be considered a disaster and its overall impact.</p>	<p>events surrounding the death of Thomas Becket. An analysis of King John's character and reign. The reasons behind the signing of the Magna Carta. The causes of the peasants' revolt and its legacy.</p>	<p>Americans, and why the Oceti Sakowin lived in tipis and valued the buffalo. The unit will cover the causes of conflicts between Europeans and Natives, including the Battle of Little Bighorn, and introduce key figures from Native American tribes. Through these topics, students will gain a clearer understanding of Native American histories and the impact of European colonisation.</p>	<p>How Henry VII won the Battle of Bosworth. Assessment of Henry VII: Whether Henry VII was a good king. Henry VII's Legacy: The lasting impact and legacy of Henry VII.</p>
<b>RELIGIOUS EDUCATION</b>						
	<b>Christian Beliefs</b>		<b>The Hindu Belief in God</b>		<b>Jewish Beliefs</b>	
	<p>Students will explore core Christian beliefs, including the nature of God and the Trinity, and understand the significance of Jesus Christ. They will examine Christian teachings on creation, incarnation, and salvation, and learn about Jesus's life and role in Christianity, Christian pilgrimage, and perspectives on life and death. Students will look at other Christian denominations (e.g. Catholicism, Protestantism, Orthodoxy) and their differences in beliefs and practices.</p>		<p>Students will investigate Hindu beliefs about God, focusing on various deities and their attributes. They will study Hindu symbolism, festivals, places of worship, and views on life after death to understand the diverse expressions of Hindu spirituality.</p>		<p>Students will learn about essential Jewish beliefs, including the nature of God and the significance of Bar and Bat Mitzvah. They will explore the concept of the Messiah, major Jewish festivals, and beliefs about life after death, gaining insight into the Jewish faith and traditions. They will explore Jewish practices and rituals such as the Sabbath (Shabbat), kosher dietary laws, and significant Jewish life cycle events (e.g. weddings, funerals).</p>	
<b>GEOGRAPHY</b>						
	<b>Why is important to live sustainably?</b>	<b>Studying a Newly Emerging Economy – Brazil</b>	<b>How do rivers shape our landscape?</b>	<b>Is there a global population crisis?</b>	<b>Why is tourism an important industry?</b>	<b>Does money make the world go round?</b>
8	<p>Students will explore the concept of sustainable development and its importance for future generations. They will examine strategies for creating green cities, the potential disasters from biodiversity loss, and various methods of energy generation. Students will evaluate the suitability of different renewable energy</p>	<p>Students will study Brazil's emerging economy by exploring its diverse physical features, population distribution, and regional lifestyles. They will compare Rio de Janeiro and Minas Gerais, understand the factors contributing to favela living, and analyse the role of sport in shaping Rio de Janeiro's social and</p>	<p>Students will investigate how rivers shape landscapes through erosion and deposition processes. They will learn about drainage basins, river landforms, and the formation of floodplains and levees. The unit will also cover the use of flood hydrographs to study flood patterns, with a specific</p>	<p>Students will examine global population trends and issues, including the implications of population growth. They will study population pyramids, the Demographic Transition Model, and migration patterns such as rural to urban migration. Additionally, students will explore historical population control measures like</p>	<p>Students will evaluate the significance of tourism, its benefits and drawbacks, and its impact on national parks and countries like Kenya. They will also learn about eco-tourism and its role in promoting sustainable travel practices.</p>	<p>Students will explore globalisation and its economic impacts, including the four types of economic activity and the informal economy. They will discuss food miles, the influence of transnational corporations (TNCs), and consider the personal and economic implications illustrated by Dilip's name change to David.</p>

