

Thornden School

KS3 Curriculum Guide

In Years 7 8 and 9 the Thornden curriculum consists of:

- English
- Maths
- Science
- Technology
- ICT
- Modern Foreign Languages
- History
- Geography
- Art
- Music
- Dance
- Drama
- PE
- RS

For information regarding what is taught in each Year please use these links to navigate to the corresponding subject area:

Year 7	Year 8	Year 9
Drama	Drama	Drama
English	English	English
History	History	History
Maths	Maths	Maths
RS	RS	RS
Technology	Technology	Technology
Science	Science	Science
Dance	Dance	Dance
Music	Music	Music
Geography	Geography	Geography
Computer Science	Computer Science	
French	French	French Dual linguist French
	German	German
Spanish	Spanish	Spanish Dual Linguist Spanish

Year 7 Drama

Students are taught on rotation with Dance and study 3 units of Drama.

How to support at home.....

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	<p>Silent Movies</p> <p>Students are introduced to the basics of Drama through learning about silent movies. By the end of the unit students will be able to perform in a silent movie style performance of their own creation. Students learn about the importance of tableaux, levels, facial expressions, gestures, movement and focal points.</p>
<u>Spring Term</u>	<p>Scriptwriting</p> <p>Students learn about the features of a playscript and will work as a group to put their skills into practice by writing their own script which will be performed as an end of unit assessment. Students will learn how to stage their script using blocking techniques, including the names for the areas of the End-On stage.</p>
<u>Summer Term</u>	<p>Ancient Egypt</p> <p>Students will learn the skill of physical theatre through an ancient Egypt themed performance. Students will learn how to structure a short performance and make use of exciting transitions between scenes. They will also learn about clocking the audience to create a deliberate focal point.</p>



Year 8 Drama

KS3 Drama
Curriculum – Year
8. Students are
taught on rotation
with Dance and study
four units of Drama

<u>Term</u>	<u>What the students will be learning</u>
Rotation 1	Murder Mystery Students learn how to structure a unique piece of theatre by learning about the murder mystery genre. They will learn about effective characterisation, direct address, and the benefits of using flashbacks to convey a clear storyline.
Rotation 2	The Jabberwocky Students are introduced to the concept of non-naturalism and the use of a variety of vocal techniques. Students collaborate in groups to create a non-naturalistic representation of The Jabberwocky, from Alice in Wonderland.
Rotation 3	Mobile Phone Students will read this short play by Paul King and will learn how to use more complex stagecraft to block sections of the play using a universal prop. They will use a combination of vocal effects and complex movement to portray a character.



Year 9 Drama

KS3 Drama Curriculum –
Year 9. Students are
taught on rotation
with Dance and Music,
and study two units of
Drama

<u>Term</u>	<u>What the students will be learning</u>
Rotation 1	The Accident Students learn how to devise a unique piece of theatre using a combination of naturalistic acting and non-naturalistic staging techniques. Using a real-life story as a basis to create an informative piece of theatre, students collaborate towards a final performance which demonstrates exciting use of transitions, symbolic use of non-naturalism and believable acting skills.
Rotation 2	Arbeit Macht Frei This short playscript portrays the journey of a Jewish family during WW2 who are sent to Auschwitz. Students will read the play, then collaborate with technical elements to make an engaging and thought-provoking production. Students will demonstrate all aspects of key performance skills in this final piece of theatre before GCSE level.



Year 7 English

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	<p style="text-align: center;">Structuring a Narrative / Exploring Narrative</p> <ul style="list-style-type: none"> Understanding how writers choose to organise and structure texts. <ul style="list-style-type: none"> Understanding new concepts such as equilibrium and disequilibrium. Exploring how writers can create non-linear structures in a text and how this creates meaning and effect e.g. use of flashback / parallel narratives. Producing own creative writing that makes structural choices to create specific effects Opportunity to read and explore a variety of fiction texts, with a particular focus on narrative structure. <p style="text-align: center;">Bone Talk</p> <ul style="list-style-type: none"> Students will read the novel 'Bone Talk' by Candy Gourlay. <ul style="list-style-type: none"> Tracking the development of a character across a text. Understanding the pivotal moments in Samkad's journey.
<u>Spring Term</u>	<p style="text-align: center;">The power of poetry</p> <ul style="list-style-type: none"> What is poetry? Exploring the power that poetry has in culture through history. Reading and analysing a range of poems and poetic forms.
<u>Summer Term</u>	<p style="text-align: center;">Shakespeare Festival: A Midsummer Night's Dream</p> <ul style="list-style-type: none"> An exploration of the story of Shakespeare's A Midsummer Night's Dream. <ul style="list-style-type: none"> Unpicking Shakespeare's choices as a writer and the meaning/effects created for the audience. Stagecraft and performance skills – each class will prepare, rehearse and perform a scene from the play in Thornden Hall as part of the Y7 Shakespeare Festival. <p style="text-align: center;">Power of Language</p> <ul style="list-style-type: none"> Introduction to the power of rhetoric – what choices can we make to give our words power? Exploring how media such as advertising uses language to persuade. Creating own materials that aim to persuade a specific audience for a given purpose. <p style="text-align: center;">Dragon's Den</p> <ul style="list-style-type: none"> A focus on prosody and paralinguistics features. Working collaboratively to prepare a persuasive pitch.



Year 8 English

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;">Gothic Writing</p> <ul style="list-style-type: none"> • What are the typical features of the Gothic genre? • Introduction of The Uncanny and the Uncanny Valley. • Investigation of how writers construct a text, particularly at a structural level – for example, multiple narrators; epistolary narratives. • Students will understand typicality in Gothic texts by looking at a range of fiction texts. • Students will plan, draft and edit a piece of creative writing. <p style="text-align: center;">Wolf Hollow</p> <ul style="list-style-type: none"> • Students will read the novel ‘Wolf Hollow’ by Lauren Wolk. • Focus on the theme of outsiders – tracing a theme throughout a text. <ul style="list-style-type: none"> • What is a bildungsroman? • Understanding of archetypes and how characters fit these – e.g. Betty as an archetypal bully. <ul style="list-style-type: none"> • Reading skills of comprehension, summary, analysis and evaluation. • Tracking the development of a character across a text.
Spring Term	<p style="text-align: center;">Poetry - identity and perspectives</p> <ul style="list-style-type: none"> • Exploring a range of poems with a focus on identity and perspectives. • Analysing a writer’s craft and the impact of their choices of language / structure. <p style="text-align: center;">Settings: how writers build a world</p> <ul style="list-style-type: none"> • Understanding the key conventions of genres in literature. <ul style="list-style-type: none"> • An introduction to how writers build worlds.
Summer Term	<p style="text-align: center;">Non-Fiction</p> <ul style="list-style-type: none"> • Students will read a range of non-fiction texts, which will include travel writing; memoirs; speeches; opinion writing. • Investigate the conventions that are typical of non-fiction text types. <p style="text-align: center;">Monologues</p> <ul style="list-style-type: none"> • What is a monologue? Conventions and purpose. • Exploration of monologues in poetry and performance. <ul style="list-style-type: none"> • Write and perform own original monologue.



