KS3 – KEY STAGE 3 CURRICULUM

ART	The Art department aims to develop all students' knowledge and understanding of the visual elements including line, shape, texture, form, space, colour and value, with the additions of mark making, and materiality. **Year 7:** Through looking at their local landscapes and natural environment they will link with a range of inspiring artists to develop a range of outcomes using past experiences, observational detail and their imagination to abstract ideas from concrete references. They will get to experiment and play with photography, drawing from primary and secondary sources to create designs through printmaking and colour mixing. Throughout the year the homework platform and The Still Life and Architecture projects will enable students to develop their meta-thinking and self-regulation to build on their visual intellectual confidence and transferrable skills for Y8 plus. **Year 8:** Throughout the year the theme of Animals and inspiring relevant illustrators of children's books will enable students to develop a range of outcomes using past experiences, observational detail and their imagination to abstract ideas from concrete references. They will get to experiment and play with photography, drawing from primary and secondary sources to create designs through mixed-media: digital rendering, collage, printmaking and colour mixing. Throughout the year the homework platform will enable students to develop their meta-thinking and self-regulation to build on their visual intellectual confidence and transferrable skills for Y9 plus. **Year 9:** Their work will be assessed using the objectives outlined by the examination boards for familiarisation. Through looking at Self-Identity, Consumerism, Street Art and Freedom of Speech they will link with a range of inspiring artists to develop a range of outcomes using past experiences, observational detail and their imagination to abstract ideas from concrete references. They will get to experiment and play with photography, drawing from primary and secondary sources to create designs through mixed-media digital and handcrafted skills. Throughout the year the homework platform will enable students to develop their meta-thinking and self-regulation to build on their visual intellectual confidence and transferrable skills for GCSE and A2.
CITIZENSHIP	Citizenship at SHS aims to give learners knowledge of basic concepts and institutions that underpin Citizenship, with particular focus on children's rights, democracy – local and national, representation, laws; the functions and uses of money; international organisations such as the United Nations; and advocacy. They should be able to practise the key Citizenship skills: • Explain & Apply • Enquire & research • Debate & Assess • Advocate & Organise in a variety of Citizenship contexts across Citizenship days and the wider curriculum. **Year 7:** Students should be developing their advocacy skills and know some key ways in which they can participate in democracy and advocacy. **Year 8:** Students should be developing their advocacy and action skills through participation in social action. They should also know how citizens can be involved in the legal system. **Year 9:** Students should be developing their advocacy and action skills through participation in social action. They should know ways in which they can participate in local democracy and the legal system.

COMPUTING	Year 7: In Computing, Year 7 students study the following: • Skills as a Community Manager - System Login - Basic skills for all apps - They also take part in a Baseline test Skills as a Programmer - Ohbot Robot programming • Skills as a Cyber Expert - Hashing and Caesar cipher algorithms and flowcharts • Skills as a Network Engineer - Computer Hardware project • Skills as a Digital Creator - Developing Design Skills Project • Skills as a Web Developer - Website building blocks · Words are not enough · Taking shortcuts · Searching the web · Tightening the web · The spread of the web Year 8: In Computing, Year 8 students study the following: • Skills as a Community Manager - Avoid Online Scams · Create and Safeguard passwords · Evaluate credibility · Identify cyberbullying · Understand digital footprint • Skills as a Programmer - Intro to Python – being made by DAH and KM • Skills as a Cyber Expert - Cryptography ·Enigma and Bletchley ·Barcodes ·SSL ·DRM • Skills as a Network Engineer - Binary Numbers · Converting Denary to Binary · Binary Addition and subtraction • Skills as a Data Scientist - Get to know spreadsheets · Quick Calculations · Collecting Data · Become a data master · Level up your data skills • Skills as a Web Developer - Web Development – Create a website of own design building on skills from Y7 topic Year 9: In Computing, Year 9 students study the following: • Skills as a Community Manager - iDEA Award • Skills as a Programmer - Python Development - being made by DAH and KM • Skills as a Cyber Expert - ·You and your data ·Social Engineering ·Script Kiddies ·Rise of the bots ·There's no place like 127.0.0.1 ·Under attack • Skills as a Network Engineer - Computer networks and protocols · Networking hardware · Wired and Wireless Networks · The Internet · Internet Services · The World Wide Web • Skills as a Data Scientist - Delving into data science · Global data · Statistical state of mind · Data for Action · Clean it up · Make a change • Skills as a Digital Creator - 3D Animation and Graphics (Blender Software)