	sources for specific contexts, understand the causes and impacts of climate change, and investigate ways to mitigate climate change risks.	economic landscape. Additionally, students will explore life in the rainforest and the challenges faced by Indigenous groups like the Kayapo tribe.	focus on the 2004 Boscastle flood.	China's one-child policy and analyse the environmental and social impacts experienced by Easter Island's inhabitants.		
<b>HISTORY</b>						
	<b>Did the Renaissance transform Europe?</b>	<b>Was Elizabeth a successful ruler?</b>	<b>Why was the world turned upside down?</b>	<b>How did the Industrial Revolution change the world?</b>	<b>What impact did the British Empire have on its colonies?</b>	<b>Why was WW1 considered to be the war to end all wars?</b>
	Students will explore the transformative impact of the Renaissance on Europe by examining key historical events and figures. They will investigate the rise of the Tudors, evaluate the reigns of Henry VII and Henry VIII, and understand the causes and effects of the Reformation. The importance and dissolution of monasteries, changes brought by Edward VI, and the controversial reign of Mary I will also be covered.  <u><b>Black History Month</b></u>  Students will study significant developments during the Renaissance in art, science, and literature. During Black History Month, students will learn about the Black Tudors and their contributions to Tudor England.	Students will evaluate the success of Elizabeth I as a ruler by examining key challenges and her responses. They will investigate the problems Elizabeth faced upon becoming queen in 1558, understand her decision not to marry, and analyse her handling of Mary Queen of Scots. The failure of the Spanish Armada in 1588, Elizabeth's strategies for addressing poverty, and the social disparities between the rich and poor in Elizabethan England will also be covered.	Students will explore the upheaval of the 17th century and its impact on England by examining key events and figures. They will investigate who held power in the 17th century, understand the composition of the two armies in the Civil War, and analyse why the Parliamentarians won. The reasons behind Charles I's execution, the role of Thomas Cromwell, and why England reappointed a king will also be covered.  <u><b>Women's History Month</b></u>  In this special topic, students will learn about the involvement of women in the English Civil War, exploring their roles, contributions, and experiences during this tumultuous period.	Students will explore the profound changes brought by the Industrial Revolution, focusing on its impact on Britain and the wider world. They will investigate how Britain changed between 1500-1750, examine the living conditions in industrial towns, and understand why factories were dangerous places to work. The forms of punishment used in industrial towns, the development of transport during the Industrial Revolution, and how Britain's Empire assisted in this transformative period will also be covered.	Students will explore the impact of the British Empire on its colonies by examining key aspects and events. They will investigate what the British Empire was, understand the concept of slavery, and learn how the Trade Triangular system worked. The process of capturing and transporting slaves, the conditions on plantations, the reasons behind the abolition of the slave trade, and the significance of the Underground Railroad will also be covered. Through these topics, students will gain a comprehensive understanding of the British Empire's influence on its colonies and the lives of those affected by it.	Students will investigate why World War I was dubbed the "War to End All Wars" by exploring its causes and impacts. They will examine the causes of WWI, how the Alliance system contributed to the conflict, and the assassination of Franz Ferdinand. The reasons behind the high number of volunteers, life in the trenches, the weapons used during the war, and the effects of the war on soldiers will also be covered. Through these topics, students will gain an understanding of the scale and significance of WWI.
<b>RELIGIOUS EDUCATION</b>						
	<b>Religious founders</b>		<b>The Five Pillars of Islam</b>		<b>The Life of a Buddha</b>	
	Students will explore the lives and teachings of key religious founders, including Jesus, Prophet Muhammad, and Buddha. They will examine Jesus's identity as the Son of God and the debates surrounding his miracles, Prophet Muhammad's role in Islam, the revelation of the Qur'an, and Buddha's life and enlightenment. Students		Students will study the Five Pillars of Islam, including the core practices of Islamic faith: Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage). They will explore Islamic beliefs and teachings, the significance of prayer and charity, the concepts of Tawhid (oneness of God) and Shirk		Students will examine the key events in the life of Buddha, including his birth, the Four Sights, and his path to enlightenment. They will study Buddha's teachings, Buddhist places of worship, festivals, and beliefs about life after death to understand the impact of Buddha's life and teachings on Buddhism.	

will explore the influence of these founders on their respective religions and their followers; how their teachings continue to impact modern religious practices and beliefs.

(associating partners with God), and Islamic places of worship and festivals.

**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**

Students will explore global development by examining various development indicators and how they measure living standards. They will learn to compare countries, understand the historical context of the Brandt line, and analyse how employment and trade impact development. Students will also explore issues of poverty, disease, and the role of aid, including whether Kenya is classified as a High-Income Country (HIC) or Low-Income Country (LIC).

Students will investigate the causes and effects of earthquakes and volcanoes, including the different types of plate boundaries and volcanic hazards. They will analyse notable volcanic events, such as the Mount Pelée and Eyjafjallajökull eruptions, and understand the nature of tsunamis. The unit will also address the potential for preventing earthquakes, with a focus on the 2008 Chinese earthquake.

Students will compare the Arctic and Antarctic regions, including their unique ecosystems and seasonal changes. They will study historical figures like Captain Scott, the ownership of Antarctica, and evidence of ice ages. Additionally, students will explore how glaciers shape landscapes, the reasons for tourism in Antarctica, and the future challenges these regions face in light of climate change.