Year 9 English

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;">The Art of Persuasion</p> <ul style="list-style-type: none"> • Where do our ideas about rhetoric originate? <ul style="list-style-type: none"> • Understanding the Aristotelian Triad. • Explore a range of famous persuasive speeches and the rhetorical methods used. • Write and perform persuasive speech on a chosen issue. <p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> • How do poets use poetic methods to create meaning? • Comparison skills – how to compare themes and ideas in poems.
Spring Term	<p style="text-align: center;">Introduction to Media – World through a lens</p> <ul style="list-style-type: none"> • Crossover unit with Media Studies: an introduction to key skills and concepts, such as mise-en-scene; camera angles; representation and stereotyping. • Understanding of genres and use of symbolic objects. <ul style="list-style-type: none"> • How to produce a storyboard. • Creative writing linked to storyboard. <p style="text-align: center;">Romeo and Juliet</p> <ul style="list-style-type: none"> • Understand the world of Shakespeare’s Romeo and Juliet. • Analyse a range of key extracts with a focus on theme and character development. • Explore different dramatic adaptations and impact on our understanding of the text.
Summer Term	<p style="text-align: center;">Novel</p> <ul style="list-style-type: none"> • Introduction of a new novel (TBC) into Y9 to be read and analysed. • Build skills of comprehension, analysis and evaluation. <p style="text-align: center;">An Inspector Calls</p> <ul style="list-style-type: none"> • First read of GCSE English Literature text ‘An Inspector Calls’. <ul style="list-style-type: none"> • How does Priestley present the Inspector as a mouthpiece for his ideas about society? • Introduction to the social and historical context that influences our reading of this text.



Year 7 History

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	<p>How did the Anglo Saxons lose control of England?</p> <ul style="list-style-type: none"> • Who invaded England and what did they bring? <ul style="list-style-type: none"> • Anglo Saxon Winchester <ul style="list-style-type: none"> • Vikings • Aethelflaed • 1066 – who should be king? <ul style="list-style-type: none"> • Events of 1066 <p>How did William take control of Winchester?</p> <ul style="list-style-type: none"> • Castle building and changes • Control: feudal system • Religious changes
<u>Spring Term</u>	<p>Which kings and queens are worth remembering?</p> <ul style="list-style-type: none"> • Henry II and Thomas Beckett <ul style="list-style-type: none"> • King John • Matilda – the forgotten king? <ul style="list-style-type: none"> • Richard III <p>Was the Medieval period all ‘muck and misery’?</p> <ul style="list-style-type: none"> • Silk Roads • Living conditions • Medieval medicine • Black Death
<u>Summer Term</u>	<p>What did the Tudors and Stuarts do for us?</p> <ul style="list-style-type: none"> • Tudor religion • Henry VIII and disability <ul style="list-style-type: none"> • ‘Bloody’ Mary • Elizabeth’s portraits <ul style="list-style-type: none"> • John Blanke • Spanish Armada • Tudor exploration • James I and Jamestown <ul style="list-style-type: none"> • Gunpowder plot <ul style="list-style-type: none"> • Witches



Year 8 History

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>How similar were the revolutions in the Early Modern World?</p> <ul style="list-style-type: none"> • English Civil War • French Revolution • American War of Independence <p>Was the Industrial Revolution really 'Liberty's Dawn'?</p> <ul style="list-style-type: none"> • The Industrial Revolution • Changes to living conditions • The impact on men, women and children
Spring Term	<p>How democratic was Britain by 1900?</p> <ul style="list-style-type: none"> • The Peterloo Massacre • The Great Reform Act <ul style="list-style-type: none"> • The Chartists • 1888 Matchgirls Strike <p>How did women try to extend democracy?</p> <ul style="list-style-type: none"> • What does 'The Five' reveal about 'separate spheres'? • Suffragists • Suffragettes (including Kitty Marion and Emily Davison) <ul style="list-style-type: none"> • The Representation of the People's Act
Summer Term	<p>WWI: What and how do we remember?</p> <p>Causes of WWI</p> <ul style="list-style-type: none"> • Assassination of Franz Ferdinand • Recruitment and propaganda <ul style="list-style-type: none"> • Trench life • Propaganda and censorship <ul style="list-style-type: none"> • Changes to warfare • Health and medicine • Contributions from the empire <ul style="list-style-type: none"> • The Somme and Haig <ul style="list-style-type: none"> • Home Front • Remembrance



Year 9 History

Term	What the students will be learning
Autumn Term	<p>To what extent was Stalin a 'Red Tsar'?</p> <ul style="list-style-type: none"> • Tsar Nicolas II and effects of WWI <ul style="list-style-type: none"> • The Bolsheviks • 1917: February and October revolutions <ul style="list-style-type: none"> • Russian Civil War • Stalin and his ascent to power • Control of the USSR (fear and propaganda) <ul style="list-style-type: none"> • Life for workers <p>1900-1939: What inequalities existed?</p> <ul style="list-style-type: none"> • The Liberal Reforms • Titanic • The Great Depression <ul style="list-style-type: none"> • Antisemitism in Britain (including medieval Winchester and Cable Street 1936) <p>The Holocaust</p>
Spring Term	<p>1939-45: the scale of war</p> <ul style="list-style-type: none"> • Hitler's plans and British Appeasement <ul style="list-style-type: none"> • Scale of war • Dunkirk • Contribution from the empire <ul style="list-style-type: none"> • The Battle of Britain • Operation Barbarossa • Health and Medicine <ul style="list-style-type: none"> • D Day • Churchill • Atomic Bomb <p>When was the Cold War at its hottest?</p> <ul style="list-style-type: none"> • Origins • Berlin Blockade • Agent Sonya • Hungarian Uprising • Cuban Missile Crisis • Vietnam War • Berlin Wall
Summer Term	<p>How has terrorism shaped the modern world?</p> <ul style="list-style-type: none"> • Gunpowder Plot • Ireland • How has terrorism been tackled? <ul style="list-style-type: none"> • Israel and Palestine • Nelson Mandela <p>1945+: How has Britain changed?</p> <ul style="list-style-type: none"> • Creation of the NHS • Post war migration <ul style="list-style-type: none"> • Partition • South Asian migration <ul style="list-style-type: none"> • Windrush • Bristol Bus Boycott <ul style="list-style-type: none"> • LGBTQ history <ul style="list-style-type: none"> • How has Britain changed since 1901 and the present day?



Year 7 Maths

We recommended using Mathswatch and the Maths knowledge organisers to support student learning at home.

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	Analysing and Displaying Data Number Skills Equations, functions and formulae Fractions
<u>Spring Term</u>	Analysing and Displaying Data Number Skills Equations, functions and formulae Fractions
<u>Summer Term</u>	Analysing and Displaying Data Number Skills Equations, functions and formulae Fractions



Year 8 Maths

We recommended using Mathswatch and the Maths knowledge organisers to support student learning at home.

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	Factors and Powers Working with Powers 2D shapes & 3D solids Real-life Graphs
<u>Spring Term</u>	Transformations Fractions, Decimals & Percentages Constructions and Loci
<u>Summer Term</u>	Probability Scale Drawings & Measure Graphs



Year 9 Maths

We recommended using Mathswatch and the Maths knowledge organisers to support student learning at home.