DRAMA	**Year 7:** Year 7 Drama topics studied: mime, Roald Dahl script challenge and improvisation. The Drama Department at SHS strives to provide a varied and exciting curriculum, putting practical experience at the heart of the KS3 journey. In Year 7, confidence in how to use body language and facial expressions effectively to communicate with an audience is developed through learning mime skills. This is followed by focusing on how to utilise vocal skills in performance through studying scripts, providing challenge for all with students being able to personalise their assessments in a final performance of a monologue/duologue from Roald Dahl. Creativity and quick-thinking is further encouraged through experimenting with improvisation in the summer terms. **Year 8:** Year 8 Drama topics studied: Stanislavski, Brecht, 'The Lights Burn Blue' script challenge and masks. The Drama Department at SHS strives to provide a varied and exciting curriculum, putting practical experience at the heart of the KS3 journey. In Year 8, students build on the performance skills they began to develop in the previous year, with the added stretch and challenge of learning about key drama practitioners. They begin by experimenting with the techniques promoted by Stanislavski and Brecht, applying them to the script 'The Light Burns Blue' by Silva Semerciyan in performance. They then continue to develop confidence in communication through exploring masks, from basic masks through to the work of the Trestle Theatre Company. **Year 9:** Year 9 Drama topics studied: Lighting, sound, costume, set, prop and makeup design, physical theatre The Drama Department at SHS strives to provide a varied and exciting curriculum, putting practical experience at the heart of the KS3 journey. In Year 9, students begin to consider theatre as a whole, with hands-on experience in lighting, sound, costume, set, prop and makeup design in order to learn about careers options available to them in the industry. The performance focus to end the year is physical theatre, with students experimenting with the techniques of Stephen Berkoff, Frantic Assembly and stage fighting.

DT	In Design Technology, students' study on a rotation of the differing subjects. The purpose is to build confidence and skills in Food, Textiles, Resistant materials, and Graphics. Basic skills are tracked through a health and safety passport. Overarching skills will be embedded; gathering and analysis of research and inspiration, extracting key ideas from research for development of ideas, layout and drafting skills, measuring and marking, planning and use of time, managing equipment with due regard to health and safety, understanding and meeting deadlines, evaluating and target setting, listening to feedback and adapting to change. Year 7: Food students explore healthy eating and safety and hygiene in Food, and skill building, resulting in a pizza project. In Textiles fibre, yarn, fabric and construction are explored through the analysis of the work of Kandinsky. Students design and make a book cover using a range of materials and hand and machine skills. Resistant materials, Research and identify a client and theme. This leads in to designing, cutting and shaping wood and plastics to construct a fridge magnet. In Graphics, Communication techniques, drawing and CAD designing skills are studied through the study of Memphis Chairs. Students use ACCESS FM, paper nets, prototyping and rendering skills. Broader Curriculum. Visual and written communication, problem solving, literacy, culture, technology, engineering, measurement, experimentation, handling machinery, dexterity, confidence, health, well-being and social responsibility analysis and evaluation. Delivery of basic skills in design are complimented by planning skills to enable successful resolutions to the design tasks in made outcomes. Students must retain and draw on knowledge from each rotation and each year to build a comprehensive bank of skills. This will allow them to develop independence in KS4/5 Year 8: In Food, students look at diet and good health incl. energy, hydration, macronutrients and micronutrients (function of and food sources). Dishes are made which are high, or in the case of fat, low in these nutrients. In Textiles, students research the artist Chloe Owens and a selected theme developing applique skills to design and make a cushion. In Resistant materials, students have an experimental approach to sampling materials leads in a clock face that reflects a chosen client. In Graphics, students take part in a Graphic Illustration project, developing both digital skills (Photoshop, Drawplus) & traditional skills (rendering, drawing, scale, perspective). Artists analysed include Johanna Goodman and Julian Opi. Students must retain and draw on knowledge from each rotation and each year to build a comprehensive bank of skills. This will allow them to develop independence in KS4/5. Year 9: Food: focused practical tasks testing high level technical skills and understanding of scientific and nutritional elements within food prep for GCSE, ending with a non-examination assessment group task activity. Textiles students make an Eco tote bag based on the work of artists Louise Baldwin, Marimekko or Carolyn Saxby. They learn about sustainability through recycling and upcycling. In Resistant materials, students research the Art Deco design movement to design and make a pendant which is cast from pewter and a small wooden storage box. In Graphics, students work on developing brand identity through use of illustrator and presented in a Dragons Den style presentation. As part of the broader curriculum, all students learn visual and written communication, problem solving, literacy, culture, technology, engineering, measurement, experimentation, handling machinery, dexterity, confidence, health, well-being and social responsibility analysis and evaluation skills.

