

**TERMS 3 & 4: 2009 – YEARS 7, 8 and 9**

**Design Technology**

**Year 7:**

- Health and Safety
- Jigsaw – *Wood Work*
- Wooden Photo frame – *Wood Work*
- Phone flasher key fobs – *Plastics and Electronics*

**Year 8:**

- Clock Project using CAD/CAM – *Plastics and Manufacture*
- Room Bell – *Electronics*
- Team building – “Bridge the Gap”

**Year 9:**

- Wooden Toolbox – *Wood Work*
- Oil Burner – *Metal Work*
- Tiki Heads – *Wood Carving*
- Storage Box – *Wood Joining*
- Introduction to Brick Laying

**Drama**

**Year 7:**

Script Work – Term 3

Poetry as Stimuli – Term 4

**Year 8:**

Forum Theatre – Term 3

Non-fiction – Term 4

**Year 9:**

Theatre in Education – Term 3

Political Theatre – Term 4

**English**

In Key Stage 3, pupils are assessed and awarded National Curriculum grades for three areas: reading, writing and speaking and listening.

**Year 7:**

Pupils will be focusing on two areas: poetry and myths and legends.

Reading:

- to analyse a range of poetry
- to be able to identify various different methods used in poems
- to show an understanding of different meanings in the text
- to understand the structure of a text in particular the ending of the text and the effectiveness
- to explore the literary heritage of the myths and legends studied and their purpose

**Writing:**

- to plan, draft and proof-read work carefully
- to use a dictionary and thesaurus with speed and skill
- to experiment with the effects of language including imagery, alliteration, rhythm and rhyme
- to review the neatness of their handwriting and presentation of their work
- to portray character effectively through description and dialogue

**Speaking and listening:**

- to think carefully about the use of vocabulary, structure and delivery of a talk or presentation
- to answer questions confidently and pertinently
- to adopt a range of roles in a discussion
- to acknowledge other people's views and comment on their views sensitively
- to reflect on and evaluate their own views using Assessment for Learning

**Year 8:**

Pupils will be focusing on two areas: poetry and media/ICT.

**Reading:**

- to read a wide range of poetry focusing on pre-1914 and modern day poetry
- to identify key conventions of non-fiction writing
- to identify fact, opinion, bias, purpose and audience in non-fiction texts
- to recognise the methods used in poetry such as alliteration, similes, metaphors etc
- to identify how meanings change when transposed in different media

**Writing:**

- to experiment with different types of poems and to write poems using different methods
- to experiment with different language choices
- to identify various media texts and write using the appropriate language
- to use and identify how texts in ICT are organised
- to signpost arguments clearly to the reader using persuasive language

**Speaking and Listening:**

- to make a formal presentation using Standard English
- to ask questions to clarify understanding and refine ideas
- to recognise and build on others' contributions
- to take different roles in discussions to help develop ideas
- to recognise their own skills, strategies and responses as listeners in different situations.

**Year 9:**

Pupils will be focusing on Shakespeare and the Writing Paper in preparation for their forthcoming SATs examination.

**Reading:**

- to comment on the social and historical impact of Shakespeare and the influence of the text
- to evaluate their own critical writing about texts using Assessment for Learning
- to review and develop their own reading skills

- to analyse the language, form and dramatic impact of Shakespeare
- to compare the themes and issues in drama

#### Writing

- to produce formal essays in Standard English within a specified time limit
- to use textual evidence to justify their opinions
- to spell accurately all high-frequency words and new terms
- to use a full range of punctuation to clarify and emphasise meanings
- to write sustained essays using various different styles of writing

#### Speaking and listening:

- to use Standard English to explore or justify an idea
- to develop and evaluate their own speaking and listening skills using Assessment for Learning
- to develop and compare different interpretations of scenes or plays using Shakespeare
- to convey action, character, atmosphere and tension when talking about Shakespeare
- to complete a speaking and listening presentation focusing on the role of the actor and director in a Shakespearean play

### **Food Technology**

#### **Term 3:**

**Year 7:** New scone recipe

**Year 8:** Pasta project

**Year 9:** Finger foods

#### **Terms 4, 5 & 6:**

##### **Year 7:**

Theory work will include hygiene and safety, use of the cooker, basic nutrition and healthy diets and weighing and measuring accurately.

Practical work will include baked potatoes, fruit salad, rice salad, small cakes, scones and muffins.

##### **Year 8:**

Theory work will include staple foods, nutrition, guided choices in recipes and using Food for a PC.