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	Indices Manipulating Expressions, Substitution and Solving Equations
<u>Spring Term</u>	Interpreting and Representing Data Fractions & Percentages
<u>Summer Term</u>	Equations, Inequalities & Sequences Angles Trigonometry (higher only) Quadratics and Real-Life Graphs (higher only)



Year 7 RS

How to support at home:

There are RS Knowledge Organisers at the back of the RS booklets students are given to work in.

These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.



<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>The Search for Truth</p> <p>(Introducing RS at Thornden)</p> <ul style="list-style-type: none"> The skills we use and develop when studying RS at Thornden <ul style="list-style-type: none"> The concept of religion Different types of truth (Historical, Scientific, Moral and Religious) <p>Introducing the religions and worldviews we go on to study in more detail and a religious truth from each one.</p> <ul style="list-style-type: none"> The concept of Trimurti (Hinduism) The concept of Covenant (Judaism) The concept of Creation (Christianity) <ul style="list-style-type: none"> The concept of Tawhid (Islam) The concept of Waheguru (Sikhism) The concept of the Eightfold Path (Buddhism) <ul style="list-style-type: none"> An introduction to Humanism
Spring Term	<p>Judaism (An Abrahamic religion)</p> <ul style="list-style-type: none"> The Mosaic Covenant Tanakh and Torah (Holy writings) and Mitzvot (Commandments) <ul style="list-style-type: none"> Kashrut (Food Laws) The Synagogue and worship <ul style="list-style-type: none"> Jewish Rites of Passage <ul style="list-style-type: none"> Jewish Festivals
Summer Term	<p>Christianity (An Abrahamic religion)</p> <p>Christian Beliefs</p> <ul style="list-style-type: none"> The nature of God (Creator, Just, Omnipotent and Omnibenevolent) <ul style="list-style-type: none"> Arguments for the existence of God <ul style="list-style-type: none"> The concept of the Trinity The inconsistent triad and the existence of evil <ul style="list-style-type: none"> The concept of sin <ul style="list-style-type: none"> The concept of forgiveness God the Son, Jesus (Birth, parables, miracles, crucifixion and resurrection)

Year 8 RS

How to support at home:

There are RS Knowledge Organisers at the back of the RS booklets students are given to work in.

These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Christianity (An Abrahamic religion)</p> <p>Christian Practices</p> <ul style="list-style-type: none"> Recap on the life of Jesus and Trinity (The concept of Salvation) <ul style="list-style-type: none"> Sacraments, Rites of Passage – Baptism <ul style="list-style-type: none"> Eucharist Pilgrimage Marriage Funerals and Afterlife The Church (The history of it and the work of the Church today)
Spring Term	<p>Hinduism (A Dharmic religion)</p> <ul style="list-style-type: none"> Recap on the concept of Trimurti The concept of atman (the soul, essence or true self) The concept of ahimsa (non-violence and respect for all living things) <ul style="list-style-type: none"> Deities in Hinduism with a focus on the Tridevi Deities in Hinduism with a focus on the avatars of Vishnu <ul style="list-style-type: none"> The festivals of Holi and Diwali The Mandir and worship there The concept of Samsara (reincarnation)
Summer Term	<p>Sikhism/ Sikhi (Roots in an Abrahamic and Dharmic religion)</p> <ul style="list-style-type: none"> Recap on Sikh beliefs about Waheguru <ul style="list-style-type: none"> The Ten Gurus The concept of the Khalsa and the 5Ks Amrit Sanskar (Initiation to the Khalsa) <ul style="list-style-type: none"> The Gurdwara and worship there The Guru Granth Sahib (Sikh holy book and final Guru) <ul style="list-style-type: none"> Pilgrimage and the Golden Temple <ul style="list-style-type: none"> Sewa (Selfless service)



Year 9 RS

How to support at home:

There are RS Knowledge Organisers at the back of the RS booklets students are given to work in.

These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.



<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Christian Perspectives & Ethics (A taster of paper 2 on the RS GCSE course)</p> <ul style="list-style-type: none"> • The concept of the sanctity of life and the sacred <ul style="list-style-type: none"> • Issue 1 – Crime and Punishment <ul style="list-style-type: none"> • The death penalty • Issue 2 – The Relationship Between Humans and Animals (The concepts of stewardship and dominion) <ul style="list-style-type: none"> • Animal testing • Issue 3 – Euthanasia (Active, passive, voluntary, non-voluntary and the law in the UK) • Should voluntary euthanasia be legalised in the UK?
Spring Term	<p>Islam (A taster of part of paper 1 on the RS GCSE course and a study of our final Abrahamic religion)</p> <ul style="list-style-type: none"> • Recap on Tawhid • The Six Articles of Faith • Muhammad (Seal of the Prophets and the Sunnah) • The Five Pillars (Shahada, Salah, Zakah, Saum and Hajj) <ul style="list-style-type: none"> • Jihad and Islamophobia • Rites of Passage (Birth Rites, Marriage and Death Rites)
Summer Term	<p>Discrimination and Persecution (A unit to bring together Key Stage 3 RS, looking at the themes of Discrimination and Persecution with links back to religions studied in Years 7 to 9)</p> <ul style="list-style-type: none"> • Introducing what is meant by prejudice, discrimination and persecution • Case study 1: Gandhi (Links back to Hindu beliefs and building on this with the concept of satyagraha) • Case Study 2: The Holocaust (Links back to Judaism and building on this with the concept of spiritual resistance) <ul style="list-style-type: none"> • Case Study 3: Genocide (the Armenian Genocide, Herero and Namaqua Genocide, Genocide in Rwanda and Cambodia)

Year 7 Technology

In Year 7 Technology lessons, the students rotate through 5 different Materials areas throughout the year.

The modules are split into 8 lessons each.

<u>Term</u>	<u>What the students will be learning</u>
<u>Autumn Term</u>	<p style="text-align: center;">D&T – Food</p> <p>Students will be introduced to working safely in a kitchen environment. They will learn how to work from a recipe and produce items using the hob, grill and oven. They will learn of the importance of organising themselves and how to wash up!</p> <p style="text-align: center;">D&T – Graphics</p> <p>Students will be introduced to Graphic Products and how to develop their ideas within a design brief of designing and making a Packaging Product. They will work on CAD (Computer Aided Design) and manufacture their product using practical Graphic techniques.</p>
<u>Spring Term</u>	<p style="text-align: center;">D&T – Resistant Materials</p> <p>Students will be introduced to the Technology workshop and basic hand tools. They will be taught how to work safely in the workshop and undertake Focused Practical Tasks in manufacturing items from Timbers/ Polymers & Metal.</p>
<u>Summer Term</u>	<p style="text-align: center;">D&T – Systems & Control</p> <p>Students will develop their understanding of Electronic Systems and the importance of them in today's Technological World. They will be introduced to electronic components, taught how to work safely using soldering equipment and produce their own simple electronic product. They will be introduced to CAD/CAM & the laser cutter.</p> <p style="text-align: center;">D&T – Textiles</p> <p>Students will be introduced to the sewing machine. They will learn about the different types of fabric and how to use a simple pattern to manufacture a product.</p>



Year 8 Technology

In Year 8 Technology lessons, students rotate through 5 different Materials areas throughout the year. The modules are split into 8 lessons each.