ENGLISH	Year 7: Students will consolidate and extend skills taught at KS2 through units throughout the year. Students develop an increasingly sophisticated and critical vocabulary by studying fictional and non-fiction texts. They develop integral foundation skills in terms of planning, structuring and organisation their texts and analysing these skills in the works of others. Students are given opportunities to infer, deduce and interpret when reading analytically and discursively. They learn the joy of literature and continue reading for pleasure; students are encouraged to creatively explore a wider selection of material. Significantly, Year 7 forms the first stage in students being able to craft mini-literary essays that can be developed logically into Year 8. There is the opportunity for independent study where the importance of scholarship is embedded into lessons. In Year 7 students study these units: • Tyger, Tyger Burning Bright - a study of challenging 18th, 19th and 20th century nature poetry and show creativity to present a group dramatic performance of Carroll's 'The Jabberwocky' • Antarctic Adventures - students develop writing skills with the theme of travel and exploration • Theme Park Extravaganza - group work, co-operation, problem-solving, self-regulation, fluent - thinking are all needed to present innovative and conceptual ideas • Secret Stories of an Unwanted Daughter - non-fiction and autobiography • What the Dickens - a study of Victorian Literature and opportunity for creativity and fiction writing • Welcome to the Jungle - students develop communication and leadership skills with flexible thinking and imaginative solutions • It's a Fairies World - students develop intellectual confidence to study a Shakespeare play of 'A Midsummer Night's Dream Specific Year 7 skills: • Students learn about poetic form, diction, extended metaphor and use grammatical terms in their understanding of poetic craft (intellectual playfulness, originality, abstraction) • They begin to think about historical and social context in poems such as Blake's 'Tyger' and Tennyson's 'The Eagle' and consider other animal poetry of the 20th century. (Fluent thinking) • Students plan their own work and take risks in their own work to be creative, emulating the styles of quality works of fiction and non-fiction • Students are inducted into developing their oracy skills and work collaboratively, discuss and present in a range of contexts; they learn to be independent learners and to use language as a tool in persuasion and argument; they use scripted and unscripted opportunities (Empathetic, collaborative, concern for society, confident, enterprising) • Students begin to learn analytical skills and appreciation of formal discursive writing PEEE in the first stage of this development (Strategy) • Students learn empathetic writing and descriptive skills (Intellectual playfulness, precision e.g. Spag) • Students explore 19th prose style of Dickens and acquire a range of ambitious vocabulary • Students explore paragraphing structures, creation of character and setting creating their own pastiches and caricature (Originality) • Students research Chinese culture and historical information that inform an understanding of an autobiography; this then progresses into a consideration in the contrast and comparison across time. (Big picture, empathy, precision, enquiry, agile thinking, critical thinking) • Students learn the fundamental task of textual selection • Students are inducted into independent research skills • Students start to examine Elizabethan comedy and conventions of blank verse and drama, comic plotting, characterisation through study and acting Year 8: The Year 8 curriculum is balanced in terms of a range of non-fiction and fiction texts that explore moral and intellectual ideas. Extended writing skills are developed from Year 7 through a model of PEEE and emphasis of language analysis; also language development is focused through the prose style of texts studied from contemporary media campaigns to the etymology of classical Greek. Coherence of understanding is promoted through returning to key skills of written communication in different forms. Students show progress as they are exposed to increasingly more challenging material and richer cultural contrasts. The recurring challenge and ambition of content allows students to develop at a level appropriate to their ability. Independent learning projects on Jane Austen allow students freedom to explore their own passions and learn the methodology of research going forward.

	In Year 8, students study these units: • Words on Air: students develop imagination, originality and fluent thinking by return to writing and focusing on relevant non-fiction situations: leaflet, formal letter considering audience and purpose (charity, holiday adverts and wider media devices) argumentative and persuasive writing and reinforced in discussion and debating skills; real life 'pitching skills' using in verbal skills to embed. • Modern Messages: Students develop intellectual confidence in exploration of contemporary and performance poetry: Amanda Gorman, Maya Angelou, Benjamin Zephaniah, Grace Nichols, Imitiaz Dharker, George the Poet • Murder Mystery: a study of 'An Inspector Calls' provides an opportunity to continue the theme of social responsibility and allows students to explore concepts and contexts to create a big picture thinking. • Evolution of Language: 'It's all Greek to me!' students build the cultural capital and knowledge that will enable them to grapple with Macbeth in greater depth. Students explore etymology and develop a big picture of language development throughout the ages. • Double, double, toil and trouble - students apply their understanding of Greek tragedy and Aristotelian terminology in their study of Macbeth. There is deep thinking about the nature of witches and women in the context of the time. Increased challenge and autonomous learning is encouraged as students develop their intellectual confidence considering the tragic hero and grappling with notions of the tragic hero and fate, building on some ideas in 'An Inspector Calls' • Light, bright and sparkling: Jane Austen's 'Pride and Prejudice'. Students develop their understanding of Austen's ironic style and explore the Georgian world of Jane Austen and the biographical context of her work and society. They practice self-reliance by undertaking an independent learning project demonstrating research skills. They explore themes of power, money and gender; as well as socialising and purpose of society through satire and social comment. Key knowledge: Irony, characterisation, early C19 vocabulary and diction Year 9: Students develop competence when writing essays, analysing texts independently and become comfortable with integrating contextual understanding into their written work. All of this has been scaffolded from Year 7. Students will now be working on extended writing with increased confidence planning longer and more in depth work. They will be able to articulate ideas and use conceptual knowledge freely to support an argument. Their own writing will be increasingly fine-tuned and accurate. They will be able to demonstrate variety in expression, ambition in language choices and assured adaption to descriptive or narrative styles. Independent research will be possible over extended periods. They will be building on the skills and concepts taught in Year 8 on tragedy and the building blocks of extended writing of the previous two years. A more extensive critical vocabulary is taught with regards to poetry and students are introduced to non-fiction reading skills. In Year 9, students study these units: • American Dreams: Steinbeck's 'Of Mice and Men' - students produce a pastiche of the opening the novel and explore characterisation, theme and style in greater depth. Students practice intellectual confidence when considering the text from a feminist perspective. • The pen is mightier than the sword- students study poems and literature of conflict as a taster of GCSE skills • Death-marked love: The Tragedy of Romeo and Juliet explore searching questions about the nature of love and Elizabethan attitudes to marriage. Students apply previous knowledge about tragedy but also mature with an ability to write with precision. This unit refines essay writing skills in preparation for KS4 but also allows great autonomy, self-regulation and fluent thinking; students will need to be critical and logical thinkers to succeed • Revolutionary Literature - An exciting and challenging look at the Romantic poets and their work. Students are encouraged to challenge the canon of literature and discover lesser known poets of this era. All students use strategy planning to develop their independent romantic project. • The Gothic Imagination - Students study 19th century gothic novel and short story extracts. Knowledge is linked from studies of Romantic Literature; students write their own descriptive or narrative fiction. • Preparation for GCSE - students are given support and knowledge about 'Much Ado About Nothing' in preparation for studies in year 10

