

Key Stage 3 Curriculum Overview

Year 7

Subject	Autumn Term	Spring Term	Summer Term
Maths	1 Analysing and displaying data 2 Number skills 3 Equations, functions and formulae Sets 1 and 2 4 Fractions Set 3 4 Decimals and measures Set 4 and 5 4 Graphs	Sets 1 and 2 5 Angles and shapes 6 Decimals 7 Equations Set 3 5 Fractions 6 Probability 7 Ratio and proportion Sets 4 and 5 5 Factors and Multiples 6 Decimals and Measures 7 Angles and lines	Sets 1 and 2 8 Multiplicative reasoning 9 Perimeter, area and volume 10 Sequences and graphs Set 3 8 Lines and angles 9 Sequences and graphs 10 Transformations Sets 4 and 5 8 Measuring and shapes 9 Fractions, decimals and percentages 10 Transformations
English	<p>Throughout year 7, students will have opportunities to read for pleasure and to write for pleasure or for a range of audiences and purposes. Students will also learn how language can be used to inform, persuade, argue, advise or, in the case of literature, to help us understand the human condition and the world around us.</p> <p>Novels (such as Cirque du Freak) and creative writing. Author study project.</p>	Short-stories Play, such as Frankenstein Genre writing, such as sci-fi and thriller/crime	Studying non-fiction writing Film analysis Newspaper project
Science	Working Scientifically is the introductory set	Body systems, Elements, Compounds	Reproduction, Acids and Alkalis and

	<p>of lessons in which students are welcomed into the science department. The fundamental topics of Cells, Particles and Forces are covered in this term. Each has a skills focus on working scientifically, literacy and numeracy. This encompasses asking science questions, planning investigations, recording, analysing and evaluating data. Using keywords to describe and explain ideas and observations. Each topic has a written assessment followed by a DIRT (Dedicated Improvement and Reflection Time) activity enabling students to highlight strengths and weaknesses in their work.</p>	<p>and Mixtures and Light and Sound are taught in this term. Practical skills are further developed alongside character growth such as understanding others, self control with learning and grit. Paired and group work are employed to encourage communication skills and peer review. Home Learning tasks continue to check and secure the skills developed in class.</p>	<p>Space are the topics this term. Plant and animal reproduction, changes in puberty and the developing foetus, the night sky, solar system and the moon, neutralisation acids and metals all form part of this term's work. Students also continue to develop their ability to self reflect using feedback, purposeful practice and DIRT activities to help them revise the year's content and skills.</p>
History	<p>During year 7 students study a number of topics – including the changing nature of the English monarchy as well as the experience of ordinary people in Britain over the last 1000 years. Topics studied in the Autumn term include: What is History? Why did the Normans win the Battle of Hastings?</p>	<p>In the Spring term year 7 students develop further their historical skills and assessments focus on historical interpretations and historical significance. Topics covered in this term include: How significant were the Black Death and the Peasants' Revolt? Why did Henry break with Rome?</p>	<p>In the Summer term of year 7 students continue to develop their skills of historical interpretation, significance and causation. Topics studied include: Was Mary really 'bloody'? Was Elizabeth really 'Gloriana' and 'good queen Bess'? Why was Charles I executed?</p>
Geography	<p>In the Autumn term Year 7 students will start with Location, Location, Location. Students will be developing map skills at different scales. We then move onto Weather and Climate which involves the study of climate change, extreme weather and climatic zones and how people are impacted by weather and climate.</p>	<p>In the Spring term Year 7 students begin with Sustainable Living. Students will be studying what makes a city unsustainable and what changes can be made to make a city more sustainable for future generations. We then move onto Antarctica which involves the study of the climate, food web and pressures in this unique environment.</p>	<p>In the Summer term Year 7 students study Cuckmere Haven. This involves a field trip to Cuckmere Haven to study the pressures and processes occurring for rivers and coasts in the field and put into practice what we have learnt in the classroom.</p>
RE	<p>In the Autumn term, pupils study:</p>	<p>In the Spring term, pupils study:</p>	<p>In the Summer term, pupils study:</p>