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;">D&T – Food</p> <p>Students will learn about the importance of healthy eating in the “Dump the Junk” Food module. They will learn how to cook home made products that they often see as Fast Food, such as Pizza! They will learn of the importance of organising themselves and how to wash up!</p> <p style="text-align: center;">D&T – Graphics</p> <p>Students will develop their graphical and creative skills, learning about Sublimation Printing, improve their CAD skills by working to a design brief to produce a mug and its packaging.</p>
Spring Term	<p style="text-align: center;">D&T – Resistant Materials</p> <p>Students will be introduced to Mechanical Control systems and develop their Timbers skills by design and making a mechanical wooden toy. They will be taught how to work safely in the workshop and how to work to deadlines.</p> <p style="text-align: center;">D&T – Systems & Control</p> <p>Students will continue to develop their understanding of Electronic Systems and the importance of them in today's Technological world. They will develop their soldering techniques and produce their own electronic product. They will be introduced to PIC programming whereby they will be able to program their own manufactured circuit.</p>
Summer Term	<p style="text-align: center;">D&T – Textiles</p> <p>Students will develop their creativity in Textiles by undertaking the Supermarket Stitch product and manufacture their own confectionary cushion. They will develop their sewing machine skills and learn about the different types of decorative techniques that can be undertaken in Textiles, such as Applique.</p>



Year 9 Technology

In Year 9's Technology lessons students rotate through 3 different Materials areas out of the 5 Material areas available. The modules are split to enable students to have a term in each material area. Students will have chosen which areas they wish to work on at the end of Year 8.

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;">D&T – Food</p> <p>Students will experience a wide range of practical lessons cooking different recipes from around the world. They will develop their knowledge of healthy eating and of dishes influenced from different cultures. They will learn of the importance of organising themselves and how to wash up!</p> <p style="text-align: center;">D&T – Graphics</p> <p>Students will develop their creativity by exploring different graphical techniques and drawing styles. They will develop their ideas by designing and making a board game enabling them to produce a high quality practical outcome using CAD/CAM and practical graphic manufacturing techniques.</p>
Spring Term	<p style="text-align: center;">D&T – Timbers</p> <p>Students will develop their manufacturing skills in the workshop, focusing on a Timbers product, enabling them to explore joining and other manufacturing methods in Timbers. They will develop their creative thinking in the design and development of a Shadow box, using their research to inform their ideas.</p>
Summer Term	<p style="text-align: center;">D&T – Systems & Control & Engineering</p> <p>Students will undertake two mini projects in this module.</p> <p>Electronic Systems – Students will develop their Electronic Systems knowledge by manufacturing and programming an Electronic dice.</p> <p>Engineering – Students will develop their manufacturing and engineering skills by working with metals to design and manufacture a Garden Hanging Mobile.</p> <p style="text-align: center;">D&T – Textiles</p> <p>Students will be developing their Textiles manufacturing skills by learning about patterns and how to manufacture a pair of Pyjama bottoms. They will explore why sustainability is important in the Textiles industry and the conflict that Fast Fashion has in our society.</p>



Year 7 Science

Different classes will follow different routes through the year (for practical equipment reasons) and so some topics are listed across two different terms. We recommended using the Science Knowledge Organisers and KS3 Bitesize to support student learning at home

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Working Scientifically – students learn the enquiry skills needed to plan and complete investigations in Science.</p> <p>KS3 Energy – students learn about energy stores, the processes that involve energy transfers and the different types of energy resources.</p> <p>KS3 Cells - students learn about how multicellular organisms are organised, the structure of plant and animal cells and specialised cells.</p> <p>KS3 Forces – students learn about forces as pushes or pulls, arising from the interaction between two objects, using force arrows in diagrams, adding forces in one dimension, as well as balanced and unbalanced forces.</p> <p>KS3 Particle Model of Matter– students learn about the properties of the different states of matter (solid, liquid and gas), including changes of state in terms of the particle model and they use the particle model to understand gas pressure and diffusion.</p>
Spring Term	<p>KS3 Forces – students learn about forces as pushes or pulls, arising from the interaction between two objects, using force arrows in diagrams, adding forces in one dimension, as well as balanced and unbalanced forces.</p> <p>KS3 Particle Model of Matter– students learn about the properties of the different states of matter (solid, liquid and gas), including changes of state in terms of the particle model and they use the particle model to understand gas pressure and diffusion.</p> <p>KS3 Space – students learn about the Earth and its position in the Universe, gravity, day and night, seasons and the phases of the Moon.</p> <p>KS3 Separating Mixtures - students learn different techniques for separating mixtures including filtration, evaporation and crystallisation, distillation and chromatography.</p> <p>KS3 Atoms, Elements and Compounds – Students learn about the atom, its structure and how it combines to make molecules and the differences between elements and compounds.</p>
Summer Term	<p>KS3 Reproduction – students learn about human reproduction including puberty and the menstrual cycle and how flowering plants reproduce and disperse seeds.</p> <p>KS3 Ecology – students learn about biodiversity and the survival of species in an ecosystem, food chains and food webs and they learn sampling techniques during field work.</p> <p>KS3 Sound – students learn how sounds are made and travel and how changing the properties of the sound wave can affect the sound that is heard. They also look at the structure of the ear and how we hear sounds.</p>

Year 8 Science

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>KS3 Light – students learn about reflection and refraction of light, how dispersion takes place and why coloured objects have a different appearance when the colour of light illuminating them changes.</p> <p>KS3 Photosynthesis - students learn about plant organs, the structure of leaves and the processes of photosynthesis and transpiration.</p> <p>KS3 Electricity & Magnetism – students learn about the flow of current around series and parallel circuits, energy transfers in circuits, magnetism and magnetic fields and how electromagnets are made and used.</p> <p>KS3 Chemical Reactions – students learn about what happens in chemical reactions, the conservation of mass, how to write chemical equations, what happens in thermal decomposition, exothermic and endothermic reactions and the function of catalysts.</p>
Spring Term	<p>KS3 Electricity & Magnetism – students learn about the flow of current around series and parallel circuits, energy transfers in circuits, magnetism and magnetic fields and how electromagnets are made and used.</p> <p>KS3 Chemical Reactions – students learn about what happens in chemical reactions, the conservation of mass, how to write chemical equations, what happens in thermal decomposition, exothermic and endothermic reactions and the function of catalysts.</p> <p>KS3 Digestion & Nutrition – students learn about the importance of healthy diets, food testing, the structure and function of organs within the digestive system and the role of enzymes within it.</p> <p>KS3 Acids & Bases – students learn about chemical indicators and the pH scale, the meaning of concentration, neutralisation reactions and the production of chemical salts.</p>
Summer Term	<p>KS3 Digestion & Nutrition – students learn about the importance of healthy diets, food testing, the structure and function of organs in the digestive system and the role of enzymes within it.</p> <p>KS3 Acids & Bases – students learn about chemical indicators and the pH scale, the meaning of concentration, neutralisation reactions and the production of chemical salts.</p> <p>KS3 Human Machine – students learn about bones, muscles, joints, the heart, lungs and how the chemical reaction of respiration releases energy for movement.</p> <p>KS3 Energy Transfers – students learn about the distinctions between energy and temperature, about conduction, insulation, convection and radiation, thermal equilibrium and what happens to the temperature during changes of state.</p>

