

| KEY STAGE 3 | CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE |
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| <p>Design, Art and Technology</p> | <p>Intent: Students in Design and Technology will follow a rotational system and experience lessons in food, textiles and product design. All DT subjects guide students through the 4 areas of the design process: research, design, make and evaluate. Design Technology includes the application of scientific, mathematical and material knowledge in order to problem solve, design and build quality prototypes. Students are encouraged to take risks and demonstrate an ability to test and refine ideas in order to develop innovative outcomes. The subject aims to instill an awareness of social, moral and environmental issues in order to inspire a more sustainable future.</p> <p>In designing: Students will use primary and secondary research methods in order to develop an understanding of user needs. They will develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>In making: Students are required to demonstrate the ability to work safely and independently in order to manufacture high quality products and to produce and follow a project plan.</p> <p>In Evaluating: Students are encouraged to analyse the work of other designers and engineers past and present to develop and broaden their understanding. They will investigate new and emerging technologies and understand its impact on individuals, society and the environment and be able to test, evaluate and refine their own ideas against a specification, taking into account the views and needs of</p> <p>Art and Design</p> <p>Intent Students in Art follow a rotational system at KS3 alongside Design and Technology. Over the duration of each year students will experience two rotations of Art and will produce two separate projects of work based on a range of different themes. During these projects students will learn how to generate ideas, record and draw from observation, analyse artists and experiment with different media that develops a foundation of skills in preparation for GCSE art pathways.</p> <p>Explore: Students will generate ideas by exploring themes and artists linking to the project theme. Students will learn how to produce collage art and illustrations inspired by artists work and are encouraged to analyse artworks.</p> <p>Record: Students will learn how to record ideas surrounding the project theme through drawing and painting, mark making techniques and will learn about tonal range.</p> <p>Experiment: Students will learn how to refine ideas through experimenting with mixed media and three-dimensional work such a clay and paper modelling.</p> <p>Present: Students will learn how to make a conclusive artwork based upon the project theme and ideas and techniques explored.</p> |

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| <p>Drama</p> | <p>At Wellsway School, we believe that students should experience outstanding drama lessons that expose them to a range of theatre styles and focus on developing students’ creativity and performance skills through a diverse selection of practical lessons. In KS3 drama we cover a range of styles and genres to ensure students have a vast experience of theatre and learn key skills and techniques to prepare them for GCSE and A level. In KS3 students explore a range of units including voice, mime and movement, Blood Brothers, Theatre in Education, Billy Elliot, The Curious Incident of the Dog in the Nighttime and devising from a range of different stimuli. Each unit will help students develop their performance and creative skills using both script work and more independent devised pieces, as well as building their confidence, leadership, and teamwork. The drama experience in KS3 will encourage a life-long interest in drama and the theatre industry and will help students to develop essential transferable skills such as teamwork, independence, creativity and communication to prepare students for their future studies and employment opportunities.</p> |
| <p>English</p> | <p>As the starting point of a student’s secondary English learning journey, it is vital that English at Key Stage 3 not only enables students to flourish in their creativity, communication and textual exploration, but that it builds on the firm foundations established at KS2. Liaising closely with our partnership primary feeder schools allows us to bridge the transition from Primary to Secondary English, cultivating a continuum of learning from Year 6 to Year 7, which ultimately facilitates and encourages a high standard of learning from the outset.</p> <p>The Key Stage 3 English curriculum provides students with opportunities to explore a range of fiction and non-fiction texts: developing, mastering and extending analytical skills, creative expression and clear communication. Topics and texts span a range of eras, cultures and viewpoints and support students’ consideration and evaluation of how context, reader knowledge and attitude as well as writer’s craft can affect how a text is both produced and received. Equally, through addressing such vital themes as industrialisation, immigration and individuality, students are frequently provided with opportunities to develop their empathy and wider understanding of the world. This exploration promotes and encourages enquiry, as well as developing and mastering an understanding of linguistic conventions and vocabulary, which in turn supports students in their verbal and written communication.</p> |
| <p>French</p> | <p>The French curriculum, both in what we cover and how the lessons are taught, is designed to ignite an interest in and a love of language and other cultures so that you can go on to learn more language or use it in a job or on holiday. Through learning French, you also develop literacy and oracy in English as well as resilience and problem-solving skills. The course is built around grammatical and skills coverage, with topics to enable this. Knowledge and skills are built upon and revisited to ensure long-term learning. We cater for students with varied previous language learning, so it works well whether you’ve learnt French before you haven’t.</p> |

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| <p>Geography</p> | <p>The geography intent is to provide a high-quality geography education across all key stages, to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Building on their learning from KS1 and 2, the aim is to ensure that students are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth’s key physical and human processes. Students should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that students will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that, way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.</p> |
| <p>History</p> | <p>The intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain’s past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children’s deep learning of history and its related information gathering skills will enable them to understand where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child’s place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils’ key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be achieved not just through experiences in the classroom but also through the educational visits and cultural event.</p> |
| <p>Maths and Computing</p> | <p>Our ambitious mathematics and computing curriculum, rich in skills and knowledge, ignites curiosity and prepares students for everyday life and future employment. Our aim is for students to become fluent in the fundamentals of mathematics through varied and frequent intelligent practice and as a result be able to recall and use knowledge rapidly and accurately. Consequently, students apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. Students have the knowledge and experience to break down problems into a series of simpler steps and show resilience and interest in seeking solutions. Our ‘diagnose, therapy, test’ approach means that students are clear on their progress and our WMAT website provides clear support for students of all ages and abilities.</p> |