Students will examine coastal geography by learning about different coastal processes, wave types, and landforms such as sea stacks and spits. They will explore methods for coastal protection and understand the reasons behind the rapid erosion of coastlines like Holderness.

Students will study the links between geography and crime, including how Geographic Information Systems (GIS) are used in crime analysis. They will explore the impacts of crime on victims, offenders, and communities, and investigate the geography of the international drugs trade.

Students will explore Japan's physical geography, cultural uniqueness, and technological advancements. They will examine reasons for Japan's population decline, the impacts of the Japan tsunami, and assess Japan's position as a leading technological nation.

9

**History**

**What did the public think of Hitler before WWII?**

**What is the human cost of war?**

**Women's History Month - What was the role of women in WWII?**

**Why did the USSR & USA enter a Cold war?**

**How effective was nonviolence during the Civil rights movement?**

**What happened in the 20th and 21st century?**

Students will explore public perception of Hitler and the conditions leading up to WWII. They will examine German discontent with the Treaty of Versailles, challenges to the Weimar Republic, the impact of the 1920s, Stresemann's recovery efforts, and Nazi policies. The unit will also cover the Munich Putsch, Hitler's consolidation of power, and his use of propaganda and terror. Special focus will be given to the experiences of Black

Students will investigate the human cost of war by examining anti-Semitism, the impact of the Holocaust on Jews, life in the Warsaw Ghetto and concentration camps, and the Final Solution. They will also explore global reactions to the Holocaust, the importance of Holocaust education, and Britain's resistance against the Nazis

Students will explore the crucial roles women played during WWII and key events of the war, including Winston Churchill's leadership, the Dunkirk evacuation, the Battle of Britain, life during the Blitz, the bombing of Dresden, the Battle of the Atlantic, D-Day, and the bombing of Hiroshima.

Students will explore the origins and major events of the Cold War, including its causes, the Yalta and Potsdam conferences, the Iron Curtain, the Berlin Blockade, NATO and the Korean conflict, the impact of Hiroshima, and the Cuban Missile Crisis.

Students will evaluate the effectiveness of nonviolent tactics in the Civil Rights Movement by exploring key events and figures, including the Jim Crow laws, the Little Rock crisis, Emmett Till's murder, Rosa Parks, Martin Luther King Jr., the Greensboro sit-ins, and other important leaders. leaders of the civil rights movement?

Students will investigate key events from the 20th and 21st centuries, including the Warrington bombing, 9/11 and its aftermath, the Syrian War, the Manchester attack, the rise of 'fake news', and the impact of COVID-19.

		individuals in Nazi Germany.				
		<b>RELIGIOUS EDUCATION</b>				
		<b>Religion, Peace and Conflict</b>	<b>Religion &amp; Social Justice</b>		<b>Religion, Relationships &amp; family life</b>	
		Students will explore the role of religion in promoting peace and addressing conflict. They will examine the causes of war, the role of organisations like the United Nations, and issues such as bullying, terrorism, and the processes of forgiveness and reconciliation.	Students will investigate how religious teachings address social justice issues, including prejudice, discrimination, and human rights. They will explore concepts such as gender equality, the causes and effects of poverty, racism, and the role of charity in addressing social injustices.		Students will compare perspectives on family life across different religions. They will explore key issues related to relationships and family, including when life begins, the institution of marriage, same-sex marriage, sex outside of marriage, and the role of religion in contraception. Explore how different religions address the concept of forgiveness and reconciliation within relationships and family life.	