Year 9 Science

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>KS3 Motion Students learn about forces that cause objects to move and how motion can be represented graphically in both distance-time and velocity-time graphs.</p> <p>KS3 Staying Alive Students learn about the fundamental processes that keep humans alive including diffusion, respiration, digestion and the role of the double circulatory system.</p> <p>KS3 Metals Students learn about chemical reactions involving metals and carry out a series of reactions to look at the common products produced by metals.</p> <p>KS3 Genetics Students learn about DNA - the structure responsible for our genetics. Students also look at the way information is passed on through generations and how this can drive evolution and extinction.</p> <p>KS3 Fuels Students learn about how fossil fuels are formed, processed and then used as well as the environmental impact of complete and incomplete combustion of these fuels.</p>
Spring Term	<p>KS3 Genetics Students learn about DNA - the structure responsible for our genetics. Students also look at the way information is passed on through generations and how this can drive evolution and extinction.</p> <p>KS3 Fuels Students learn about how fossil fuels are formed, processed and then used as well as the environmental impact of complete and incomplete combustion of these fuels.</p> <p>KS3 Powering the Modern World Students look at the Electromagnetic Spectrum and how different sections have uses in radio, cooking food and medical treatments. Students then move on to look at how electricity is generated to meet our demands for energy and the basic principles of electrical circuits.</p>
Summer Term	<p>GCSE B4.1 Cell Biology Students revisit the fundamental building block of all living organisms - the cell and explore how structural differences between cells enable them to perform specific functions within the organism as well as how substances are transported into and out of cells.</p> <p>GCSE C5.1 Atomic Structure and the Periodic Table Students learn about how all matter is made up of atoms and how atoms of different elements are organised in the Modern Periodic Table. Students look at experimental evidence that leads to changes in the ideas that are accepted amongst the scientific community as well as the reactions of Group 1, 7 and 0.</p> <p>GCSE P6.1 Energy Students learn about the different energy stores and the mechanisms by which energy is transferred between stores. Students understand how humans use the Earth to generate electricity that is used to power modern life and the environmental impact of different energy resources.</p>

Year 7 Dance

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term - Rotation 1	<p style="text-align: center;">Fireworks</p> <p>Students are introduced to the basics of Dance. We focus initially on ‘body shape and design’ Students will then create their own action content based on the motion of fireworks and develop these into sections of group choreography. By the end of the unit students will be able to perform a taught ‘technical study’ that explores shape, actions, dynamics, spatial pathways and learning to work in a rhythmic structure. Home learning includes a description of fireworks using action, space and dynamic words and rehearsing.</p>
Spring Term - Rotation 2	<p style="text-align: center;">Martin Luther King</p> <p>Students learn about how to communicate a story through movement. We use key words and ideas from the ‘I Have a Dream’ speech and images taken from the civil rights movement to develop symbolic movement that communicates those ideas and feelings. Students will be developing their ‘expressive skills’ in order to clearly communicate to an audience. Home learning includes researching MLK and Rosa Parks and rehearsing.</p>
Summer Term - Rotation 3	<p style="text-align: center;">City Life</p> <p>This unit focuses on ‘pedestrian’ movement – everyday movement. Students will learn how to develop a simple pedestrian idea through a series of creative tasks that will take ordinary movement and make it exciting to watch by abstracting those ideas. The performance needs to be accurate with careful use of space. Home learning includes researching what movements people do when waiting and rehearsing.</p>



Year 8 Dance

<u>Term</u>	<u>What the students will be learning</u>
Rotation 1	<p>Lindy Hop</p> <p>Students explore this exciting form of social dance by first learning a complex and long technical study with a partner. Once they have learned this, they create their own 'show dance' which is performed in the centre to follow the style of Lindy Hop. This is an athletic and fun unit that can really get their pulse racing! Home learning includes researching Lindy Hop dances and rehearsing.</p>
Rotation 2	<p>Bollywood Dance</p> <p>This is a real celebration of dance from India. Students learn about the concepts behind Bollywood Dance, learn a technical study which models the key principals of the style before then developing their own group work. Formation, attention to detail in hand shapes (Mudras) and using aspects of Classical Indian Dance are all presented in their work. We have fun exploring this through the Chipko story (tree hugging) and additionally embrace the style by eating Indian food together in one of the lessons. Home learning includes embracing a tree, cooking a vegetarian Indian dish and rehearsing.</p>



Year 9 Dance

<u>Term</u>	<u>What the students will be learning</u>
Rotation 1	<p>Contact Work</p> <p>This unit explores how to work safely and creatively with physical contact. Students learn how to use 'support', 'counter-balance', 'lifts' and 'non-weight bearing contact'. The theme is architecture and so we approach the work both as an engineering and aesthetic exercise. Home learning includes finding an interesting architectural design, some body conditioning and rehearsing.</p>
Rotation 2	<p>Street Dance</p> <p>This is our final and fun unit to end KS3 Dance. We learn about the cultural origins of Hip Hop and it's role in helping communities survive and grow in 1970s Bronx. We then develop some key moves together and learn a technical study. We also explore and attempt 'freezes' and some power moves. Students choreograph their own trick steps and sequences for a 'Dance Battle' and additionally create a 'Tutting' phrase. Home learning includes rehearsing.</p>



Year 7 Music

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;"><u>Performing Skills 1</u></p> <ul style="list-style-type: none"> • Keyboard skills. Students learn to play a basic 5 note melody on the keyboard with chords • African drumming. An introduction to rhythm and simple rhythmic devices. • Vocal skills. Students prepare a vocal performance in groups. <ul style="list-style-type: none"> • Treble clef staff notation and basic rhythm notation. • Instruments of the Orchestra. <p style="text-align: center;"><u>Fanfares</u></p> <ul style="list-style-type: none"> • Students listen to a selection of different brass fanfares and learn about their function and purpose throughout history. • Students learn about brass instruments and how they work. <ul style="list-style-type: none"> • Students learn about chords. • Students compose their own fanfare.
Spring Term	<p style="text-align: center;"><u>Rap Music</u></p> <ul style="list-style-type: none"> • Students practise fitting words to a beat. • Students learn about the drum kit and make their own drumbeat. • Students write their own lyrics to a rap song and learn about word setting, rhythm and rhyme. • Students learn about riffs and make their own bass riff for their rap song. <p style="text-align: center;"><u>Pentatonic Music</u></p> <ul style="list-style-type: none"> • Students learn about the pentatonic scale and perform both songs and instrumental pieces that are pentatonic. • Students learn about different styles of music from around the world that use the pentatonic scale. • Students compose their own piece of music using a pentatonic scale.
Summer Term	<p style="text-align: center;"><u>Descriptive Music</u></p> <ul style="list-style-type: none"> • In this topic students focus on the elements of music and learn how to use these to tell stories and to create different moods and emotions. • Students listen to a wide range of classical programme music. <ul style="list-style-type: none"> • Students learn how to use a Digital Audio Workstation. <p style="text-align: center;"><u>Waltzes</u></p> <ul style="list-style-type: none"> • Students listen to a variety of music that have 3 beats in a bar. • Students learn more about chords and learn to play these chords in different patterns. • Students perform a waltz with a chordal accompaniment.