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| <p>Music</p> | <p>We want every student at Wellsway to develop a musical identity which is personal to them. This may be in the form of a performer, composer and/or as an active listener who, in the future, will become a participator in the cultural life of the UK. In addition to this, we want all students to feel able to take GCSE Music should they wish to and therefore as a department, our aim is to provide a stimulating holistic curriculum which covers a variety of skills and knowledge which will support their musical journey.</p> <p>Throughout KS3, students will explore performance on a variety of instruments, including the voice, in order to open-up opportunities for all. Much of our focus will be on practice technique, encouraging students to become self-aware of the challenges music presents, the discipline required and the joy of developing musical skills over time. Those students who show particular potential, or interest, will be signposted to further opportunities such as instrumental/singing lessons and extra-curricular activities both in, and out, of school.</p> <p>When composing – frequently on IT - students will be encouraged to draw upon their listening and performing skills in order to compose pieces, which includes harmony, melody, rhythm and structure. Every lesson will have a listening element, from a variety of cultures, which will develop their aural and appraisal skills as well as prompting discussions regarding the historical and social context of the piece.</p> |
| <p>Physical Education/ Dance</p> | <p>Physical Education contributes to the totality of the educational experience of students. Physical, personal, social, moral, cultural and emotional development are enhanced by the activities that make up our broad and balanced Physical Education curriculum.</p> <p>Students will experience outstanding Physical Education and School Sport that will lead to lifelong participation in sporting and recreational activity, which will benefit their health and well-being, along with their appreciation for a variety of sports. Students will be able to make informed decisions about the type of physical activity they choose to participate beyond their school years.</p> <p>In Year 7 students will learn the rules, skills, techniques and strategies in a variety of sports include netball, hockey, football, rugby, gymnastics, dance, tennis, athletics and striking and fielding. Through each of the sports, students will develop their independence, creativity, resilience and overall enjoyment of Physical Education.</p> |
| <p>Religious Studies</p> | <p>It is our intent for the Religious Studies element of the Humanities curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Studies contributes significantly to the vision of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. The teaching of Religious Studies makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied. The Religious Studies curriculum aims to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare students well for life in modern Britain.</p> |

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| Science | <p>Our Science curriculum is designed to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and contribute to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students will continue to enjoy learning about science and how the world works throughout their lives.</p> |

What our curriculum will cover

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|--|---|---|--|---|--|--------|
| <p>Design, Art and Technology</p> <p><i>Due to rotation and/or timetable, content may be delivered at a different timescale</i></p> | <p>Rotation 1 <u>Product Design</u></p> <p>Students will focus on cutting and shaping of wood. Pupils will gain an understanding of materials, sustainability and the design process as well as developing practical workshop skills.</p> | <p>Rotation 2 <u>Textiles Technology</u></p> <p>Students will design and make a friendly monster. Students will cover a range of theory and design topics whilst also developing practical skills using fibres and fabrics.</p> | <p>Rotation 3 <u>Food and Nutrition</u></p> <p>Students will design and make a healthy pizza from scratch. Students will cover topics on healthy eating, healthy breakfasts and the advantages of home cooking. Students will develop practical skills throughout, cooking a variety of meals.</p> | <p>Rotation 4 <u>Art and Design 1</u> <u>Under the Sea</u></p> <p>Students will develop skills around mixed media, collage, printing and Illustration linked to an 'under the sea' theme. Students will research and analyse the work of Henry Matisse and Millie Marotta.</p> | <p>Rotation 5 <u>Art and Design 2</u> <u>Architecture</u></p> <p>Students will develop skills around Typography, perspective drawing. Students will research and analyse the work of John Piper and Gaudi and will develop final designs in clay.</p> | |

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| Drama | <p><u>Mime, Movement and Physical Theatre</u></p> <p>Students will understand how you use physical control and will practically explore a variety of movement. Students will be able to use their physicality in a variety of ways to develop characters effectively to create pieces of mime.</p> | <p><u>Voice</u></p> <p>Students will practically explore a variety of vocal exercises and soundscapes. Students will be able to use their voice in a variety of ways to develop characters for a range of performances</p> | <p><u>Darkwood Manor</u></p> <p>Students will understand how to use a stimulus to create characters and build a story. Students will be able to solve a mystery by responding to photographs, stories, hot seating to create clear characters and develop a story.</p> | <p><u>Lloyds Leisure Facilities</u></p> <p>Students will use Lloyds Leisure facility as a stimulus to further develop the use of movement, physicality, voice and devising skills.</p> | <p><u>Charlie and the Chocolate Factory</u></p> <p>Students will practically explore a variety of scenes, themes and characters using the original book, play and film adaptations.</p> | <p><u>Introduction to script work</u></p> <p>Students will understand how to use scripts in rehearsal and performance. Students will explore rehearsal techniques, developing characters and memorising lines with script extracts.</p> |

