

## TERMS 3 & 4: 2010 – YEARS 7, 8 and 9

### Design Technology

#### Year 7:

Unlike previous years, the new pupil intake will only complete one large design and make. The rest of their time in Design Technology will focus on small practical tasks designed to improve their subject knowledge. This will include systems and control, graphics and presentation skills, structures, team building, manufacture and history of technology to name but a few.

#### Year 8:

- **Clock project** – Pupils will design, develop and make a clock from scratch using 1mm HIPs for a client of their choice. They will use CAD/CAM software and the laser cutter to produce a high quality item they can be proud of.
- **Steady hand tester** – Pupils will design and make a traditional electronic steady hand game, using a variety of processes.
- **Mobile phone design** – Pupils will analyse mobiles and their purpose in modern life, their final outcome will be a prototype model of a mobile phone.

#### Year 9:

Pupils that have chosen to take Design Technology will be looking at various projects and traditional craft techniques. This will include wood carving, wood turning, metal work, engineering, assembly processes as well as traditional design and make exercises. Pupils will be expected to produce a portfolio of their work which will allow them to progress into either BTEC engineering or construction in Year 10.

### 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 three areas: narrative ballads, myths and legends and writing reviews.

#### **Reading**

- To read a range of texts.
- To infer and deduce the meaning within poems and myths.
- To recognise how writers' language choices can enhance meaning.
- To explore how form contributes to meaning in poems from different times and cultures.
- To explore how writers convey setting, character and mood.
- To use a variety of reading strategies to extract particular information.

- To identify the conventions of a myth and legend.
- To make a personal response to a text and provide some textual reference in support.

### **Writing**

- To plan, draft and proof-read work carefully.
- To use a dictionary and thesaurus with speed and skill.
- To review the neatness of their handwriting and presentation of work.
- To write poetry that uses language features and poetic form appropriately.
- To structure a story written in the style of a myth or legend.

### **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 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: war poetry and the study of one of Shakespeare's plays.

### **Reading**

- To identify the different ways in which familiar themes and ideas are explored and presented by different poets.
- To analyse the linguistic and literary features used by poets to create effects.
- To explore how the overall structure and organisational choices made by the poet create particular effects.
- To show an understanding of the historical and cultural context in which Shakespeare's plays were written.
- To study some of the language techniques used by Shakespeare and their effects on the audience.
- To show an understanding of how the main characters develop throughout the play.

### **Writing**

- To experiment with presenting similar material in different poems and styles of poetry.
- To use a wide range of vocabulary.
- To write poems using methods, e.g. metaphors, similes, alliteration, assonance, etc.
- To write a personal opinion about the play and support ideas with quotations.
- To produce formal essays in Standard English.
- To use a range of punctuation with skill and accuracy.

### **Speaking and Listening**

- Developing and adapting discussion skills and strategies in formal and informal contexts.
- Using different dramatic approaches to explore ideas, texts and issues.
- 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.

### **Year 9**

Pupils will be focusing on Shakespeare and the Writing Paper in preparation for their forthcoming SATs style 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.
- To convey actions, 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 Shakespearian play.

### **Food Technology**

#### **Term 3:**

**Year 7:** New scone recipe and completion of DATA Bronze Award

**Year 8:** Pasta project and completion of DATA Silver Award

**Year 9:** Finger foods and completion of DATA Gold Award

#### **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, and guided choices in recipes.

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

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

Theory work will include meal planning, special diets, nutrition and basic commodities.

Practical work will include dishes showing increased levels of skill in preparation for examination work.

At the changeover of groups a letter will be issued to all pupils in Year 7 and 8 Food Technology groups stating the cost of ingredients for the course. Parents/carers can then decide whether to pay one payment or weekly.

## **Geography**

### **Year 7**

#### **Scheme of Work:**

- Term 1: Making and mapping connections
- Term 2: Exploring the United Kingdom
- Term 3: World Issues
- Term 4: Settlement
- Term 5: Population
- Term 6: Features of Kenya

### **Year 8**

#### **Scheme of Work:**

- Term 1: Investigating Brazil
- Term 2: Ecosystems
- Term 3: Coastal Environments
- Term 4: Weather & Climate
- Term 5: Tourism
- Term 6: Energy

### **Year 9**

#### **Scheme of Work:**

- Term 1: Plate Tectonics
- Term 2: Rivers & flooding
- Term 3: China
- Term 4: What is Development/crime?
- Term 5: The Indian Ocean Tsunami
- Term 6: 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

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**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

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## ICT

### **Year 7:**

Pupils in Year 7 will be learning the following topics:

- *Spreadsheet Project:* Pupils will learn what a spreadsheet is, how to do calculations by using formulae and how to sort information. The spreadsheets will be based on Harry Potter.
- *Control:* Pupils will learn how to use Logo. They will learn basic programming skills to navigate a turtle around the page using different commands. Pupils will learn how to draw shapes by using these.
- *Society:* Society teaches pupils the importance of ICT outside of school and how companies will use technology. Pupils will learn the importance of using databases to find out information and use Microsoft Publisher to make Police ID badges.