Year 8 Music

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;"><u>Cover Versions</u></p> <ul style="list-style-type: none"> • Students compare different versions of the same pop song. • Students create their own cover version piece of music by presenting a famous melody in different styles. • Students develop their keyboard skills by playing both tunes and chords to a variety of different backing tracks. <p style="text-align: center;"><u>Minor Keys</u></p> <ul style="list-style-type: none"> • Students learn about the difference between major and minor scales. • Students listen to a variety of minor key music from films and musical theatre and discuss the emotions and moods created. • Students perform a piece of music in a minor key with chords. <ul style="list-style-type: none"> • Students compose their own minor key melody.
Spring Term	<p style="text-align: center;"><u>Reggae</u></p> <ul style="list-style-type: none"> • Students learn about the history and culture of Reggae music. • Students perform a famous Reggae song in groups with both vocals and instrumental accompaniment. • Students write and perform their own lyrics to a Reggae song. • Students compose their own Reggae backbeat – riff and chords. <p style="text-align: center;"><u>Hooks and Riffs</u></p> <ul style="list-style-type: none"> • Students listen to and perform a variety of catchy hooks and riffs from famous pop songs. <ul style="list-style-type: none"> • Students create their own hooks and riffs piece on the computer, exploring different musical textures and structures. • Students will explore both music for video games and Electronic Dance Music in this unit of work.
Summer Term	<p style="text-align: center;"><u>Indian Music</u></p> <ul style="list-style-type: none"> • Students learn about the basic elements of North Indian Classical Music (drone, raga and tala) and traditional Indian instruments. • Students make improvised melodies using a Raga scale. • Students learn how to play traditional rhythm patterns on the drum. • Students create a group performance of a traditional Indian raga piece. <p style="text-align: center;"><u>Song Writing</u></p> <ul style="list-style-type: none"> • Students create simple chord patterns for songs using 4 chords. <ul style="list-style-type: none"> • Students learn about standard song structures. • Students prepare a group performance of the song 'Stand By Me'. <ul style="list-style-type: none"> • Students compose their own song.



Year 9 Music

<u>Term</u>	<u>What the students will be learning</u>
Rotation 1	<p style="text-align: center;"><u>The Blues</u></p> <ul style="list-style-type: none">• Students listen to various examples of Blues songs and learn about the history of The Blues and the context in which these songs were created.• Students learn to play the 12 bar Blues chord progression.• Students learn to improvise melodies using a Blues scale.• Students listen to Blues songs and study the AAB song structure.<ul style="list-style-type: none">• Students write their own lyrics to a Blues song.• Students perform their own Blues songs in groups.• Students learn about how The Blues influenced Rock n' Roll music and other styles of Pop music.
Rotation 2	<p style="text-align: center;"><u>Film Music</u></p> <ul style="list-style-type: none">• Students explore the important role music has in films.<ul style="list-style-type: none">• Students learn about some famous film composers.• Students make their own soundtrack to a horror film using music technology.• Students learn how to use various musical devices to create suspense, tension and atmosphere in a soundtrack.<ul style="list-style-type: none">• Students learn how to use a Digital Audio Workstation effectively to enhance the effectiveness of their soundtrack.• Students explore the role of character themes and leitmotifs in film music.• Students develop their performing skills by performing famous film themes.



Year 7 Computer Science

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;"><u>Graphic Design</u></p> <p>Students learn the basics of raster graphics packages and photo compositing and use these skills to design effective posters that convey a message.</p> <p style="text-align: center;"><u>The Internet</u></p> <p>Students will learn the basics of the Internet. They will investigate how it is built, how it works and what it is used for.</p>
Spring Term	<p style="text-align: center;"><u>Programming Essentials 1 (Kodu)</u></p> <p>Students will begin their programming journey with a graphical Object-Oriented coding platform, Kodu.</p> <p style="text-align: center;"><u>Modelling Data (Spreadsheets)</u></p> <p>Students will learn how to represent data in ways that make it more readable and therefore more useful. They will explore functions and formatting as well as graphs.</p>
Summer Term	<p style="text-align: center;"><u>Programming Essentials 2 (Scratch)</u></p> <p>Students will use the Scratch programming platform, to develop their programming skills, focussing on the core concepts of sequence, selection and iteration.</p> <p style="text-align: center;"><u>Production Software</u></p> <p>Students will use a variety of production software (MS Office) in order to produce a suite of finished products designed to promote a worthy cause.</p>



Year 8 Computer Science

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p style="text-align: center;"><u>Vector Graphics</u></p> <p>Students investigate the power and limitations of vector graphics. They will learn how to create effective vector graphics and apply these skills to new scenarios including effective logo design.</p> <p style="text-align: center;"><u>Computing Systems</u></p> <p>Students will learn the basics of computer systems including hardware and software, common architecture and the role of internal components.</p>
Spring Term	<p style="text-align: center;"><u>Developing for the Web (HTML)</u></p> <p>Students will learn to create simple webpages using HTML. These will consist of formatted text, hyperlinks, layout tables and more.</p> <p style="text-align: center;"><u>Animations (Blender)</u></p> <p>Students will learn the basics of an industry standard 3D modelling and animation program, Blender.</p>
Summer Term	<p style="text-align: center;"><u>Programming Essentials</u></p> <p>Building on previous learning in Year 7 and using the Scratch programming platform, students will continue to develop their programming skills, focussing on the core concepts of sequence, selection and iteration.</p> <p style="text-align: center;"><u>Introduction to Python</u></p> <p>Students will apply their core programming knowledge with a real programming language; Python.</p>



Year 7 Geography

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>What is Geography? This unit focuses on the differences and interconnections between the human and physical geographical disciplines. This unit introduces the concepts of Location, Place, Human and Physical environments as well as Geographical skills. Oceans and Continents are located. Physical and Human domains are explored through comparison between North and South America as well as a focus on human interactions with Antarctica.</p> <p>Ordnance Survey Map skills. This unit of work focuses on core Geographical map skills. The Skills covered are.</p> <ol style="list-style-type: none"> 1. Direction and Symbols 2. Distance and Scale 3. Height 4. 4 and 6 figure grid references.
Spring Term	<p>Issues in Energy Renewable and Non-renewable energy sources are defined and compared. Students start their Geographical evaluative enquiry journey in KS3 by weighing up the positives and negatives of Fracking, Wind and Nuclear energy. Students also analyse the UK's changing Energy mix.</p> <p>Rivers Students explore management of rivers through a case study investigation into the 2004 Boscastle Flood event and the following flood management plan. Students also define and explain river landforms along a river long profile. Foundation process such as the water cycle, erosion types and the formation of landforms such as Meanders and Ox bow lakes are explored. A direct link is drawn between understanding changing river landforms and land use. Map skills that were gained in the Autumn term are reapplied in this unit.</p>
Summer Term	<p>China Students use map skills to locate human and physical features of China. Opportunities and challenges of population growth are explored. Environmental and Social issues of energy production are also explored. This links to the energy unit studied in the spring term. Economic growth is also studied with a focus on the advantages and disadvantages of Trans-national Companies (TNCs) operating in China.</p> <p>St Catherines Hill field work enquiry Students learn the 6 step geographical enquiry process with a focus on assessing the impact the M3 motorway development has had on St Catherines Hill. Students complete a half day field work study at St Catherines Hill where data is collected. This data is then used to enable the students to conclude as to the social, economic and environmental impact of the motorway development.</p>