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| English | <p>Around the World (Transition):</p> <p>Students will explore a series of travel texts from around the world and analyse their language, form and structure.</p> <p>Texts will include: leaflets, <i>Lonely Planet</i> travel guides, extracts from travel books and blogs. Alongside this students will explore poetry from other cultures.</p> | <p>Contemporary novel from a core selection:</p> <p><i>Refugee Boy</i> or <i>A Monster Calls</i></p> | <p>Frankenstein:</p> <p>Students will explore extracts from Mary Shelley's <i>Frankenstein</i> and read the modern drama adaptation by Philip Pullman.</p> | <p>History of the English Language:</p> <p>Students will study a range of texts from across the ages and explore how language has changed and developed. This will include <i>Beowulf</i>, Chaucer and fairy-tales.</p> | <p>Introduction to Shakespeare:</p> <p>Students will read and explore the play <i>A Midsummer Night's Dream</i>, focusing on the themes of love and magic.</p> | <p>Introduction to Shakespeare:</p> <p>Students will read and explore the play <i>A Midsummer Night's Dream</i>, focusing on the themes of love and magic.</p> |

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| French | Self: Key French sounds Greetings Alphabet 1- 20 Dates and birthday School objects and classroom Colours | Family and friends: Brothers and sisters Other family members Pets Describe personality Physical description | At home: Where people liv Describe homes Describe bedrooms Evening activities Telling time | In town: Places in town Directions Position and destination Drinks and snacks | My day: Morning activities School subjects Opinions and reasons Timetable After school activities. | Leisure: Sports & games Musical instruments What you like to do Leisure centre Going on holiday |

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| Geography | <p><u>Introduction to Geography:</u></p> <p><u>What does it mean to be a geographer?</u> In these introductory lessons you will learn how geography helps you make sense of the world and what it means to be a good geographer. You will re-visit locational knowledge of the world and OS maps. You will learn about asking geographical questions and what data geographers find useful. You will know what it's like to think like a geographer!</p> | <p><u>Unit 1:</u></p> <p><u>Is the earth running out of natural resources?</u> In this unit you will learn about the different elements that make up our planet and how they interact. You will learn about how rocks and soil form and their importance to life on Earth. You will learn what a biome is and how the rainforest works as well as why it's under threat. You will learn how people use the Earth's natural resources with a focus on water resources.</p> | <p><u>Unit 2:</u></p> <p><u>Climate change-who is to blame?</u> Following your study of the Earth you will investigate one of the biggest threats to our planet-climate change. You will learn about climate change in the past, the evidence for climate change, the natural and human causes of climate change as well as the impact that this is having on the UK and the importance of sustainability in the face of this threat. You will also learn about different views of climate change.</p> | <p><u>Unit 3:</u></p> <p><u>The UK and the wider world</u> In this unit you will learn about economic activities and what they look like at different scales. Understanding the way that jobs can be arranged in groups and how these have changed over time. Understanding global trade and the UK's links/importance to wider world economy Local study of Keynsham's changing economy/jobs</p> | <p><u>Unit 4:</u></p> <p><u>How are populations changing?</u> In this unit you will learn about how and why population is changing, where people live and why as well as learning about the process of urbanisation. You will investigate the reasons for the process of urbanisation and the impact that this can have on a location and the planet. You will apply your understanding of population and urbanisation by looking at Bristol and how it has changed.</p> | <p><u>Unit 5:</u></p> <p><u>What are the forces that shape our physical landscape?</u> To investigate what the word landscape means and the forces that shape it. You will study processes of weathering and erosion and the impact that these have on limestone landscapes and how different landforms are created. You will investigate the role that landscapes have on human activity and carry out your first fieldwork to Cheddar Gorge.</p> |

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| History | <p><u>Unit 1:</u></p> <p><u>Did the Normans improve England?</u></p> <p>This unit will look at the significant impact that the Norman Conquest had on England. Not only in terms of a change of ruler but also the socio-economic changes that arose. You will look at life in Britain pre-1066 before an in-depth study of the conquest itself.</p> | <p><u>Unit 2:</u></p> <p><u>How did William Keep control?</u></p> <p>Following your study of the Norman Conquest of 1066 you will now begin to study how William kept control over his new kingdom. With difficulties in language and unruly Anglo-Saxons William needed to strengthen his grip and he did this through a new castle design.</p> | <p><u>Unit 3:</u></p> <p><u>Did the Black Death do more harm than good?</u></p> <p>This unit will encompass the major instability that arose from the Black Death. The most significant virus ever to hit Europe and Britain proportionally. Your study will look at the causes, key details and effects of the virus in Britain. You will then look at the Peasants Revolt in 1381 which saw drastic changes in how society was run.</p> | <p><u>Unit 4:</u></p> <p><u>Has punishment kept up with crime over time?</u></p> <p>This thematic unit will look at how crime and punishment has changed over 1000 years. Your lessons will look at crime and punishment in different time periods up to the modern day and ask you to compare them. You will also have an in depth look at the witch's trials of the 17th and 18th centuries</p> | <p><u>Unit 5:</u></p> <p><u>Who was the best medieval monarch?</u></p> <p>The medieval period saw monarchs take very different approaches to ruling their kingdom. You will be asked to evaluate and compare different monarchs including Henry II, Richard I, Matilda and John. By first understanding the time period they were ruling you will then be asked to argue which monarch you believe was the best.</p> | <p><u>Unit 6:</u></p> <p><u>Were the Tudors really terrible?</u></p> <p>Your final history unit will encompass the tumultuous period of early modern period. Your study will look at the importance of religion to everyday life as that it turned upside down by the reformation under Henry VIII. You will then learn about major religious changes under the monarchs of Edward VI, Mary I and Elizabeth I</p> |