FRENCH	**Year 7:** In Year 7 French students study the following: Term 1 - Introduction to learning French, incl. spontaneous speaking, parts of speech throughout Term 2 - Self-presentation, incl. age and numbers, short with where I live (Some Xmas culture/project) Term 3 - Family, pets, and relationships and opinions, describing other people. Independent Zoo Project Term 4 - Daily routine; dream daily routine Term 5 - Free time, incl. sports, leisure, TV/film/books/music Term 6 - Book project, continue the previous module **Year 8:** In Year 8, French students study the following: Term 1: Technology in everyday life Term 2: Cafés, restaurants, menus, and food and drink (Fun languages breakfast day) Term 3: Body and health Term 4: Where I live and town, things in the town, my house and bedroom (a bit on environment) Independent Map project. Term 5: Holidays, travel, and tourism (incl. weather etc) Term 6: Year 8 speaking Project **Year 9:** Year 9 French students study the following units: School and school life Future (mainly in education, but also ambitions, social issues, charities, volunteering) Clothes, shopping, and money Chores, jobs, world of work Revision of basics pre-GCSE Revision of basics pre-GCSE, also French TV project, Group/Creative project
GEOGRAPHY	Geography at SHS aims to develop student understanding of the world through enquiry and questioning. At all stages, SHS Geographers will experience fieldwork and skills associated with this and have opportunities to demonstrate their knowledge and understanding through a variety of lesson activities and competitions. **Year 7:** In Year 7, the topics studied are: • Welcome to My World • Plate Tectonics • Population and Settlement • Students enjoy a joint fieldtrip with Science to Bristol Zoo. **Year 8:** In Year 8, the topics studied are: • Changing Landscapes • Unfair World • Rivers and Flooding • Sustainability **Year 9:** In Year 9, the topics studied are: • Coasts • Why Geography? • Tropical Rainforests • The Geography of Chocolate and skills • The fieldwork is to Weston-Super-Mare

GERMAN	**Year 8:** **Term 1** Introducing yourself Finding out about gender and articles Learning the German alphabet Learning numbers 11-20 Using the verb sein (to be) Translating basic phrases Talking about where you live Using the verb wohnen (to live) Reading aloud Saying when your birthday is Using the verb haben (to have) Comparing numbers in English and German Learning the numbers 31-1000 Identifying personal pronouns Using cognates to work out meaning **Term 2** Talking about family members Using haben with the accusative case Recycling language Describing someone's personality Using possessive adjectives mein and dein Using a bilingual dictionary Describing hair and eye colour Starting to recognise adjective endings Describing a photo Learning parts of the body Using conjunctions und, aber and oder) Memorising new vocabulary Talking about pets and animals Forming plural nouns Using sound spelling links to work out meaning **Term 3** Talking about sport Revising the present tense Manipulating language Talking about your hobbies Using irregular verbs Asking questions Saying how often youlike doing something Applying the verb-second rule Tackling longer reading passages Talking about music you listen to and play Using (gar nicht) gern / lieber / am liebsten Talking about things you haven't experienced Talking about famous people and online life Starting to recognise different tenses Extending your writing **Term 4** Talking about school subjects Telling the time Identifying patterns Giving opinions of school subjects Using subordinate clauses with weil Using colloquial expressions Talking about learning habits and teachers Using impersonal expressions

	Revising vocabulary Talking about what your school is like Using man with modal verbs Understanding cultural differences Talking about after-school activities The verb-second rule (revision) Developing translation skills **Term 5** Talking about what you eat Using the verbs essen and trinken Reusing language in new contexts Buying food Using mir and dir Justifying opinions Ordering something to eat Using ich möchte and ich hätte gern Dealing with unfamiliar language when listening Reading restaurant reviews Starting to use the perfect tense with haben Using German creatively Talking about healthy eating Using man soll Reading authentic texts **Term 6** Getting to know German-speaking writers Revising the perfect tense with haben Researching German culture Learning about the German fairy tale tradition Using the imperfect tense Practising creative writing **Year 9:** In Year 9, German students study the following units: Planning a trip to Berlin (Project) Revising the future tense with werden Carrying out online research Learning about life in Berlin Using a range of tenses Dealing with unfamiliar vocabulary