<b>STAGE 3</b>							
		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>PHYSICAL EDUCATION</b>	<b>7</b>	<b>Exploring Types of Training (Circuit)</b>	<b>Fitness- Exploring Types of Training (Interval)</b>	<b>FITNESS – Exploring Types of Training (Continuous)</b>	<b>FITNESS- Exploring Types of Training (Speed)</b>	<b>FITNESS – Exploring Types of Training (Plyometric)</b>	<b>FITNESS – Exploring Types of Training (Fartlek)</b>
		<b>Netball</b>	<b>Rugby</b>	<b>Tennis</b>	<b>Football</b>	<b>Swimming</b>	<b>Rounders</b>
		-Basic rules -Passing -Attacking -Footwork -Shooting -Defending -Centre pass -Horizontal Banding -Backline pass -Matches	-Ball Handling -Passing and receiving -Tackling -Maul -Rucking -Kicking -Game play	-Grip Technique -Timing and Striking -Forehand -Backhand -Mini Games -Serve -Diagonal Play -Lob Shots -Overhead Smash -Drop Shot -Singles -Doubles	-Dribbling -Passing -shooting -Turning -Possession -Position -Matches	-Learn to Swim -Learn new strokes -Time swimming -Races -Relays	-Fielding skills -Batting -Bowling Techniques -Barrier Techniques -Officiating -Batting and Feilding -match
		<b>FITNESS – Exercise Intensities</b>	<b>FITNESS – Exercise Intensities</b>	<b>FITNESS – Components of Fitness</b>	<b>FITNESS – Components of Fitness</b>	<b>FITNESS – How fit are you? (Testing)</b>	<b>FITNESS – How fit are you? (Testing)</b>
		<b>HANDBALL</b>	<b>BADMINTON</b>	<b>FOOTBALL</b>	<b>GYMNASTICS</b>	<b>ATHLETICS Running</b>	<b>ORIENTEERING</b>
		-Receiving the ball -Passing -Possession -shooting the ball -Goalkeeper -Throw-off -Throw-in	-The court -Serving -Scoring -Lets -Racquets -Shuttlecock	-Dribbling -Passing -shooting -Turning -Possession -Position -Matches	-Acrobatic gymnastics -Artistic gymnastics -Floor exercise -Trampolining -Tournament	-To control running pace over a range of distances. -Long / middle Distance -Endurance Running -Spirit -Relay	-Map -Courses -Ability-based courses -Safety -Personal clothing -Competing on a course



		<b>FITNESS – Designing a programme</b>	<b>FITNESS – Designing a programme</b>	<b>FITNESS – Implementing a programme</b>	<b>FITNESS – Implementing a programme</b>	<b>LEADERSHIP</b>	<b>LEADERSHIP</b>
		<b>Basketball</b>	<b>Volleyball</b>	<b>Hockey</b>	<b>Badminton</b>	<b>Athletics</b>	<b>Cricket</b>
	<b>9</b>	-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

**STAGE 3**

<b>SUBJECT AREA</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	
<b>ART</b>	<b>7</b>	How to use equipment.  Students will explore foundational art techniques including tonal and monochrome scales, mark-making, and sketchbook tests. They will create textures inspired by artist Henry Moore, using techniques in pen and graphite. This unit will culminate in the creation of Halloween-themed and Remembrance-themed fabric poppies for a school-wide project.	Building Colour Exploration and Sculpture  Building on their foundational skills, students will learn about the colour wheel, colour mixing, and scale using grid techniques. They will respond to artists like Yayoi Kusama and Kandinsky, exploring expressionism. Students will create card sculptures and experiment with blending, tints, and tones through dry monoprints featuring bird motifs.	<b>Insects and Mixed Media</b>  Students will create a title page inspired by Day of the Dead aesthetics, focusing on skeleton mark-making and tonal drawings of marigolds. They will research and draw insects, adding factual information and details from observation. Inspired by artist Eugene Seguy, students will create mixed media insect artworks, exploring symmetry, detail, and watercolour techniques. The unit will also include a clay sgraffito piece and dry monoprinting, with a focus on symmetry and insect motifs.
	<b>8</b>	Advanced Techniques and Artist Influences  Students will review tonal ladder techniques and create a title page influenced by a chosen artist's style. They will focus on detailed facial features and explore various media. This unit will include a study of pop art and the creation of a Christmas image for a KS3 competition.	Optical Art and Illusions  Building on their understanding of tone and illusion, students will explore optical art and create hand illusion drawings. They will study artists who incorporate illusion in monochrome and practise drawing ellipses and glasses with refraction patterns. The unit will culminate in a final piece incorporating illusions and doodles inspired by surrealism.	Street Art and Mural Design  Students will research street artists and discuss career possibilities. They will develop a piece for the school's art corridor and create artworks in book format. The unit will explore oil pastels, ready mix paints, and chromatic painting techniques. Students will design text and font styles for their artworks and evaluate their final pieces based on their studies of artists and techniques.
	<b>9</b>	Exploration of Techniques and Portrait Studies  Students will focus on refining their skills with tonal ladders and explore how artists influence their work through title pages. They will concentrate on detailed facial features and proportions in portrait studies,	Exploration of Optical Art and Illusions  Building on previous knowledge, students will delve into optical art through a dedicated title page and discussions. They will create hand illusion drawings using tone, explore monochrome illusions on artist title pages, and practice	Street Art and Mixed Media Techniques  This unit focuses on street art, where students will develop pieces for both the school's art corridor and publication in a book format. They will experiment with oil pastels, ready-mix paints, and chromatic painting