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| Maths & Computing | <p>Number 1 – Using a scientific calculator</p> <p>Data 1 – Displaying and Analysing Data</p> <p>Algebra 1 – Simplifying Expressions</p> | <p>Shape 1 – perimeter, area and volume</p> <p>Number 2 – Number skills</p> <p>Algebra 2 – Expressions and Formulae</p> <p>Computing (on rotation) Databases (Catch the Criminals)</p> | <p>Computing (rotation) - Coding 1.</p> <p>Shape 2 – Lines and Angles</p> | <p>Algebra 3 – Equations</p> <p>Number 3 – Fractions and percentages</p> | <p>Algebra 4 – Complex Equations</p> <p>Computing (on rotation) Scratch Programming (Dance routine)</p> | <p>Ratio 1 – Proportion</p> <p>Data 2 - Probability</p> |
| | Music | <p>Let's Play!</p> <p>Exploring making music as a class through song, keyboard and guitar. Learning about key musical elements through performance.</p> | <p>Musique Concrete</p> <p>Learning how to record audio and MIDI on our PCs through Soundtrap software.</p> <p>Continuing to sing as a class in preparation for the Christmas Concert, should you wish to participate.</p> | <p>Just Play!</p> <p>Progressing to three and four chord songs and playing in small ensembles as a band member, developing your musicianship.</p> | <p>Klezmer Music</p> <p>Performing, and composing, in the Klezmer tradition including learning how to notate simple melodies.</p> | <p>Programme Music</p> <p>The Planets – listening to the music by Holst and using his composition techniques in our own compositions inspired by The Planets.</p> |

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| Physical Education/ Dance | Girls: Netball and Hockey Boys: Rugby and Dance | Girls: Dance and Gymnastics Boys: Football and Badminton | Girls: Badminton and Problem Solving Boys: Hockey and Problem Solving | Girls: Badminton and Problem Solving Boys: Hockey and Problem Solving | All: Athletics (track and field) | All: Tennis and Striking and Fielding |

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| Religious Studies | | <p><u>Unit 1 – ULTIMATE QUESTIONS</u></p> <p>In this unit, you will explore what religious studies and philosophy are and will reflect on why we study Philosophy and Beliefs/RE. You will learn about tribal religions and a variety of creation stories and explore their symbolic nature. You will also analyse different interpretations of the Christian creation story and reflect on literal and non-literal interpretations. You will look at Gods and Goddesses and will consider different views/debates on the sanctity of human (and animal life) and the best way to run society. You will learn about Plato’s view of the ideal society.</p> | | <p><u>Unit 2 – HINDUISM</u></p> <p>In this unit you will learn about how Hinduism developed and understand debate about whether it is a polytheistic or monotheistic tradition. You will also learn about Hindus approach to the environment, why Hinduism is so varied and about key Gods and Goddesses through analysis of their symbolic nature. You will also examine fundamental beliefs such as samsara, karma, dharma and moksha. You will also learn about key practices such as yoga, puja and pilgrimage, as well as rites of passage</p> | | <p><u>Unit 3 – BUDDHISM</u></p> <p>In this unit, you will learn about Buddhism through the story of Siddhartha Gautama. You will examine fundamental beliefs such as the 4 Noble Truths, The Middle Way, The Eightfold Path, The 5 Precepts and the concept of rebirth. You will also learn about key practices such as the function of the sangha and the Buddhist festival <i>Wesak</i></p> |

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| Science | Being a scientist- Students learn the basics for being safe in a science lab including learning how to light a Bunsen burner | Organisms and Ecosystems- This unit explores the building blocks of life. Students will learn how to use a microscope and the structure of animal and plant cells. | Particles and elements- This chemistry unit explores the particle model and how mixtures can be separated. | Forces, work and the universe- In this physics unit, students learn about forces, the solar system and the phases of the moon | Reproduction and variation- This unit covers the role of the DNA, reproduction and adaptations of animals and plants | Energy- Students will learn all about energy transfers, including renewable and non-renewable energy resources Reactions- Students will find out more about chemical reactions, their properties and identify patterns between reactions of similarly grouped elements. |