HISTORY	
	Our intent is that through 'big picture thinking' and a broad KS3 curriculum, which challenges everyone, we develop an enquiring nature, and a sense of curiosity as well as promoting an active engagement with the past that will last a lifetime. KS3 students to become independent learners, to see the present in the context of the past, show empathy and concern for society leading to greater respect for peoples in the past and help them understand their own place within a larger human story that goes beyond the British Isles. **Year 7:** Year 7 students develop the ability to use information critically (critical thinking), so that they can see alternative perspectives and appreciate how and why interpretations are constructed, contested and constantly changing, so that they are better prepared for the demands of the Year 8 curriculum, and, after that, the Year 9 and GCSE curriculums respectively. Enquiry topics covered in Year 7: 1. What is History? 2. 1066 – Year of crisis 3. Norman Conquest 4. Medieval Church 5. Henry II and Thomas Beckett 6. Medieval Warrior Women (research project) 7. King John and Magna Carta 8. The 'Black Death' 9. Black Empires – Medieval African kingdoms **Year 8:** Enquiry topics covered in Year 8: 1. Life (and death) in Tudor/Elizabethan England 2. Religion, Reformation and Henry VIII's 'break with Rome' 3. Good Queen Bess / Armada 4. The (causes) English Civil War 5. The 'witch hunts' 6. The origins and impacts of the Industrial Revolution (research project) 7. The development of the British Empire 8. The Transatlantic Slave Trade and its Abolition **Year 9:** Year 9 History students become independent learners, to see the present in the context of the past, show empathy and concern for society leading to greater respect for peoples in the past and help them understand their own place within a larger human story that goes beyond the British Isles. In terms of skills, our curriculum intent is to help Year 9 students develop the ability to use information critically (critical thinking), so that they can see alternative perspectives and appreciate how and why interpretations are constructed, contested and constantly changing, so that they are better-prepared for the demands of the GCSE History curriculum and, after that, the A-Level History curriculum. Besides this, we aim to give Year 9 students opportunities to strategy plan, self-regulate, communicate effective arguments and promote scholarship as crucial elements to success. Enquiry topics covered in Year 9: 1. Victorian Whitechapel and the 'Jack the Ripper' case 2. The development of democracy in Britain & the Votes for Women campaign 3. The Origins of the First World War 4. Trench life during the First World War (research project) 5. WW2 – Why the Allies won 6. The persecution of the Jews and the Holocaust (Churban) 7. The end of empire – The 'Windrush Generation'

MATHS

Year 7:

In Year 7, the knowledge and understanding of the following topics is taught:

- Numbers and the number system
- Negative numbers and order of operations
- Lines on graphs and transformations
- Problem solving involving multiplication and division
- Algebra
- Visualising and construction
- Fractions/decimals/percentages
- Investigation angles
- Proportional reasoning
- Sequences
- Area and volume
- Presentation and Measurement of data
- Solving equations
- Linear functions
- Geometrical problem solving
- Financial Maths

Year 8:

In Year 8, the knowledge and understanding of the following topics is taught:

- Estimation, decimal places and significant figures
- Pythagoras' Theorem
- Straight line graphs
- Proportional Reasoning
- Fractions – problem solving
- Number – HCF/LCM/Index Notation
- Data Handling
- Algebra – factorisation/proof
- Angles/Polygons/Bearings
- Transformations
- Circles
- Probability
- Surface area and Volume
- Scatter Graphs
- Formulae/Changing the subject
- Constructions and Loci
- Using a calculator efficiently
- Financial Maths

Year 9:

In Year 9, the knowledge and understanding of topics is taught in accordance with the AQA Mathematics Specification and is as follows:

- Powers/Indices/Standard Form
- Fractions/Decimals/Ratio
- Area and Volume
- Percentages
- Equations 1
- Sequences
- Cumulative Frequency
- BIDMAS/Rounding/Estimating
- Pythagoras and Trigonometry
- Linear Graphs/Coordinate Geometry
- Statistics
- Algebra and Factorising
- Algebraic Fractions

MUSIC	**Year 7:** In Music, Year 7 students study the following: Term 1: Making Music Term 2: The Elements of Music Term 3: Western Classical Tradition 1 Term 4: Programme Music Term 5: Klezmer Music Term 6: Music of the Caribbean **Year 8:** In Year 8, Music students study the following topics: Term 1: Blues Term 2: Orchestration and Arranging Term 3: Latin American Music Term 4: Rock Music Term 5: 20th Century Music Term 6: African Music **Year 9:** In Music, Year 9 students study the following units: Term 1: Musical Theatre Term 2: Western Classical Tradition 2 Term 3: Film Music Term 4: Popular Music Term 5: Jazz Term 6: Compositional Skills