		emphasising tonal references. The unit includes revisiting previous themes such as Remembrance, incorporating elements of pop art style using various mixed media like acrylics, paint pens, sharpies, and collage. Students will learn keywords associated with colour mixing, particularly flesh tones, and participate in a Christmas image design competition. The final outcome will integrate inspirations from artists studied throughout the year, with a focus on refinement based on research.		drawing ellipses and observational studies of glass with attention to refraction effects. Students will enhance their observational drawings by incorporating patterns from black and white images. The unit will culminate in a final piece inspired by doodle art, transforming objects through shadows and exploring surrealism. Discussions on careers in art will accompany visits to exhibitions.		techniques while exploring text and font styles to enhance their artworks. <b>Design Development and Final Project</b>  Students will apply their skills in a comprehensive design project inspired by their studies of various artists and techniques. They will develop design ideas using annotated sketches, detailed plans, and possibly 3D models.	
<b>STAGE 3</b>							
<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
		Food Technology	DT	Drama	Food Technology	Drama	DT
Expressive Arts (Design Technology, Food Technology, Drama and Music)	7	<p>British Culinary Heritage</p> <p>Students will investigate traditional British cuisine, planning and preparing menus that meet dietary requirements and safety standards. They will explore the cultural significance of British foods and practice cooking techniques to create authentic dishes.</p>	<p>Woodwork</p> <p>Students will learn about woodworking tools and materials, focusing on safety procedures and proper tool usage. They will develop proficiency in measuring techniques (cm and mm) and understanding different types of wood and their properties.</p>	<p>Foundations of Drama</p> <p>Students will analyse the elements of drama, including plot development, character portrayal, and narrative structure. They will create original theatrical pieces using stimuli, demonstrating planning and performance skills.</p>	<p>Batch Cooking</p> <p>Students will explore the principles of mass production and batch cooking. They will learn how to scale recipes, manage time efficiently, and use a range of kitchen equipment beyond the basics. Projects will include preparing large quantities of food items like cookies or bread for school events or charity sales.</p>	<p>Drama Elements</p> <p>Students will explore the elements of drama through practical exercises in plot development, character creation, and setting. They will collaborate to create and perform original short scenes, applying basic theatrical techniques and narrative structures.</p>	<p>Graphics and Product Design</p> <p>Students will delve into the world of graphic design and product design, recapping the principles of design, colour theory, and typography. They will use computer-aided design (CAD) software to create detailed design plans and prototypes for a variety of products, such as packaging, posters, and everyday items.</p>
	8	<p>European</p> <p>Students will study European cuisine, exploring traditional dishes from different European countries. They will develop culinary skills through the planning, preparation, and evaluation of multi-course meals.</p>	<p>Textiles</p> <p>Students will explore textiles from various cultures, learning techniques in sewing, fabric joining, and fibre manipulation. They will design and create textile projects, including upcycling garments and designing original clothing items.</p>	<p>Theatrical Design and Technology</p> <p>Students will design theatrical productions, including set design, lighting, sound, and costume. They will collaborate on the creation of a complete production, integrating digital technology for design and presentation.</p>	<p>Advanced Knife Skills and Safety</p> <p>Students will focus on developing advanced knife skills and understanding kitchen safety. They will practice techniques such as dicing, julienning, and filleting. Emphasis will be placed on using various kitchen tools safely and effectively. Projects will include creating intricate dishes that require precise</p>	<p>Physical Theatre and Movement</p> <p>Students will develop physical skills for interpreting characters, focusing on body language, facial expressions, and movement. They will explore specialised techniques such as mask work, mime, and physical theatre, applying these skills in</p>	<p>Environmental Design</p> <p>Students will focus on sustainable design and eco-friendly projects. They will explore the use of recycled materials and learn about the environmental impact of different materials and processes. Projects may include designing and building products using recyclable materials, creating models of sustainable buildings, and</p>