Practical work will include bread rolls, pizza, celebration cakes, pasta and sauces.

##### **Year 9:**

Theory work will include protein, meat, fish, vegetarianism and healthy meal planning.

Practical work will include burgers, kebabs, chicken kiev, baked fish and potato wedges, stir fry and quiche.

At the changeover of groups a letter will be issued to all pupils in Key Stage 3 Food Technology groups stating the cost of ingredients for the three terms. Parents/carers can then decide whether to pay one payment or weekly.

## Geography

### Year 7

#### Scheme of Work:

- Making and mapping connections
- Exploring the United Kingdom
- World Issues
- Settlement
- Population
- Football: a Global Sport

### Year 8

#### Scheme of Work:

- Investigating Brazil
- Ecosystems
- Coastal Environments
- Tourism
- Weather & Climate
- Energy

### Year 9

#### Scheme of Work:

- Plate Tectonics
- The Indian Ocean Tsunami
- China
- What is Development? / Crime
- Rivers and Flooding
- Essential Geography Skills

#### **Assessment & Monitoring:**

Pupils are assessed in the form of an end of unit test for each topic which consists of levelled questions and decision-making exercises. Throughout the year pupils are involved in peer marking exercises and supported by homework in the form of a compendium for each subject topic.

## History

### **Year 7 Scheme of Work**

- History skills
- The Roman Empire
- England in 1066
- The Norman Invasion
- Medieval England
- The Crusades

#### *Assessments:*

Pupils will undertake six assessments in this year. They will range from enquiry tasks, source evaluation, projects and essays. They will be marked according to National Curriculum Levels and used to track their progress. Pupils will also be involved in assessment through peer marking and

personal assessment. All other work will be marked using the traffic light system:  
Green = Good                      Amber = Satisfactory                      Red = Unsatisfactory

### **Year 8 Scheme of Work**

- The Tudors
- James I
- The Civil War
- Cromwell
- The Restoration
- Plague and Fire
- Industrial Revolution
- Black Peoples of America/Slavery

#### *Assessments:*

Pupils will undertake six assessments in this year. They will range from enquiry tasks, source analysis, projects and essays. They will be marked according to National Curriculum Levels and used to track their progress. Pupils will also be involved in assessment through peer marking and personal assessment. All other work will be marked using the traffic light system:

Green = Good                      Amber = Satisfactory                      Red = Unsatisfactory

### **Year 9 - World Study 1900-1999**

- Introduction to the 20<sup>th</sup> Century
- Great powers and plans for war
- World War One
- The Russian Revolution
- Peace Treaties
- The USA 1920's – 1930's
- The Rise of the Dictators
- Hitler
- World War Two
- The Holocaust
- The Cold War

#### *Assessments:*

Pupils will undertake six assessments in this year. They will range from enquiry tasks, source evaluation, projects and essays. They will be marked according to National Curriculum Levels and used to track their progress. Pupils will also be involved in assessment through peer marking and personal assessment. All other work will be marked using the traffic light system:

Green = Good                      Amber = Satisfactory                      Red = Unsatisfactory

## **ICT**

### **Year 7:**

- Project 2 – ICT and Safety
- Project 3 - Spreadsheets

**Year 8:**

- Odeon Cinema
- 8.4 Spreadsheets
- 8.5 Databases

**Year 9: Diploma (Option)**

- BTEC Diploma unit 18 – Graphics

**Year 9: Option Block B**

- Presenting information
- Developing skills in graphics

**Mathematics**

**Year 7:**

*Mainstream First Half*

- Measures of probability
- Surveys and data handling
- Metric and Imperial measures and converting between units
- Understanding ratio and proportion in problems

*Mainstream Second Half*

- Simplify algebra
- Reading real life graphs
- Produce a statistical report using graphs
- Rotate, reflect and translate shapes
- Extend 2D drawing including use of vocabulary

*Support for Sets 3, 4 and 5*

- Use line graphs and frequency tables
- Read information from tables
- Use metric and imperial units
- Solve simple problems using proportion
- Problems with and relationships between number operations
- Using data tables and charts
- Recognise simple reflections and rotations

*Extension for Grammar and Alpha*

- Find mutually exclusive probability outcomes and list all outcomes
- Decide accuracy needed when collecting measures and data, use grouped data
- Share in a ratio, use unitary method
- Construct and solve equations
- Transform shapes by a combination of reflections and rotations, enlarge shapes
- Identify all symmetries