PE	Year 7: During Year 7 Physical Education, students will be taught a range of skills in a variety of competitive sports and other physical activities. Students should build on and embed the physical development experienced in key stages 1 and 2, become more competent and confident and transition some of their physical skills and techniques, applying them across different sports and physical activities. They will think and understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop physical behaviours such as striving for physical competence and work to enhance their own wellbeing and fitness. They have the opportunity to learn and take part in a number of sports. Year 8: During Year 8 Physical Education, students will aim to show progress in a further range of skills in the same variety of competitive sports and other physical activities as Year 7. Students should build on and embed the physical development experienced in the induction phase and the activities taught in Year 7, they will strive to become more competent and confident and transition some of their physical skills and techniques, applying the progress across different sports and physical activities. They will think and understand what makes a performance effective and how to apply these principles to their own and others' work. They will be aim to challenge themselves through physical behaviours such as striving for physical competence and work to enhance their own wellbeing and fitness. Year 9: During Year 9 Physical Education, students will be taught a range of skills in an extended variety of competitive sports and other physical activities. Students should build on and embed the physical development experienced in Year 7 and 8, and show the competence and confidence they have developed in their physical skills and techniques, applying them across different and new sports and physical activities. They will think and understand what makes a performance effective and how to apply these principles to their own and others' work. They will be able to embed physical behaviours such as striving for physical competence and work to enhance their own wellbeing and fitness. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

PSHE	The PSHE curriculum throughout KS3 and KS4 is divided into the three core themes of Relationships and Sex Education (RSE), Health and Wellbeing, and The Wider World. There is overlap between the three themes. A spiral programme throughout KS3 and KS4 ensures learning is revisited, reinforced and extended in age and stage-appropriate contexts. **Year 7:** RSE: • Keeping good friendships and avoiding toxic ones • Bullying, banter and cyberbullying (including online) • Toxic relationships • Family types and relationships • Female Genital mutilation (FGM) Health and Wellbeing: • Periods and the menopause • Puberty and personal hygiene • Healthy lifestyle and personal health improvement plan • The importance of sleep and good sleep habits • Different types of drugs The Wider World: • The importance of PSHE and how it is studied at SHS • An introduction to High Performance Learning at SHS • Resilience and self-regulation: aspiration • Resilience and self-regulation: optimism and flexible mind set • Protecting your online identity • Britishness and British values: stereotyping and diversity • Careers and your future **Year 8:** RSE: • Consent • Sharing of nudes and semi-nudes • Grooming and child sexual exploitation • Dismantling sexism: Equality Act and women's rights • Dismantling sexism: gender stereotyping and sexist language • Dismantling sexism: public sexual harassment (PSH) • Gender identity and sexual orientation: Equality Act and HBT bullying • LGBT+ rights in the UK and abroad and Equality Act • Radicalisation and extremism; Prevent Strategy • Dealing with divorce and separation Health and Wellbeing: • Self-care • Different types of addictions • Alcohol: the facts; the risks • Smoking and second-hand smoke • Recreational drugs: cannabis and ecstasy • Equality Act and disability in the media • Body image and the media • Eating disorders • Mental Health: emotional wellbeing • Mental health: beyond fed up • Organ donation • Basic first aid The Wider World: • Stereotyping, discrimination and prejudice: disability in the media • Britishness and British values: stereotyping and diversity • Radicalisation and extremism; Prevent Strategy • Careers: teamwork and entrepreneurs; women in STEM • Finance

	Year 9: RSE: • Healthy and unhealthy relationships: domestic abuse; forced marriage; honour-based violence • Intimate and sexual relationships: consent and sexual pressure • The dangers of pornography • Intimate and sexual relationships: STIs; contraceptive methods Health and wellbeing: • Mental Health: Building resilience top tips • Mental Health: negative thinking and worrying • Heroin and cocaine • Basic first aid • CPR and defibrillators The Wider World: • Modern slavery • Gangs and knife crime • County lines • Counter terrorism
RE	**Year 7:** In Year 7, students cover the following units: 1. Introduction to Belief: What do people believe? What is the global picture of belief? Why do they believe? How do they express these beliefs? 2. Sikhism: What does it mean to live as a Sikh in Britain today? What is important to Sikh practice? how can these principles be seen in choices and actions of Sikhs? 3. The Five Pillars of Islam: In what way do these fundamental beliefs in Islam impact the life of a Muslim? Can the principles at the heart of each of the pillars be seen in other beliefs and/or wider society? 4. Christianity: An exploration of the various beliefs and diverse practices within Christianity. What is the picture of active Christianity in Britain today? 5. Spirituality: What does it mean to be spiritual? Can you be spiritual but not religious, or spiritual and religious? Specific work will be done using the NATRE Spirited Arts competition **Year 8:** In Year 8, students study the following units: 1. Hinduism: What are the key themes of belief and practice within this faith? An exploration of text, murtis and life goals 2. Good, bad, right, wrong: how do I decide? An exploration of ethics and belief, focusing on the treatment of the Australian Aborigines in the 20th century, using the film, Rabbit Proof Fence 3. Judaism: Living life as a Jew in Britain: community, history, forgiveness, happiness, family - exploring what is important to living a good life as a Jew 4. Life after death: does it exist? A philosophical enquiry into the possibility or impossibility of the afterlife, exploring various religious, spiritual and secular approaches 5. Humanism and Atheism: in what ways are these worldviews practised? What are the important themes and how do these compare to those of faith? **Year 9:** Students study the following topics: 1. Ethics and Conflict: An exploration of religious, ethical and secular responses, beliefs and theories about human conflict 2. Buddhism: What do Buddhists believe? What diversity is there in Buddhist belief? Can we call Buddhism a religion or is it a practice? 3. Good and Evil: What is good and what is evil? How do different religions and cultures describe and respond to these ideas? 4. Living as Muslim: Texts, diversity, the afterlife, individual growth, practice 5. Religion and Society: Communal experience, charity, sport, gender equality, racism - ways in which religion and society find both equilibrium and challenge