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| Design, Art and Technology <i>Due to rotation and/or timetable, content may be delivered at a different timescale</i> | Rotation 1 Textiles Students will follow the 4 areas of the design process – research, design, make and evaluate. Students will design and make a novelty cushion for a chosen customer or client. Students will build on practical skills by using sewing machines and creating their own sewing patterns. | Rotation 2 Product Design Students will follow the 4 areas of the design process – research, design, make and evaluate. The project will focus on mechanisms by creating a shop window display made of card. | Rotation 3 Food Students will follow the 4 areas of the design process – research, design, make and evaluate. Students will investigate cultural food, healthy eating, convenience food and menu design. | Rotation 4 <u>Art and Design 1</u> <u>Portraiture</u> Students will learn how to draw a self- portrait by learning how to draw facial features, scale and proportion. They will research and Analyse the work of Josh Bryan and Pablo Picasso and develop a Final outcome using Photoshop | Rotation 5 <u>Art and Design 2</u> Creatures and characters Students will learn how to develop ideas using their imagination. Students will learn a drawing and animation techniques and will research and analyse the work of Tim Burton and John Tenniel. | |
| Drama | | | | | | |

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| English | Contemporary Novel From a core selection: <i>Lord of the Flies</i> <i>Animal Farm</i> | Crime Stories Students study the genre of crime fiction with a particular focus on <i>The Speckled Band</i> by Arthur Conan Doyle. They will explore context, attitudes and values of the time and focus on how Conan Doyle uses the genre of crime fiction. | Romantic Poetry: The study of a selection of poems from William Blake. Students will explore a specific movement in literature and how this influenced poets of the time. | Identity Students will explore extracts of both fiction and non-fiction from the 19 th , 20 th and 21 st century based around the core theme of identity. Students will consider blogs, poetry, short stories and articles and issues around identity. | The Tempest Students will read and study <i>The Tempest</i> exploring the themes of power, cruelty and forgiveness. Their main focus will be on the characters of Prospero and Caliban. | The Tempest Students will continue their study of <i>The Tempest</i> exploring the relationships between the characters and the implications of the contextual backdrop. |
| French | Family and home: Yourself Families Jobs Where people live Weather | Freetime: Weekend Sports Group activities Television Last weekend | Going out: Invitations Excuses Clothes Clothes shopping In town | Eating and drinking: Food opinions Breakfast and lunch Party Food shopping Restaurant | Journeys and holidays: Countries & languages Holidays Holiday centre Destinations Past holiday | Friends: Friends Pocket money Gadgets Holiday plans Plans & dreams |

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| Geography | <p><u>Unit 1:</u> <u>How does weather and climate affect us?</u></p> <p>In this unit you will investigate the weather and climate of the UK and around the globe. You will understand the difference between weather and climate, the factors that influence the UK's climate and the impact it has on people and places including extreme weather events. You will learn how to measure, record and present weather data and conduct an investigation into microclimate around the school site. You will study how climate varies across the world including</p> | <p><u>Unit 2:</u> <u>Why are rivers so important?</u></p> <p>Building on your knowledge of rivers from KS2 you will focus on how rivers change, why they are important and how they can be managed. You will learn about the characteristics of drainage basins, processes of erosion, transport and deposition as well as how and why rivers change from source to mouth including the Bradshaw model. You will use OS maps, photos and satellite images to investigate river changes and carry out an in depth study of river flooding and management on the Somerset levels.</p> | <p><u>Unit 3:</u> <u>How is development changing Asia?</u></p> <p>In this unit you will investigate and evaluate ways to measure development. You will be introduced to Asia 's physical and human environments, looking at impacts of flooding, population issues, megacities, trade. You will learn about and understand Japan's ageing population, understand the rise of the megacity and Investigate slums in India. You will also learn about China's world trade dominance and the reasons for</p> | <p><u>Unit 4:</u> <u>How does ice change the world?</u></p> <p>By investigating ice and glaciers you will be looking at the forces that shaped landscapes long ago in the UK, human uses of these landscapes and the importance of glaciers in evidencing climate change. You will understand what are glaciers and their global distribution. You will study Ice ages and the processes leading to the formation and movement of glaciers . You learn about different glacial landscapes and landforms and how human use them. Investigating how glaciers are changing</p> | <p><u>Unit 5:</u> <u>Is the geography of Russia a curse or a blessing?</u></p> <p>In this unit you be looking at the geography of Russia, understanding its diverse climate and physical landscapes, how the physical geography affects the human environment and the importance of Russia to the world. You will understand the diverse physical geographies of Russia as a trans-continental country, Russia's physical landscape, climate and biomes (tundra and taiga). You will study Russia's population density and distribution, what and where the</p> | |