### **Year 8:**

Pupils in Year 8 will be learning the following topics:

- *ELLI Project:* Pupils will complete mini tasks to understand their learning style and how this information can be used to make their learning more effective.
- *Website Project:* The Website Project will allow pupils to learn the basic skills of making a website. Pupils will make a website about countries around the world by designing an appropriate layout and learning how to link pages together.
- *Popstars Project:* In the Popstars Project, pupils will make up their own band. Pupils will then take on the role of managing the band and make newsletters, logos, adverts and questionnaires to promote them.
- *Assessment:* At the end of each topic pupils will complete an assessment sheet, which will enable them to see their progress and their current level.

### **Year 9: ICT BTEC Diploma (Option Block A)**

#### *Group 1:*

Pupils will have completed one of their seven units that they work on throughout the diploma. They will then move onto a unit where they create a website for a music festival. As well as website design, pupils will also develop their project management skills by planning and monitoring the progress of creating a website.

#### *Group 2:*

Pupils will continue with the unit that looks at creating documents for a suitable audience. This unit is based around Howletts Zoo. They will also start to look at spreadsheets and the use of spreadsheets in the workplace. In term four pupils will start the graphics unit that looks at vector and bitmap graphics and graphic manipulation.

#### *Group 3:*

Pupils will continue with the unit where they create a website for a music festival. As well as website design, pupils will also develop their project management skills by planning and monitoring the progress of creating a website. Pupils will also start the graphics unit that looks at vector and bitmap graphics and graphic manipulation.

#### *All Groups – Assessment:*

All groups are assessed by the coursework portfolio that they produce for the units. The portfolio is internally assessed by the teacher and then verified by the Subject Leader.

### **Year 9: ICT Preparation Course (Option Block B)**

Pupils are working through a sample unit of the BTEC. This will allow them to sample the course in preparation for their options next year. The unit looks at the internal components of a computer as well as external hardware such as digital cameras and printers. Pupils also conduct a risk assessment for an office that looks at RSI and eyestrain. Viruses, hacking and other threats to computer systems are also covered.

#### *Assessment:*

All groups are assessed by the coursework portfolio that they produce for the unit.

## **Mathematics**

### **Year 7 Topics for Terms 3 & 4:**

- *Statistics:* Collecting and organising data, questionnaires, frequency tables, surveys, tally charts and bar charts.
- *Number & Measures:* Rounding whole numbers and to decimal places, order of operations, multiply and divide 2 and 3 digit numbers, how to use a calculator efficiently.
- *Algebra:* Square and triangle numbers, drawing graphs from functions, using algebra to solve problems.
- *Geometry & Measures:* Construct and draw angles, triangles and other shapes, angle properties of shapes.
- *Number:* Percentages, proportion and ratio, direct proportion, equivalent fractions, decimals and percentage.
- *Algebra:* Solving problems using algebra, simplifying expressions.

### **Year 8 Topics for Terms 3 & 4:**

- *Algebra:* Drawing and mapping functions, function machines using inputs and outputs, linear graphs and their features.
- *Number:* Rounding whole numbers and to decimal places, order of operations, multiply and divide 2 and 3 digit numbers, how to use a calculator efficiently, approximations and estimating.
- *Shape & Space:* All four transformations.
- *Algebra:* How to create and solve formula and equations, substitution, and solving equations.
- *Statistics:* The four averages, stem and leaf diagrams, scatter graphs, pie charts, constructing diagrams for discrete data.
- *Number:* Add and subtract fractions, BODMAS, solving problems involving fractions, decimals and percentage.

### **Year 9:**

All pupils in Year 9 begin working on their GCSE mathematics course from January 2010.

## **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

9S2 French will also be learning how to:

- Meet and greet business people
- Say where they come from
- Be able to organise a meeting

**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 choosing 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 First.

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**Science**

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**Year 7:**

- Acids and alkalis
- Plant reproduction
- Heating and cooling

**Year 8:**

- Breathing and respiration
- Light
- Solar system

**Year 9:**

- Inheritance and selection
- Electricity and energy
- Plants for food

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**VALUES EDUCATION**

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**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