SCIENCE - BIOLOGY	**Year 7 Biology:** **Knowledge and understanding** Induction (all three sciences) Cells and organisation and Reproduction **Progression** Cells and specialised cells leads into work on various topics, including reproduction in year 7, photosynthesis and immunity & disease in year 8. Reproduction builds on work in reproduction in KS2. In year 9 it will be developed in the Variation topic. The induction topic consolidates investigative skills from KS2, and these are then built on throughout their science education. **Challenge** Understanding the scale of cells. Mixing of concepts of cell and atom. Knowledge of particle theory useful for diffusion **Skills** Induction: SA3: Use of glassware and Bunsen burners ES 1 to 5: Planning investigations AE 1 to 3: Handling and presenting data Reproduction & Cells: ES 1 to 5: Planning investigation into seed dispersal and rate of diffusion AE 1 to 6: Handling and presenting data SA1 & 3 in all investigations **Scope** Reproduction/ puberty relates to PD **Year 8 Biology:** **Knowledge and understanding** Energy in the Body Drugs, microbes and disease; Photosynthesis and ecosystems **Progression** There are links to KS2, especially in relation to ecosystems, and the differences between plants and animals (autotrophs and heterotrophs.) All form part of topics taught at KS4. Drugs also link into PD lessons **Challenge** Respiration and breathing (cellular chemical reaction vs physical muscular process) Light is the energy source for photosynthesis – it drives the conversion of CO_2 and H_2O into sugars **Skills** Microbes: SA2: MMR controversy and the development of vaccines; Photosynthesis: SA2: Try to undo historical ideas of photosynthesis e.g. plants eat soil. Energy in the Body: ES 1 to 5: Planning investigation into factors affecting lung volume AE 1 to 3: Handling and presenting data **Scope** Geography: Ecosystems PE: Breathing, respiration Citizenship: Disease and dietary problems PD: Drug use and misuse **Year 9 Biology:** **Knowledge and understanding:** Variation **Progression:** Y7 reproduction, cells and cell organisation. Leads into GCSE variation/evolution and genetics. **Challenge:** Genetic crosses Where variation comes from and why it is important. Understanding the concept of natural selection. **Skills:** Variation: SA2: theories of evolution inc. Darwin and Lamarck AE 1 to 3: How Tall – data from class heights. **Scope:** Citizenship and RE: Genetic engineering, cloning.

SCIENCE - CHEMISTRY	**Year 7 Chemistry:** **Knowledge and understanding** Rocks Chemical reactions and Acids and alkalis **Progression** Rocks: Solubility and solutions is returned to in year 8 in Mixtures and GCSE (y10) Dealing with Mixtures. Acids and Alkalis leads to Salted in year 9, and then on into GCSE. Chemical Reactions is a broad introduction to chemistry with leads into all following years **Challenge** Chemical reactions: conservation of mass when gas is generated. Rocks: solubility curves and saturated solutions. **Skills** Chemical reactions: ES 1 to 5: Planning investigation into candles burning in jam jars; indigestion investigation in acids and alkalis AE 1 to 6: Handling and presenting data SA1 & 3 in all investigations M1 **Scope** Rocks links to geography **Year 8 Chemistry:** **Knowledge and understanding** Mixtures Atoms; elements and compound **Progression** The Mixtures topic consolidates content from the Year 7 topic Solids, liquids and gases. Particle theory introduced in Year 7 is applied in the context of separating substances in a mixture. The topic Atoms, elements and compounds builds on the content of the Year 7 topic Chemical reactions. Year 8 introduces students to the periodic table and looks at chemical and physical properties of common elements. Particle theory is further developed in the context of showing elements, compounds and mixtures represented in particle diagrams. Writing chemical reactions as word equations is taught as part of this topic which will be further developed in in the Year 9 topic Salted, which focuses on acid-base reactions. Metals which are briefly introduced in Atoms, elements and compounds are further studied in the Year 9 topic Metals. **Challenge** Separation techniques (filtration, evaporation, distillation, chromatography): when to use which technique and how to interpret the results Interpreting particle diagrams of elements, compounds and mixtures Word equations and chemical formulae **Skills** Investigative and experimental skills necessary for carrying out Chemistry practical are developed in the context of both these two Chemistry topics: Mixtures: SA1, AE1: If I dissolve 1g of salt, can I get it all back? SA2: Chromatography, distillation. ES1-5, AE2-6: Extracting salt from rock salt, Chromatography practical Atoms, elements and compounds: SA2 and SA3, A1: Making a compound ES1-5 and AE2-6: Reacting iron and sulphur **Scope** Geography: Environmental issues, plastic pollution **Year 9 Physics:** **Knowledge and understanding:** Biophysics and machines Sound and vision (with some biology **Progression:** Y7 forces and motion topic Y8 Solar system for sections on weight and luminous/non-luminous objects. Leads to in GCSE moments and pressure. Sound and Vison leads into GCSE waves and electro-magnetic waves **Challenge:** Moments, especially second and third class levers. **Skills:** Biophysics and machines: ES 1 to 5: Planning investigations to work out the principle of moments. AE 1 to 3: Handling and presenting data M2 – moments equations. SA1 and ES4 sound and vision – using ray boxes to measure angle of incident and reflection **Scope:** PE linked to biological example so levers at joints. Link to GCSE biology – eye and seeing. Link to Music – pitch, wavelength and frequency. Link to Art – colour mixing of light and pigments.