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| Geography Cont: | atmospheric circulation | | growth-belt and road initiative. You will use geographical numeracy throughout this unit. | and linking back to climate change. | Arctic is and who owns it as well as Russia's influence on the Arctic Ocean and marine environments. | |
| History | <p><u>Unit 1:</u></p> <p><u>Why did a king lose his head?</u></p> <p>This unit will look at the causes, main events and consequences of the English Civil War. You will investigate the characters of Cromwell and Charles I.</p> | <p><u>Unit 2:</u></p> <p><u>What was Britain's role in the slave trade?</u></p> <p>Here you will investigate the fascinating West African kingdoms, the Triangular trade and treatment of slaves in America. You will investigate the abolition movement and explore the role of former slaves in abolishing slavery.</p> | <p><u>Unit 3:</u></p> <p><u>Why did the sun never set on the British Empire?</u></p> <p>This unit will dissect Nial Fergusson's interpretation of the British Empire. You will study the case studies of the American colonies, Jamaica, East India Company and the British Raj.</p> | <p><u>Unit 4:</u></p> <p><u>How revolutionary was the Industrial revolution?</u></p> <p>Here you will investigate the social, economic and political impacts of the Industrial Revolution. You will explore the rise of urban centres, modern transport and pivotal inventions and designs.</p> | <p><u>Unit 5:</u></p> <p><u>Why was Jack the Ripper never caught?</u></p> <p>You will investigate Victorian society and look at the social and economic challenges that Victorians faced. How do the victims of Jack Ripper show us what Victorian society was like? You will explore prisons, crime and punishment and treatment of the poor.</p> | <p><u>Unit 6:</u></p> <p><u>Was the FWW the war to end all wars?</u></p> <p>You will investigate the start of the FWW, the role of government propaganda and conscription and the key aspects of the FWW battlefield. You will explore the development of key weapons, the case study of the Battle of the Somme and the memories of Armistice Poppy Day.</p> |

| YEAR 8 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
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| Maths and Computing | <p>Number 4 - Powers and Indices</p> <p>Algebra 5 - Sequences and Graphs</p> | <p>Shape 3 - Area and volume</p> <p>Number 5 – Fractions</p> <p>Computing – Data Representation (Fireworks)</p> | <p>Ratio 2 - Ratio and Decimals</p> <p>Shape 4 - 2D and 3D Shapes</p> | Algebra 6 - Straight Line Graphs | <p>Data 3 - Graphs and Charts</p> <p>Computing – Scratch Programming - (Making a game)</p> | <p>Shape 5 – Transformations</p> <p>Ratio 3 – Ratio and Proportion</p> |
| Music | <p>Blues and Jazz</p> <p>Learning about chords I, IV and V and the use of 7ths. Exploring the world of improvisation.</p> | <p>Baroque Music</p> <p>Learning about different textures and compositional devices through performing classics by Bach and Pachelbel.</p> | <p>Musical Futures</p> <p>Developing performance skills on piano, guitar, bass guitar and ukulele through performing popular pieces in small ensembles</p> | <p>Minimalism and Electronic Dance Music</p> <p>Learning how 1960s music impacted on EDM. Exploring how to create an EDM track from scratch via technology.</p> | <p>Folk Music</p> <p>Applying understanding of chords I,IV and V in a new genre. Learning about simple and compound time signatures through performance.</p> | <p>Classical Music</p> <p>Learning how to compose melody by analysing compositions by Mozart and Beethoven</p> |
| Physical Education/ Dance | <p>Girls: Netball and Badminton</p> <p>Boys: Rugby and Gymnastics</p> | <p>Girls: Dance and Gymnastics</p> <p>Boys: Football and Badminton</p> | <p>Girls: Fitness or Hockey</p> <p>Boys: Fitness or Basketball</p> | <p>Girls: Fitness or Hockey</p> <p>Boys: Fitness or Basketball</p> | All: Athletics | All: Tennis and Striking and Fielding |

| YEAR 8 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------------------|---|--------|--|--------|---|--------|
| Religious Studies | <p><u>Unit 1 – LIFE AFTER DEATH</u></p> <p>In this unit, you will be made aware of a variety of different perspectives on whether life after death is possible and will consider the existence of a soul. We will examine Christian and Hindu beliefs about life after death, and we will explore different methods of dealing with death and forms of remembrance and consider their efficacy in supporting the grieving. You will be encouraged to consider evidence for and against the existence of an afterlife and the “soul”.</p> | | <p><u>Unit 2 – WAR, TERRORISM & PEACE</u></p> <p>In this unit, you will learn a variety of reasons that wars occur using the Darfur War as a case study. We will examine the “just war theory” and its development. Students will also compare attitudes regarding war and peace within Christianity, Islam and Buddhism and the United Nations, and examine whether religion causes terrorism.</p> | | <p><u>Unit 3 – PREJUDICE & DISCRIMINATION</u></p> <p>In this unit, you will learn the terms prejudice, discrimination and stereotype and be able to give examples. We will explore the reasons why Britain is multi-faith and multi-ethnic, as well as the problems of discrimination. We will examine a case study looking at Martin Luther King and Malcolm X as inspirational figures within the Civil Rights Movement and how their personal conviction and religion influenced them to promote change for the better.</p> | |