					knife work and utilising a range of kitchen equipment.	ensemble performances and solo work.	developing concepts for reducing waste.
	9	<p>Global Flavors and Fair Trade</p> <p>Students will investigate global cuisine and fair-trade principles, planning and preparing menus featuring foods from each continent.</p> <p>They will evaluate ethical considerations in food production and consumption, applying principles of sustainability and fair-trade.</p>	<p>Design Engineering</p> <p>Students will study engineering principles, focusing on electronics components, mechanisms, and their applications. They will design and construct a mini light project, applying their knowledge of electronics and mechanical systems.</p>	<p>Reinterpreting Shakespeare's "Macbeth"</p> <p>Students will study Shakespeare's "Macbeth," analysing its social, historical, and cultural context.</p> <p>They will reinterpret scenes from "Macbeth" through performance, emphasising vocal techniques and dramatic interpretation.</p>	<p>Branding and Selling a Food Product</p> <p>Students will engage in a project-based unit where they design, produce, brand, and market a food product. They will learn about food packaging, labelling, and marketing strategies. The unit will culminate in a sale event where students will sell their products, with proceeds going to a charity or school fund.</p>	<p>Vocal Techniques in Performance</p> <p>Students will explore vocal interpretation of characters, focusing on techniques such as accent, emphasis, pace, and resonance.</p> <p>They will analyse how performers use voice to convey character emotions and intentions, applying these techniques in monologue and scene performances.</p>	<p>Digital Design and Prototyping</p> <p>Students will delve into digital design, using software to create prototypes and models. They will learn about the principles of CAD (Computer-Aided Design) and 3D printing. Projects will include designing digital models, creating virtual prototypes, and understanding the process of turning digital designs into physical products through 3D printing and other digital fabrication techniques.</p>

**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"> <li>That there are different types of committed, stable relationships.</li> <li>How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>What marriage is, including its legal status.</li> <li>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of positive and healthy friendships.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.</li> <li>That in school and in wider society they can expect to be treated with respect by</li> </ul>	<ul style="list-style-type: none"> <li>Their rights, responsibilities and opportunities online.</li> <li>About online risks, particularly that any material someone provides to another has the potential to be shared online.</li> <li>Not to provide material to others that they would not want shared further.</li> <li>What to do and where to get support to report material or manage issues online.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The facts about reproductive health, including fertility, the menopause, and the potential impacts of lifestyle on fertility for men and women.</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>

	<ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</li> </ul>	<p>others</p> <ul style="list-style-type: none"> <li>• About different types of bullying.</li> <li>• That some types of behaviour within relationships are criminal.</li> <li>• What constitutes sexual harassment and sexual violence.</li> <li>• The legal rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material (i.e. pornography) presents a distorted picture of sexual behaviours.</li> <li>• That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.</li> </ul>		<ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy, including miscarriage.</li> <li>• 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.</li> <li>• How different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
	<b>Mental wellbeing</b>		<b>Internet safety and harms</b>		<b>Healthy eating / Physical health and fitness</b>
8	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• 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.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>

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

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	<ul style="list-style-type: none"> <li>-Rhythm games</li> <li>Introduction of key words.</li> <li>-Development of performance skills – focussing on accuracy, fluency and playing in time with a beat.</li> </ul> <p><b>Key piece 1: Performance:</b> 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>Catchy Tunes. Understanding the key features of a catchy tune, be able to recognise one. Compose a catchy tune and perform.</p> <p><b>Seasonal Music</b> – Practise and perform important Seasonal music</p> <p><b>Key piece 4: Composition:</b> Christmas Rap.</p>	<ul style="list-style-type: none"> <li>• (Music from the Romantic Era).</li> <li>• Carnival of the Animals by Saint Saens.</li> <li>• Pictures at a Museum by Mussorgsky.</li> <li>• The Sorcerors Apprentice by Dukas.</li> </ul> <p><b>Key piece 1: Composition:</b> Introduction on how to 'paint the picture' of an animal through Music.</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><b>Key piece 3: Mood</b> 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><b>Key piece 1:</b> 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><b>Key piece 2:</b> Written piece of work based upon research task alongside a performance of a piece by their favourite artist/band.</p>