SCIENCE - PHYSICS	
	Year 7 Physics: **Knowledge and understanding** Solids, liquids and gases; Forces; Electric circuits; Solar system **Progression** These are key physics concepts building on KS2 knowledge. SLG is revisited in chemistry in year 8 in atoms and elements, and in 'dealing with mixtures' in year 10. Forces is returned to in year 9 in Biophysics and in GCSE. Circuits is returned to in electromagnets in year 8, then more fully in GCSE. In GCSE, students studying Physics will build on the themes from the solar system topic in 'Space **Challenge** Circuits: Understanding the relationship between current and resistance in series and parallel circuits SLG- Understanding changes in state in terms of particle theory. Forces: Understanding how forces affect motion. Energy and force are occasionally used incorrectly or interchangeably. Solar system: There are common difficulties understanding and explaining: · the difference between weight and mass · the formation of eclipses · the reasons for the different views of moon over a lunar month · the reason for the seasons **Skills** Solar system: SA2: Development of ideas of the solar system **Scope** Links to chemistry: SLG There is wonder at the scale of the solar system etc, with possible religious implications of a non-earth centred solar system. **Year 8 Physics:** **Knowledge and understanding** Heating and cooling and Magnetism Energy **Progression** At KS2 students would have learnt about magnets. 'Heating and cooling' also brings in knowledge of the particle model from year 7. All form part of topics taught at KS4. **Challenge** Magnets · that magnetic materials can become magnets themselves and have poles · that an electrical current produces a magnetic field that can be manipulated for a use · describe how a device that uses an electromagnet works e.g. loudspeaker and the electric bell, and factors that affect its function Energy and force occasionally used incorrectly or interchangeably; also students talk about 'using up energy'. Heating and cooling understand and explain · the effect of expansion or contraction on the movement of a fluid · the effect of an energy transfers on the movements of particles and the temperature of systems involved · how the conductive properties of materials affect our perception of the temperature of that material when touched **Skills** Energy, Heating and Cooling & Magnets: ES 1 to 5: Planning investigations into insulation and factors affecting the strength of electromagnets. AE 1 to 6: Handling and presenting data SA1 & 3 in all investigations M2: Solid, liquids and gases, forces and energy **Scope** the use of electromagnetics in the world we live in · the benefits and uses of insulation in the world we live in. · There are links to energy transfers in ecosystems in biology (efficiencies) **Year 9 Physics:** **Knowledge and understanding:** Biophysics and machines Sound and vision (with some biology **Progression:** Y7 forces and motion topic Y8 Solar system for sections on weight and luminous/non-luminous objects. Leads to in GCSE moments and pressure. Sound and Vison leads into GCSE waves and electro-magnetic waves **Challenge:** Moments, especially second and third class levers. **Skills:** Biophysics and machines: ES 1 to 5: Planning investigations to work out the principle of moments. AE 1 to 3: Handling and presenting data M2 – moments equations. SA1 and ES4 sound and vision – using ray boxes to measure angle of incident and reflection **Scope:** PE linked to biological example so levers at joints. Link to GCSE biology – eye and seeing. Link to Music – pitch, wavelength and frequency. Link to Art – colour mixing of light and pigments.

SPANISH	**Year 8:** In Year 8, Spanish students study the following: 1. Introducing Yourself 2. Family and Friends 3. Free-time 4. House and Home 5. Places in the town, directions and plans for the weekend 6. School, timetable and future plans **Year 9:** In Spanish, Year 9 students study the following units: 1. Health and Diet 2. Holidays 3. The Digital World 4. Shopping and Fashion 5. Routines, relationships and global issues