## **Year 8:**

### *Mainstream First Half*

- Make up algebraic expressions
- Plot line graphs in 4 quadrants and recognise equations
- Use indices of 10 to multiply and divide
- Order and round decimals and work out approximate answers
- Multiply and divide decimals

### *Mainstream Second Half*

- Identify congruent shapes
- Transform shapes by a combination of reflection and rotation
- Enlarge shapes
- Reduce ratios to simplest form
- Understand and use formulae and functions
- Substitute into formulae
- Construct and solve equations
- Construct and report on a statistical enquiry

### *Support for Sets 3, 4 and 5*

- Express simple functions in words
- Make up coordinate pairs to fit a rule
- Multiply and divide decimals by 10, 100, 1000
- Multiply numbers using Napier's method
- Recognise symmetry and rotation and reflection
- Know what an equation is and solve simple equations
- Design a data collection sheet, conduct a survey, display results and produce a report using ICT

### *Extension for Grammar and Alpha*

- Find inverses of functions
- Plot graphs from equation
- Use calculators efficiently with decimals and fraction problems including those with several steps
- Identify 3D reflective symmetry
- Enlarge using centre of rotation
- Draw inferences from graphs and identify unfair data presentation

## **Year 9:**

### *Mainstream First Half*

- Calculate with area perimeter and volume measures
- Find area and circumference of circle
- Round decimals to 2dp and 3dp
- Convert fractions to recurring decimals
- Use calculator efficiently for operations including powers and roots
- Identify all outcomes in probability problems and use correct words
- Estimate probabilities from experiments
- Add, subtract, multiply and divide fractions

*Mainstream Second Half*

- Prime factor decomposition
- Estimate squares and square roots
- Use the rules of index notation
- Find the gradient of graph lines
- Construct graphs from real life situations
- Understand congruence and how to enlarge and rotate using a centre and reflect given a line
- Use map scales
- Solve problems through ratio and proportional reasoning

*Support for Sets 3, 4 and 5*

- Find the coordinate of the mid point of a line
- Know rough metric Imperial equivalents
- Find area of a triangle
- Divide and multiply with single digit decimals
- Solve 2 step problems
- Record probability outcomes
- Use and find factors and multiples
- Match graph line to its equation
- Look at all 3 symmetries
- Make simple scale drawings
- Reduce ratio to its simplest form

*Extension for Grammar and Alpha*

- Divide a line in a ratio/identify and use property of similarity
- Understand upper and lower bounds of accuracy when measuring
- Convert recurring decimals to fractions
- Understand and use reciprocals
- Use calculator for standard form conversion
- Know and use index laws
- Investigate gradients for parallel and perpendicular lines
- Enlarge by fractional scale factor
- Use sine, cosine and tangent in right angled triangles

**Modern Foreign Languages**

**Year 7 will learn French:**

**Term 3:**

- Meeting and greeting people
- School objects and the alphabet
- Numbers up to 31
- Giving personal information (name, age, birthday...)
- Talking about the classroom and understand classroom instructions
- Colours

**Term 4:**

- Talking about brothers and sisters and your family

- Talking about pets
- Describing yourself (height, hair, eyes, personality...)
- Using adjectives
- Understanding possessive pronouns

### **Year 8 French (sets 1):**

#### **Term 3:**

- Talking about sports and games
- Using *jouer + de/à*
- Talking about music
- Saying what you like to do
- Talking about going on holiday
- The future tense
- Talking about events in the past and using the perfect tense

#### **Term 4:**

- Talking about families
- Talking about jobs people do
- Talking about where people live
- Describing the weather
- Describing a typical day

### **Year 8 Spanish (sets 1):**

#### **Term 3:**

- Talking about school subjects
- Expressing likes and dislikes
- Telling the time
- Talking about your timetable
- Talking about food
- Describing your school
- Say how you get to school

#### **Term 4:**

- Talking about where you live
- Describing your house
- Describing rooms in your house
- Talking about your daily routine

### **Year 8 French and Spanish (sets 2):**

#### **Term 3:**

- Talking about school routine
- Describing school
- Talking about school subjects

#### **Term 4:**

- Talking about free time and social activities
- Suggest something to do
- Arranging a place and a time to meet

**Year 9 French (sets 1):**

**Term 3:**

- Talking about your friends
- Talking about pocket money
- Talking about gadgets
- Superlatives and comparatives
- Hopes and wishes
- Using the three time frames (past, present, future)