		<b>Key piece 2:Composition:</b> Responding to the brief of composing a piece of music to create a scary atmosphere.		<b>Key piece 2: Composition:</b> Responding to an image using a variety of musical skills to create a suitable composition.			
	<b>What is a Remix?</b>	<b>Ringtones/Seasonal Music</b>	<b>Revisit Ringtones</b>	<b>Chords</b>	<b>Form and Structure in Music</b>	<b>Careers in Music - Journalism</b>	
<b>8</b>	<p>Bucket drumming.</p> <p><b>Key piece 1:</b> Performance and remix skills (pitch based activity) – create a remix of Pachelbel’s Canon. Remix pop songs.</p> <p><b>Key piece 2:</b> Performance and remix skills based on popular songs (can also be rhythm-based activity).</p>	<p><b>Ringtones</b> -discuss qualities/ characteristics/ remixes.</p> <p><b>Key piece 3:</b> Composition ‘Creation of Music’ for a new phone.</p> <p><b>How does music work within a horror film?</b> How can music manipulate emotions and reactions?</p> <p><b>Seasonal Music Key piece 4</b> - 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 understand 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><b>Key piece 1:</b> Composition – professional career-based brief: compose an original Polyphonic Ringtone for a mobile phone company.</p>	<p><b>Key piece 2:</b> 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><b>Key piece 3:</b> 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><b>Key piece 1:</b> Composition and performance of a piece in Ternary form.</p> <p><b>Key piece 2:</b> Composition and performance of a piece in Rondo Form.</p>	<p>Research and present work based on a decade of Music.</p> <p><b>Key piece 3:</b> Presentation of a written piece based on music from a selected decade alongside a performance of a piece from their chosen decade.</p>	
	<b>The Blues</b>	<b>Music in the Media</b>	<b>Revisit Stomp listening and composition work</b>	<b>Chord song project:</b>	<b>Brit Awards</b>	<b>Revisit Reggae topic</b>	
<b>9</b>	<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>Cartoons, films. Listen to examples e.g. Tom and Jerry, Lion King etc.</p> <p>Create their own piece for a scene in a movie.</p> <p><b>Key piece 2:</b> Composition – create music for a story/</p>	<p>Compare with the Blue Man Group and non-professional percussive performance groups.</p> <p>Discuss key features.</p> <p>Develop rhythmical and percussive skills using specified techniques.</p>	<p>Watch and discuss the performance by Axis of Awesome. Revise what a chord is and how they are created.</p> <p><b>Key piece 2:</b> performance and arrangement. Performance of a 4-chord repeating pattern with an</p>	<p><b>Brit Awards</b> – Music Critic role. Develop performance skills based on the Brit Awards.</p> <p><b>Key piece 1:</b> Listening and presentation of research and review.</p>	<p>Key characteristics, listening skills, develop performance skills within Reggae.</p> <p>Develop playing off beat rhythms.</p> <p><b>Key piece 3:</b> Research journalism on current</p>	

	<p>Ensemble performance Class Band.</p> <p>Rhythm work.</p> <p><b>Key piece 1:</b> Performance: Mastering a performance of 'The Creepy Blues</p> <p><b>Key piece 2:</b> 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>scene from a film or cartoon.</p>	<p><b>Key piece 1:</b> Composition: compose an original Stomp style piece incorporating specified musical characteristics.</p>	<p>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><b>Key piece 3:</b> perform of a given piece demonstrating accuracy, fluency and a sense of style.</p>	<p><b>Key piece 2:</b> Performance of a piece from the Brit Awards – solo or ensemble</p>	<p>popular music festivals and written presentation alongside a developing a performance piece for a music festival of their choice.</p>
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Key stage 3