	<p>What is religion - looking at how religion evolved and the impact it has today.</p> <p>Emotional literacy - focusing on P4C exploring questions like; who am I? What makes me who I am? Why am I here?</p>	<p>Jesus - looking at who he was, religious and nonreligious accounts, his miracles and the significance of the resurrection.</p> <p>Buddhism - an introductory unit looking at the basics of Buddhism including; the life of Siddhartha Gautama, the 4 Noble Truths, the Eightfold Path and meditation.</p>	<p>Charity - Different charity organisations and what they do, the focus on charity within Christianity and types of charity work e.g. street pastors.</p> <p>Festivals - an introduction to Hindu and Sikh festivals including Holi and Diwali.</p>
Drama	<p>Students learn the skills required for Making, Performing and Responding through a range of themes selected by the teacher.</p> <p>Themes include: Mime and movement Darkwood Manor (mime, characterisation, freeze frames, improvisation) Commedia D'ell Arte (physicality, characterisation, improvisation) Improvisation from stimuli Greek Theatre ("Daedalus and Icarus")</p>	<p>Themes include: Introduction to explorative strategies Commedia dell'Arte Abuta (Naturalism, characterisation, improvisation) "A Midsummer Night's Dream" - Scripted performance, characterisation, contrast.</p>	<p>Themes include: Devising from a stimulus Greek Theatre - Chorus, non-naturalism Soap Operas - characterisation, project work South American culture</p>
Music	<p>In the Autumn term students are given an introduction to 'Rhythms Around the World', looking at African drumming especially and focussing on developing rhythmic skills in performance, building a language for listening to music, and creating their own compositions based on rhythm. They then work on a unit based around our 'Classy Voices' competition and work on building their own arrangements of songs using recording software within Soundtrap.</p>	<p>In the Spring term students work on 'Ten Pieces' based on building an understanding of a range of music from the classical tradition, including developing a stronger vocabulary to be able to describe music, and creative work using techniques from music studied. We then move onto working on developing keyboard skills with a link to learning how to use sequencer software with Soundtrap.</p>	<p>In the Summer, we return to 'Rhythms Around the World', and learn about Cuban and South American music, with a focus on developing ukulele skills, and then move on to a unit of work based around using 'Loop based Music' and drawing on the range of skills learnt during the year</p>
Art	<p>Young Brits in Art. In the Autumn Term Year 7 receive a comprehensive introduction to Art, designed to give a solid foundation to all new students.</p>	<p>Young Brits in Art. In the Spring Term students use the skills learnt in the Autumn to finalise their ideas for a longer final piece which demonstrates</p>	<p>What's in A Building. In the summer terms the project allows students to investigate the links between art and architecture. They look at this visually</p>

	<p>Year 7 focus on developing key art skills and use of materials such as using the Formal Elements of Art, proportion, observational drawing, use of paint and other 2D and 3D materials.</p> <p>They begin to think about identity in art, what it means to be a young British artist and also their personal identity and how they might communicate that.</p> <p>Contextual links are made to a range of artists who have looked at the theme of identity and class discussion supports the development of this concept. They also look at the ethos of the art department and why art is an important subject.</p> <p>Student work to develop their creative skills and independent ideas towards a final piece which is worked on after Christmas. The Character skills are a key part of this as the project supports the development of grit, growth mindset, zest, curiosity, self control and understanding others.</p>	<p>their personal resolution and progression of skills/techniques and materials. Students evaluate their work and continue to make relevant contextual links to support the development of their ideas.</p> <p>Once complete students then look at the 'Objects and Viewpoints' short still life project. This project is aimed at allowing for technical progression in observational drawing and also developing the student's ability to respond creatively to the work of other artists, with a growing awareness of context.</p>	<p>but also through analysing the context and atmosphere of important places, be they personal or famous. They also begin to develop their 3D skills in more depth and with further refinement. Mixed media experiments and a range of drawing activities supports this as students increasingly work independently to research and respond to the theme and their environment.</p> <p>Again, throughout students apply the learning characteristics to support their progress through self evaluation, independent ideas and individual research. Students create a personal resolution responding to the theme.</p>
French	<p>Introduction to the French language : France and other countries. During this term pupils will begin to look at the grammatical structure of the language including the present tense, nouns and gender, adjectives and simple negatives within the context of the title of the module. They will develop the 4 skills of listening, speaking, reading, and writing.</p>	<p>Favourite Things In the second term pupils will develop their grammar knowledge to include the perfect tense. They will learn how to express opinions about special occasions, objects, free-time and friends and be able to justify them. They will increase their cultural knowledge by studying festivals which take place in French speaking countries.</p>	<p>School The final term of year 7 allows pupils to extend their verb knowledge to the future tense to include a few common irregular verbs. The context of school allows them to compare French and English schooling, to describe their school day and express their opinions about subjects and their teachers.</p>
Spanish	<p>Introduction to the Spanish language : At school. During this term pupils will learn how</p>	<p>My family: Pupils will learn how to describe themselves and others. They will</p>	<p>Free Time: Pupils will learn about free time activities, as well as weather. They will be</p>