**Term 4:**

- Discussing what is on T.V
- Using direct object pronouns
- Talking about films
- Describing your routine
- Talking about what you read

**Year 9 Spanish (sets 1):**

**Terms 3 & 4:**

- Asking what is of interest in a place and what you can do there
- Talking about where you go and what you do on holiday
- Saying where you and other people went
- Using the past tense
- Saying what you and other people did on holiday

**Year 9 French and Spanish (sets 2):**

**Term 3: Holiday, travel and transport**

- Understand and ask for directions
- Understand simple signs and brochures
- Understand letters about accommodation

**Term 4: Food and drink in other countries:**

- Say what food you like/don't like
- Ask for a table
- Call the waiter/waitress
- Ask for food, the menu and the bill

**Music**

**Year 7:**

Students will study two topics. Using acoustic instruments students will learn the traditions of Gamelan music, performing as a class and in small groups. The second topic will use ICT. Students will study music for a special event. Using Cubase students will learn the characteristics of celebration music and how to compose music for a specific mood.

**Year 8:**

Students will be studying two topics: Latin American and jazz/blues music. Students will learn the traditions of these styles/genres and be involved in practical work to create performances. ICT will be used during the jazz/blues topic with acoustic instruments for Latin American.

**Year 9:**

Students will follow a scheme called Musical Futures. Students will work in groups chasing their own music to work out as a group by ear. Each member of the group will choose a role and work out how to play that part. Students will also continue to produce preparation work for the BTEC Diploma.

**Science****Year 7:**

- Organisms and their environment
- Electricity
- Acids and alkalis

**Year 8:**

- Rocks and the rock cycle
- Light and sound
- Microbes and disease

**Year 9:**

- Inheritance and selection
- Electricity and energy
- Displacement chemistry

**VALUES EDUCATION****Year 7:****Term 3:**

- Friendship and Bullying: this PSHEE module will investigate friendships, how we make, break and choose friends and the devastating causes and effects of bullying. Pupils will be evaluating cases of bullying from the victims' perspective.

The School Nurse will also be visiting to discuss puberty and the emotional changes young people go through.

**Term 4:**

- Global Citizenship: this citizenship module will focus on what it means to be a citizen of the world!

**Year 8:****Term 3:**

- Islam: this R.E. topic will consider what it is like to live as a Muslim. Pupils will have the opportunity to create some Islamic geometrical pictures and have a go at Arabic calligraphy!

**Term 4:**

- Jesus – His Life, Death and Resurrection: this R.E. module will look at the life of Jesus from his miraculous birth to his gruesome death. Pupils will learn about the fascinating world of Jesus – full of conflict and arguments!

## **Year 9:**

### **Term 3:**

- Rites of Passage: this R.E. module will cover all the important landmarks in life: birth, marriage, death, birthdays and non religious alternative ceremonies. This unit of work will also include a careers week where we will be visiting the careers library and thinking about our future choices.

### **Term 4:**

- Democracy: this citizenship module will cover the ins and outs of voting and how Parliament and council work. Pupils will take part in a debating activity centred on the building of a new road.

## **Visual Arts**

The Key Stage Three syllabus in visual arts has been developed to equip pupils with a basic skills and knowledge in art and design. The courses are varied and focus upon:

- 1: Observation.
2. Knowledge of artists, movements and cultures.
3. Artistic concepts.

### **Years 7 & 8:**

Pupils will be taught basic skills that include:

Observational drawing  
Line  
Mark-making  
Tone  
Form  
Colour Theory

In addition to this, pupils will learn a range of techniques that cover a range of art disciplines that may include: print, collage, textiles, paint, Mixed media, photography, graphics, Photoshop manipulation. Pupils will be expected to build upon their skills over the two years.

### **Themes:**

Year 7: Natural Form, African, 'Myself'

Year 8: Man Made Objects, Asian Cultures, Icons

### **Year 9**

A BTEC First Diploma in Art and Design is offered to pupils in Year 9. Here they will follow a programme of study that covers 6 units of work over two years. This is a vocational course that is designed to introduce pupils to a range of disciplines within the professional field of visual arts.

Pupils are also given an option to continue with the standard Key Stage Three syllabus. This builds further upon the skills developed in Years 7 and 8 and prepares pupils for more advanced courses such as GCSE or BTEC.

**Themes:** Figure Drawing/Portraiture, Cubism, Decay