| YEAR 8 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
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| Science | | | | | | |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|---|--|---|---|--|--|--------|
| Design, Art and Technology <i>Due to rotation and/or timetable, content may be delivered at a different timescale</i> | Rotation 1 Textiles Students will follow the 4 areas of the design process – research, design, make and evaluate. Students will investigate ergonomics and anthropometrics by making a beanie hat for a specific client. | Rotation 2 Product Design Students will follow the 4 areas of the design process – research, design, make and evaluate. Students will investigate the use of CAD/CAM within design by designing and making a money box. | Rotation 3 Food Students will investigate the function of ingredients and cake making methods. They will also research how food is sustainable, the importance of special dietary requirements and food provenance. | Rotation 4 Art 1 Environment Students will develop a portfolio of work surrounding the theme Environment. They will research and analyze local artists Alex Lucas and Martyna Zoltesek and will learn how to develop design ideas for a Mural. | Rotation 5 Art 2 Around the world Students will develop a portfolio of work surrounding the theme of multiculturalism. They will research and analyse work by Bisa Butler and Ethiopian Ceramic art. | |
| Drama | | | | | | |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|--|--|--|---|
| English | <p>Poetry Anthology</p> <p>Students will study a themed poetry anthology exploring and comparing engaging poems from the 19th to the 21st century</p> | <p>Gang Culture: DNA</p> <p>Students will explore the topic of gang culture through the reading of the modern drama DNA by Dennis Kelly. They will also explore how this topic is presented in the media through the study of newspaper articles and opinion blogs.</p> | <p>World Literature</p> <p>Students will read and study the novella <i>Of Mice and Men</i> by Steinbeck. Students will study the setting, plot and character while considering the impact of the 1930's context on character development and theme.</p> | <p>Dystopian fiction</p> <p>Students will either study <i>Noughts and Crosses</i> by Malorie Blackman or <i>The Giver</i> by Lois Lowry.</p> <p>This unit will develop students' understanding of both genre and prose fiction through the study of a contemporary novel.</p> | <p>Macbeth</p> <p>Students will read and study <i>Macbeth</i> exploring the themes of power, ambition and betrayal. Their main focus will be on the characters of Macbeth and Lady Macbeth.</p> | <p>Macbeth</p> <p>Students will continue their study of <i>Macbeth</i> exploring the relationships between the characters and the implications of the contextual backdrop.</p> |
| French | <p>Youth culture:</p> <p>Describing self Use of social media Invitations Describing a date Describing a music event</p> | <p>Health:</p> <p>Parts of the body Sport Healthy eating Fitness plans Levels of fitness</p> | <p>Work and future:</p> <p>Your future Learning languages Pros/cons of jobs What jobs involve Ambitions</p> | <p>Environment:</p> <p>My town Environmental issues Global danger Help is needed My contribution</p> | <p>Holidays:</p> <p>Holidays Adventures Priorities Disasters Attractions</p> | <p>Me in the worls:</p> <p>Rights Priorities Shopping happiness</p> |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------|---|--|---|---|--|--------|
| Geography | <p><u>Unit 1:</u> <u>Can we ever enough about tectonics to live safely?</u></p> <p>This unit builds on your previous learning gained in KS2, including how volcanoes and earthquakes link to human and physical processes. You will build on this knowledge by learning about recent case studies and consider how the impacts of hazards could be reduced in the future. You will evaluate the use of technology to keep people safe from tectonic hazards in world where more people than ever are at risk. Through this unit you will gain in depth knowledge of</p> | <p><u>Unit 2:</u> <u>What are the challenges and opportunities facing Africa?</u></p> <p>In this unit you will explore the physical geography and human geography of Africa as a continent, with its key member states considered as individual nations. You will understand the role politics has played in its development. In addition to Africa's physical landscape and resources you will learn how Africa's past has shaped its future- slave trade and legacy of colonialism. Issues around development, urbanisation, population growth and trade with China will also feature.</p> | <p><u>Unit 3:</u> <u>Why is the Middle east an important region?</u></p> <p>In this unit you will understand where the Middle East is, its physical and human geography, investigate conflict and controversy and the importance of this world region. You will understand the climate and physical geography of the Middle east alongside population distribution and this links to link to physical landscape, religion, trade and culture. You will learn about the Middle east economy and the importance of oil as well as contrasting countries-UAE and</p> | <p><u>Unit 4:</u> <u>What happens when the land meets the sea?</u></p> <p>In this unit you will understand energy at the coastline and the physical processes responsible for the landscapes created. You will also look in depth at coastal management and evaluate coastal management strategies. You will have opportunity to carry out fieldwork using techniques to assess the costs and benefits of coastal sea defences. Through this you will understand why coasts are so important. You will use a wide range of skills in this unit including numeracy, OS maps, photos and GIS.</p> | <p><u>Unit 5:</u> <u>What is the future for our planet?</u></p> <p>In this unit you will be returning to the important theme of climate change and looking at the possible future for our planet through a case study of Antarctica. The focus will be on global consequences- extreme weather, changing patterns of climate and sustainable development goals. You will also learn about the importance of coral reefs and the problem of plastics in our oceans. This unit will also cover contemporary environmental,</p> | |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|------------------------|---|--|--|---|--|---|