	to introduce themselves, give basic information about themselves and ask questions of others. Pupils will learn how to express their likes and dislikes about school and subjects. They will also begin to learn the grammar basics, such as gender and agreement and present tense verbs (including key irregulars). At the end of the term they will add the compound future tense to their knowledge.	learn the vocabulary for members of the family and pets. They will also be able to describe where they live. The grammar will focus on stem-changing verbs and on prepositions of location, as well as the consolidation of the compound future.	able to use a variety of verbs, both regular and irregular to express themselves. As well as applying the existing grammar to this topic, they will learn the preterite tense to be able to say what they did.
PE	<p>Students will develop their learning of the following key concepts:</p> <ul style="list-style-type: none"> - Skills - Application of skills - Evaluation - Healthy Active Lifestyle - Teamwork & Respect <p>This will occur through a rotation of activities:</p> <ul style="list-style-type: none"> - using a range of tactics and strategies to overcome opponents in direct competition e.g. football, rugby, hockey, netball, basketball, cricket, rounders, tennis - develop their technique and improve their performance in other competitive sports e.g. athletics, gymnastics - perform dances using techniques within a range of dance styles and forms 		
Computer Science	In the Autumn term students research the key concepts of e-safety in order to ensure they are aware of the dangers associated with the Internet. This is followed by a project outlining the hardware components of a computer system.	In the Spring term we use database technology to manage a zoo, then create our own version of Minecraft using spreadsheet software	In the Summer term we develop students' experience of computer programming using Scratch, then apply this to the BBC Microbit computers
Technology	In year 7 students have the opportunity to complete four different design and make projects that provide a foundation experience using a range of different materials, components, tools and equipment. The	During the Spring term students continue to develop their projects using a range of skills and processes. They use a range of design software to generate their ideas and program electronic elements of their	In the Summer term students complete all of their design folders and practical work. Students will have gained experience using a range of different materials, processes, tools and skills.

	<p>projects are aimed at developing a creative and imaginative approach to the design process and students are encouraged to produce personalised outcomes.</p>	<p>projects.</p>	
<p>REMAP</p>	<p>Introductory Lessons:</p> <ul style="list-style-type: none"> ● What are the Learning Characteristics? ● University of Pennsylvania Learning Characteristics assessment. ● Volunteering in and out of school <p>First two of their seven modules that last 5 weeks each (named in the spring term box)</p>	<p>Three more of the seven modules that last 5 weeks each:</p> <ol style="list-style-type: none"> 1. Challenge 2. Drop Everything and Read 3. Wellbeing 4. Resiliency 5. Young Enterprise 6. Understanding Others 7. Achievement Characteristics 	<p>Last two of the seven modules that last 5 weeks each.</p> <p>Discovery Days with Steyning Downlands Project</p>

Year 8

Subject	Autumn Term	Spring Term	Summer Term
Maths	Sets 1 and 2 1 Factors and powers 2 Working with powers 3 2D shapes and 3D solids 4 Real life graphs Set 3 1 Number 2 Area and volume 3 Expressions and equations 4 Real life graphs Sets 4 and 5 1 Number properties and calculations 2 Shapes and measures in 3D 3 Statistics 4 Expressions and equations	Sets 1 and 2 5 Transformations 6 Fractions, decimals and percentages 7 Constructions and loci Set 3 5 Decimals and ratio 6 Lines and angles 7 Calculating with fractions Sets 4 and 5 5 Decimal calculations 6 Angles 7 Number properties	Sets 1 and 2 8 Probability 9 Scale drawings and measures 10 Graphs Set 3 8 Straight-line graphs 9 Percentages, decimals and fractions 10 Statistics, graphs and charts Sets 4 and 5 8 Sequences 9 Fractions and percentages 10 Probability
English	<p>Throughout year 8, students will have opportunities to read for pleasure and to write for pleasure or for a range of audiences and purposes. Students will also learn how language can be used to inform, persuade, argue, advise or, in the case of literature, to help us understand the human condition and the world around us.</p> <p>Novels, such as a Monster Calls and A Christmas Carol. Creative writing.</p>	Shakespeare and Poetry. Non-fiction writing.	Language investigation. Film and Media analysis. Autobiographical and creative writing.