		TERM 1	TERM 2	TERM 3
		French	Spanish	German
MODERN FOREIGN LANGUAGES	7	<p><b>Skills Focus:</b> Expanding conversational skills, introducing basic grammar (nouns, articles, and verbs in present tense).</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Greetings:</b> Role-play with conversational starters, using visuals to aid memory.</li> <li>• <b>Festivals:</b> Explore simple vocabulary around French festivals (e.g., Noël, Pâques) with sensory aids like images, sounds, and foods associated with celebrations.</li> <li>• <b>Weather:</b> Weather games (matching weather symbols with terms) and discussions about daily weather using simple sentences.</li> <li>• <b>Food &amp; Drink:</b> Role-play ordering food in a restaurant, using menus with pictures and French terms.</li> </ul>	<p><b>Skills Focus:</b> Similar to French, expanding practical conversational skills and basic grammar.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Greetings:</b> Role-play greetings with picture cues and simple dialogues.</li> <li>• <b>Festivals:</b> Explore Spanish festivals (e.g., Día de los Muertos, Navidad) with sensory activities and visual supports.</li> <li>• <b>Weather:</b> Weather-related games and visuals to learn weather expressions, reinforced through daily discussions.</li> <li>• <b>Food &amp; Drink:</b> Role-play ordering in a Spanish restaurant, using pictures and real-life objects to help students practice.</li> </ul>	<p>German is new in KS3, the focus will be on laying a foundation while using strategies similar to those in French and Spanish.</p> <p><b>Skills Focus:</b> Familiarize students with basic phrases, greetings, and simple sentence structures while ensuring repetition and routine.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Greetings:</b> Basic phrases such as "Hallo," "Guten Morgen," and "Wie geht's?" Introduce slowly with role-play activities using visual cues.</li> <li>• <b>Family (Simplified):</b> Focus on very basic family terms like "Mutter," "Vater," "Schwester," and "Bruder" with visual aids and minimal sentence building.</li> <li>• <b>Colours and Numbers:</b> Introduce colours and numbers as standalone topics, combining them with other lessons to support vocabulary retention.</li> </ul>
	8	<p><b>Skills Focus:</b> Building short paragraphs, expanding vocabulary related to daily life.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>My House:</b> Use floor plans and images of rooms to learn vocabulary about the home. Reinforce with labeling activities.</li> <li>• <b>Places in Town:</b> Practice identifying places in a town using maps and visuals. Encourage conversations like asking for directions.</li> </ul>	<p><b>Skills Focus:</b> Descriptive writing, introducing simple sentence structures with connectors.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>My House:</b> Label rooms and objects in a house using floor plans and image-matching activities.</li> <li>• <b>Places in Town:</b> Use visual maps to practice town-related vocabulary and give simple directions.</li> <li>• <b>Directions:</b> Reinforce directional language with movement-based learning and map activities.</li> <li>• <b>Hobbies:</b> Create visual diaries where students describe their hobbies using structured sentence starters.</li> </ul>	<p><b>Skills Focus:</b> Gradually introduce simple sentence structures, focused on everyday life.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>My House (Simplified):</b> Use simple vocabulary about rooms in the house (e.g., "Küche" – kitchen, "Wohnzimmer" – living room) and label objects. Keep sentences minimal (e.g., "Das ist mein Zimmer" – This is my room).</li> <li>• <b>Places in Town:</b> Focus on key places in a town with interactive maps (e.g., "die Schule," "der Park"), but</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Directions:</b> Use physical movement (walking through the classroom) to reinforce directional terms (e.g., gauche, droite).</li> <li>• <b>Hobbies:</b> Encourage students to discuss their own hobbies using structured sentence starters and visual supports.</li> </ul>		<p>minimize the number of new terms introduced in one session.</p> <ul style="list-style-type: none"> <li>• <b>Food and Drink:</b> Everyday food vocabulary with practical-based learning (e.g., matching images of food to the correct German word).</li> <li>• <b>Sports:</b> Introduce 4-5 common sports terms (e.g., "Fußball," "Schwimmen"), reinforced by simple action games.</li> </ul>
9	<p><b>Skills Focus:</b> Introduction to more complex grammar (verbs, adjectives, tenses), forming more complete sentences.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Verbs:</b> Introduce basic verbs and practice through action-based learning (e.g., acting out "je mange" – I eat).</li> <li>• <b>Adjectives:</b> Use simple comparison activities (big vs. small, fast vs. slow) to teach adjectives.</li> <li>• <b>Past and Present Tense:</b> Introduce with visual timelines and structured sentence frames (e.g., "Hier, j'ai mangé" – Yesterday, I ate).</li> <li>• <b>Connectors and Conjunctions:</b> Use sentence-building games to link simple sentences with connectors like "et," "mais," and "parce que."</li> </ul>	<p><b>Skills Focus:</b> Introduction to basic grammar rules (verbs, tenses, and adjectives), longer conversations.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Verbs:</b> Practice common verbs with action-based learning and visual aids.</li> <li>• <b>Adjectives:</b> Introduce descriptive words through comparison activities and visuals.</li> <li>• <b>Past and Present Tense:</b> Use visual aids like timelines and structured sentences to show the difference between past and present.</li> <li>• <b>Connectors and Conjunctions:</b> Sentence-building activities that introduce conjunctions like "y," "pero," and "porque" to link ideas.</li> </ul>	<p><b>Skills Focus:</b> Begin to introduce basic grammar (verbs and tenses) and provide opportunities for constructing simple sentences.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Verbs (Simplified):</b> Start with a few core verbs in the present tense (e.g., "gehen" – to go, "essen" – to eat) using visual action cards.</li> <li>• <b>Adjectives (Simplified):</b> Use clear visuals to teach simple adjectives (e.g., "groß" – big, "klein" – small), with matching activities.</li> <li>• <b>Past and Present Tense (Minimal Introduction):</b> Focus only on the most common past tense structures, using timelines and visual cues to differentiate past and present (e.g., "Ich ging" – I went vs. "Ich gehe" – I go).</li> <li>• <b>Connectors and Conjunctions (Gradual Introduction):</b> Use sentence-building activities to slowly introduce conjunctions like "und" (and) and "aber" (but).</li> </ul>