Year 8 Geography

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Volcanoes Students study the types, features and hazards of volcanoes. They also explore what are the benefits of living near volcanoes and how to predict and prepare for a volcanic eruption. The effects and responses to volcanic eruptions are investigated through a case study investigation of the Mount Pinatubo eruption of 1991.</p> <p>Kenya Students use map skills to locate human and physical features of Kenya. This builds on the skills that they learnt in yr 7 when locating physical and human features of China. Students study the physical landforms of the Rift Valley which builds on their tectonic knowledge gained in the previous Volcanoes Unit. Students then go on to study the economic, social and environmental advantages and disadvantages of Tourism in Kenya, focusing on quality of life and standard of living of hotel workers. This also links to the advantages and disadvantages of TNCs that they studied in the China Unit in yr 7. The unit concludes with a comparison of the quality of life of people living in Nairobi's Central Business District and the slums of Kibera.</p>
Spring Term	<p>Tourism Students study the stages of Tourism through the Butler Model. Changing global trends in tourism are analysed. The advantages and disadvantages of tourism is explored through a series of case study investigations including Blackpool, Ecotourism in the Galapagos Islands and tourism in Dubai. This unit links directly on from the tourism aspects of the previous Kenya unit.</p> <p>Extreme Weather. Students learn about the differences between Weather and Climate and gain foundation knowledge of air pressure and weather forecasting. Extreme weather events are explored through a sequence of case studies including The Beast from the East, UK heat wave of 2022, Hurricane Katrina and Tornadoes. Effects and responses are a key theme, which links to the Volcano unit studied at the start of Yr 8.</p>
Summer Term	<p>Our Changing Isle, Coasts. Students study the foundations of rock type and erosional process that form the landscapes of our coastline. This links directly to the process of river land formation studied in year 7. Students then study the hard and soft engineering coastal management methods and complete a decision-making exercise on how to manage Europe's fastest eroding landscape, Holderness.</p> <p>Australia Students use map skills to locate human and physical features of Australia. They then go on to assess the population distribution and causes of uneven distribution such as climate and vegetation zones. The Great Barrier Reef, Wildfires and Aboriginal people are also studied.</p>



Year 9 Geography

<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Brazil Students use map skills to locate human and physical features of Brazil. This builds on the skills that they learnt in the previous place focused units of yr 7 and 8. Students learn about climate graphs and the vegetation zones of Brazil and how this effects population distribution. This builds on directly from their learning in the Australia unit at the end of year 8. Population Pyramids and the causes of Rural to Urban migration are studied. Social, Economic and Environmental opportunities of Urban Life is investigated with a focus on Favelas. This links directly to the learning in the Kenyan study in yr 8.</p> <p>Population Students use graphical skills to analyse global population growth rates. The demographic transition model is studied to understand the causes of changing population rates and assess levels of development. Population Pyramids are revisited to understand the opportunities and challenges of youthful and aging populations. This links directly to the learning from the previous study of Brazil. Students also study the opportunities and challenges of Migration.</p> <p>Urbanisation (Decision Making Exercise) Students use their knowledge gained from this terms work to assess the advantages and disadvantages of Slum Dwelling.</p>
Spring Term	<p>World in Crisis Students study three global issues with a focus on Cause, Impacts (social, environmental and economic) and most importantly Solutions. Climate change, the Global Cocaine Industry and HIV/Aids are studied. Students will pull on key Geographical knowledge disciplines learnt in KS3 to investigate these global issues.</p> <p>Extreme Geography (Tectonics) Process that drive tectonic hazards are studied. Convection currents in the Mantle and the evidence for continental shift are explored. This builds on the learning completed in yr 8 when studying Volcanoes and The Rift Valley. Tectonic plate boundaries are defined and explained. The challenges and benefits of living on tectonic plate boundaries are investigated through a series of case studies including a study on Iceland , Mt St Helens Eruption, Yellow Stone National Park Super Volcano and The Indian Ocean Boxing Day Tsunami. The unit concludes with a focus on Antarctica and poses the question ‘Should tourists visit the most extreme continent on Earth?’.</p>
Summer Term	<p>Living World In the last term of year 9 students start the GCSE Geography course with a unit called ‘The Living World’. This starts with an investigation into the features and characteristics of Ecosystems, It initially focuses on the Small-scale UK ecosystems. It then progresses on to Biomes with a case study investigation of the Tropical Rainforests of Southeast Asia, and particularly Malaysia. Climate and structures of the Rainforest are studied as well as plant and animal adaptations. The unit concludes with an investigation in causes and impacts of deforestation, as well as sustainable management methods of the most biodiverse biome in the world. The year concludes with a decision-making exercise, that poses the question ‘Should the Peruvian government build roads through the Amazonian Rainforests to support economic and social development?’ Students will be using all of their skills gained throughout the course of their learning in KS3 to complete this evaluation exercise. It pulls on having a deep understanding of the relationship between the human and physical environments. It requires Geographical thinking.</p>



Year 7 French

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	Introduction to French - Students learn core language, including numbers, pets, colours, family members, classroom equipment, where they live and key questions. They begin to focus on French phonics, as well as an introduction to verb conjugation.
Spring Term	<p>School – Students learn school subjects, opinion phrases, uniform and food, as well as how to tell the time and discuss their timetable. They learn to describe teachers and contrast school life in England and France. They begin to look more explicitly at conjugating –er verbs.</p> <p>Free Time (Part 1) - Students look at technology and further consolidate their knowledge of conjugating –er verbs in the context of sports and hobbies.</p>
Summer Term	<p>Free Time (Part 2) - Students use the verb <i>faire</i> with activities before learning to use two verbs together to give a more grammatically complex opinion (e.g. I like to play). They learn how to construct clauses with <i>quand</i> (when) and <i>si</i> (if) to make more complex sentences.</p> <p>Town - Students learn about places in town and the use of the verb <i>aller</i> with its corresponding prepositions. Students are introduced to the near-future tense.</p>



Year 8 French

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Media – Students learn vocabulary for TV, film and types of books, combining this with time phrases, opinions and negatives. They revise the near-future tense.</p> <p>Paris - Students are introduced to the perfect tense whilst investigating Paris and what can be done there. Students use the structure 'on peut' to describe possible activities in the city, before studying opinions in the past tense.</p>
Spring Term	<p>House and Home - After finishing their work on Paris, students learn different places that they can live, adjectives to describe their local area, rooms in the house and prepositions of place. They then learn to describe an eco-friendly 'house of the future'.</p>
Summer Term	<p>Food and Drink - Students learn key verbs, nouns and adjectives to discuss their food and drink preferences, as well as what they eat and drink for breakfast. They learn how to shop for food (including quantities and numbers) and order in a café. This unit is used for the consolidation of the past, present and future tenses. Students finish by studying <i>The Very Hungry Caterpillar</i> in French, using this as a stimulus for their own creative writing.</p>



Year 9 French

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Music and Media – Students learn about different genres of music and media in the French-speaking world. Students describe bands and singers practising the third person and giving more complex opinions.</p> <p>Social Media – Students learn to describe their personality and how they use social media. They discuss the pros and cons of using social media. Students learn about direct-object pronouns.</p>
Spring Term	<p>Healthy Living – Students learn about parts of the body and describe sporting injuries. They talk about their eating habits and healthy lifestyles. Students continue working in all three tenses (with a particular focus on the future) and learn how to express obligations.</p> <p>The French-speaking World – Students learn about the physical geography of the French-speaking world. They learn about FairTrade, the problems facing the environment and what they can do to protect it.</p>
Summer Term	<p>Holidays – After completing their unit on the environment, students learn to talk about holidays in all three tenses as well as the conditional mood. They learn to use reflexive verbs.</p> <p>Jobs – Students are introduced to vocabulary about jobs and careers.</p>