| Geography Cont: | volcanoes, earthquakes, tsunamis and super volcanoes | | Yemen. Contemporary issues such as the football world cup will also feature. | | social and economic issues such as Coronavirus pandemic. You will also look at how KS3 learning links to the next stage and beyond. | |
| History | <p><u>Unit 1:</u></p> <p><u>How did the FWW create change?</u></p> <p>You will explore the developments of: Medicine Society Politics Women Democracy</p> <p>With particular focus on the role of women in the FWW, Suffragettes and Emily Davidson. You will also explore the key questions of ‘Why were there no black soldiers in the 1919 victory parades?’</p> | <p><u>Unit 2:</u></p> <p><u>Why did America boom then bust?</u></p> <p>You will explore the start of the American century. Investigating the cultural, economic and military rise and fall, and then rise again of America. You will focus on Prohibition, Wall st Crash and The New Deal.</p> | <p><u>Unit 3:</u></p> <p><u>Did Britain meet the demands of another World War?</u></p> <p>Here you will investigate the causes, main events and consequences of the Second World War. With a particular focus on the Homefront, Dunkirk, Blitz, D-Day, the role of women and the local study of Bristol during the Second World War.</p> | <p><u>Unit 4:</u></p> <p><u>How should we remember the Holocaust?</u></p> <p>Looking at Jewish life before the Holocaust. Then exploring Hitler’s aims and the escalation of the Holocaust. You will investigate the rising prejudice, Ghettos and the organisation of concentration and death camps.</p> | <p><u>Unit 5:</u></p> <p><u>How does conflict create changes?</u></p> <p>In this fascinating unit of work you will investigate the short- and long-term impact of the Nuclear bomb, the Windrush generation, Vietnam war, Black Power with a specific focus on researching interpretations of key events from the twentieth century.</p> | <p><u>Unit 6:</u></p> <p><u>Which decade saw the most significant change?</u></p> <p>This unit will encourage you to review, analyse and draw comparisons between the decades after the Second World War. You will investigate developments in transport, entertainment, technology and conflict.</p> |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
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| Maths | Number 1 – calculations Algebra 1 - Expressions Shape 1 – 2D Shapes | Statistics 1 – Presenting Data Number 2 - FDP | Algebra 2 - Equations and Inequalities Shape 2 – Angles and Polygons | Number 3 - Percentage Changes Algebra 3 - Sequences | Shape 3 – Pythagoras and Trigonometry Statistics 2 – Comparing distributions | Number 4 - Rounding and Accuracy Algebra 4 - Linear Graphs Shape 4 – 3D Shapes |
| Computing | Data Representation | Data Representation | User Interfaces - Game Design | User Interfaces - Game Design | HTML, CSS, Javascript | HTML, CSS, Javascript |
| Music | Musical Futures Continuing to develop performance skills needed for GCSE Music, using popular tracks. | Grime Exploring how EDM developed further from UK Garage to Grime. Learning how techniques explored in Year 8, (chords I,IV,V) continue to be relevant. Composing a typical Grime track via technology. | Reggae Students to perform two contrasting Reggae pieces in small ensembles. Developing an understanding of what makes Reggae reggae! | Film Music Learning about different types of tonality and harmony through the medium of film music. Student to develop their compositions in weekly composition exercises. | Romantic Piano Music Students to learn how music developed from Baroque and Classical to Romantic expressionism with a focus on texture, melody and remix skills.. | A journey through the decades Students to have a whistle stop tour of how rock music developed from Elvis Presley up to the present day. Learning about instrumental techniques and styles through performance. |
| Physical Education/ Dance | Girls: Netball and Badminton Boys: Rugby and Gymnastics | Girls: Dance and Gymnastics Boys: Football and Badminton | Girls: Fitness or Hockey Boys: Fitness or Basketball | Girls: Fitness or Hockey Boys: Fitness or Basketball | All: Athletics | All: Tennis and Striking and Fielding |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------------------|--|---|---|--------|--------|--------|
| Religious Studies | <p><u>Unit 1 – CRIME & PUNISHMENT</u></p> <p>In this unit, you will consider different types of crime and reflect upon your own views of what the purpose of punishment is. You will also examine the aims of the different theories of punishment and consider whether the death penalty is a fair form of retribution. You will also explore the concept of forgiveness and consider ideas about social justice and personal conviction through a case study of Oscar Romero.</p> | <p><u>Unit 1 – CRIME & PUNISHMENT (contd)</u></p> <p><u>Unit 2 – ETHICAL ISSUES</u></p> <p>In this unit, you will be introduced to the concepts of relative and absolute morality and to utilitarianism, deontology and situation ethics as a moral approach. You will also be able to compare and evaluate your own ethical views and consider where they have come from. You will then analyse and evaluate religious and non-religious views on certain topics like infertility treatments, Genetic Engineering and Artificial Intelligence.</p> | <u>Unit 2 – ETHICAL THEORIES (contd)</u> | | | |

| YEAR 9 | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
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| Science | | | | | | |