Year 9 – French as a 2nd Foreign Language

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Term	What the students will be learning
Autumn Term	Introduction to French - Students learn core language, including numbers, pets, colours, family members, classroom equipment, where they live, food and key questions. There is a focus on French phonics, as well as verb conjugation including –er verbs, avoir and être. They also learn simple and more complex opinions.
Spring Term	<p>School – Students learn school subjects, opinion phrases, uniform and food, as well as how to tell the time and discuss their timetable. They contrast school life in England and France. They focus on –er verbs.</p> <p>Town and where you live - Students learn about places in town, using pouvoir and vouloir with infinitives and the verb aller with its corresponding prepositions. Students are introduced to the near-future tense including giving opinions.</p>
Summer Term	Paris - Students are introduced to the perfect tense whilst investigating Paris and what can be done there. Students look at forming past participles, être verbs and using the perfect tense in the negative as well as studying giving opinions in the past tense.



Year 7 Spanish

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Introduction to Spanish – Students learn key phonics, numbers, nouns and basic negatives, whilst also beginning to look at the present tense.</p> <p>School – Students learn school subjects, opinion phrases and how to describe their teachers. They look at how to state their opinions with justification.</p> <p>Christmas and New Year – Students look at how these festivals are typically celebrated in Spain.</p>
Spring Term	<p>Family – After completing their work on the topic of school, students learn how to talk about different members of their families including physical appearance, age and birthdays. They begin using some core irregular verbs in the present tense.</p> <p>Home – Students learn how to talk about their home, covering local area, rooms in the house, types of home and giving extended opinions.</p> <p>Easter – Students look at how this is celebrated in Spain.</p>
Summer Term	<p>Free time – After completing their topic on home, students talk about hobbies and sport. They learn how to form the future tense and consolidate the formation of the present tense. They also learn how to tell the time in Spanish.</p> <p>Creative writing – Students look at the story of <i>Goldilocks</i> using it as a stimulus for their own creative writing and the consolidation of core grammar concepts.</p>



Year 8 Spanish

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Describing Oneself and Others – Students revise adjectival agreement and personal description. They revisit nationality and using the present tense including reflexive verbs. Students also look at the comparative.</p> <p>Free time – Students revisit the future tense and question words. They look at places in town and arranging to go out, revising telling the time as part of this work.</p>
Spring Term	<p>Holidays – Students learn vocabulary for transport, countries and holiday activities. They learn how to form the preterite tense, including giving opinions in the past tense.</p> <p>Food and Drink - Students learn key verbs, nouns and adjectives to discuss their food and drink preferences, as well as what they eat and drink at meal times. They learn how to shop for food (including quantities and numbers) and order in a restaurant. This unit is used for the consolidation of the past, present and future tenses.</p>
Summer Term	<p>Clothes – After completing the topic of food and drink, students learn vocabulary for clothes including description with adjectival agreement and school uniform.</p> <p>Barcelona – Students investigate the city of Barcelona using this work as a basis to revise the three core tenses.</p> <p>Food and Drink – Students finish by studying <i>The Very Hungry Caterpillar</i> in Spanish, using this as a stimulus for their own creative writing.</p>



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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Music and Media – Students learn about different genres of music in the Spanish-speaking world. Students learn about TV, cinema and new technology. They give complex opinions and incorporate subordinate clauses.</p> <p>School – Students revise school subjects, time and opinions. They look at modal verbs when talking about school rules. They also describe their school facilities and talk about options.</p>
Spring Term	<p>Health and Healthy Lifestyles – After completing the topic of school, students talk about healthy lifestyles. They revisit modal verbs and the different tenses.</p> <p>Jobs and Future Plans – Students build up vocabulary of jobs and places to work. They look at the conditional tense.</p>
Summer Term	<p>The Spanish-speaking World – Students learn about the physical geography of the Spanish-speaking world. They learn about Fair Trade, the problems facing the environment and what they can do to protect it.</p> <p>Welcoming Guests – Students learn how to meet people, welcome them into their home and act as a good host, using formal and informal language appropriately. Students also investigate the city of Bilbao.</p>



Year 9 Spanish as a 2nd Foreign Language

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Introduction to Spanish – Students learn key phonics, numbers, nouns with the definite and indefinite article, basic negatives and core verbs in the present tense.</p> <p>School – Students learn school subjects, opinion phrases, foods and how to describe teachers. They look at how to state their opinions with a justification.</p> <p>Christmas and New Year – Students look at how these festivals are typically celebrated in Spain.</p>
Spring Term	<p>Family – After completing the work on the topic of school, students learn how to talk about different members of their families including looks, age and birthdays. In order to do this, they use a range of core irregular verbs in the present tense.</p>
Summer Term	<p>Free time – Students talk about hobbies and sport. They learn how to form the future and preterite tenses and some complex structures such as the comparative.</p> <p>Home – Students learn how to talk about where they live and name some countries.</p>



Year 8 German

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>House and Home – Students will learn different places that they can live, adjectives to describe their local area, rooms in the house and prepositions of place.</p> <p>Future Tense - Revision of the formation of the future tense in the context of free time.</p> <p>Healthy Living (Part 1) – Students learn key verbs, nouns and adjectives to discuss their food and drink preferences, as well as what they eat and drink for breakfast and language for ordering in a café.</p>
Spring Term	<p>Healthy Living (Part 2) – Students develop the topic of food with modal verbs, before progressing to study body parts, illnesses and going to the doctor.</p> <p>Holidays (Part 1) – Students explore different parts of the German-speaking world including Hamburg and Innsbruck. They use the present and imperfect tenses to describe how places have changed over time.</p>
Summer Term	<p>Holidays (Part 2) – Students use the perfect tense to talk about accommodation, travel, weather and activities.</p> <p>Going Out – Students learn to talk about clothing, using adjectives and giving opinions. They learn how to make invitations and give excuses.</p> <p>Creative Writing - Students finish by studying <i>The Very Hungry Caterpillar</i> in German, using this as a stimulus for their own creative writing.</p>



Year 9 German

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<u>Term</u>	<u>What the students will be learning</u>
Autumn Term	<p>Music and Media – Students learn about different genres of music and media in the German-speaking world. Students describe bands and singers practising the third person and giving complex opinions with subordinate clauses.</p> <p>Jobs and Future Plans – Students discuss personality before progressing to study the conditional tense. They learn about different jobs and the benefits of these.</p>
Spring Term	<p>Fair Trade and Environmental Issues – Students learn about environmental problems and how to describe the environment. They study ways to protect the environment using modal verbs, before exploring the history of chocolate and Fair Trade.</p>
Summer Term	<p>The German-speaking World – Students learn how to meet people, welcome them into their home and act as a good host, using formal and informal language appropriately. Students also investigate the city of Stuttgart.</p> <p>Childhood - Students use the imperfect tense to talk about their childhood experiences.</p>