Science	Students study Health and Lifestyle, Separating Techniques and Electricity and Magnetism . Key ideas and skills from year 7 are made more secure. The roles of scientists in society in food and nutrition, forensics and engineering are discussed alongside some of the laboratory techniques they employ. Unfamiliar practical equipment and techniques encourage growth mindset and grit. Peer and self assessment encourage understanding self and others. .	Ecosystems and Processes, Metals and Acids and Motion and Pressure are the topics covered this term. Working scientifically, literacy and numeracy skills are extended. Group work developing self control with others and encouraging collaborative work practices are also used to aid learning. The important processes of photosynthesis and respiration are discussed. Material science in the form of ceramics, polymers and composites are explored. The use of computer simulations and virtual labs is employed.	Evolution and extinction are covered in the Adaptation and Inheritance topic in this term. The Earth , both its structure and climatic changes are studied. Skills including reading and analysing data, use of subject specific vocabulary and the role of science in society develop student character growth. The important topic of Energy rounds off the year. Students are again encouraged to use the feedback, purposeful practice and DIRT activities to aid their revision in both individual topic tests and the end of year exam.
History	During year 8 students study a number of topics which focus on the experience of ordinary people in Britain and how this has changed over time. Topics studied include: How did the Industrial Revolution change Britain? Britain goes global – how did one small island change the world and how has the world changed Britain?	In the Spring term year 8 students develop further their historical skills and assessments focus on historical interpretations and historical significance. Topics covered in this term include: Reform Acts – how people got the vote? Suffragettes – how did women get the vote, violence or peaceful protest?	In the Summer term of year 8 students continue to develop their skills of historical interpretation, significance and causation. Topics studied include: What does it mean to be human – understanding the Holocaust?
Geography	In the Autumn term Year 8 students will start with Tectonic Hazards. Students will be looking at the structure of the Earth and the relationship between tectonic plates and their activity with people and natural environments. We then move onto Ecosystems which focuses on how the rainforest is structured, used and how we can	In the Spring term Year 8 students will start with Making Trade Fair. Students will be focusing on the flower trade in Kenya. We then move onto Water, Health and Wealth which examines the relationship between the level of development and access to water in line with the Sustainable Development Goals.	In the Summer term, Year 8 will start with Superpowers. Students will be studying various economic powers and their potential for the future. We then move onto Field Work Skills which involves 2 small scale studies into the local area where data is collected, presented, analysed and conclusions drawn against the hypothesis given.

	manage rainforests sustainably.		
RE	In the Autumn term, pupils study: Christianity - exploring the big questions in life, ideas about creation, the nature of God and Christian prayer. Islam - exploring who Muhammad was, the 5 pillars of Islam, the importance of prayer, Islam and the media, and Ramadan.	In the Spring term, pupils study: Pilgrimage - exploring why people go on pilgrimage, different places of pilgrimage e.g. Lourdes, Hajj and the River Ganges. Judaism - exploring the beginnings of Judaism, shabbat, clothing, food laws (kosher) and the festival of Hanukah.	In the Summer term, pupils study: Humanism - looking at the meaning of humanism, comparison with religious beliefs, how humanists respond to ethical issues and how they mark rites of passage. Morality - exploring where people get their morals from, why some people are considered 'evil' and Christianity and morality.
Drama	Students develop and refine skills of Making, Performing and Responding using terminology and techniques required at GCSE level, through themes selected by the teacher. Themes include: Theatre-In-Education Bullying text-based work e.g. "The Terrible Fate of Humpty Dumpty" "Romeo and Juliet" - Scripted performance I.D - Devising, non-naturalism Soap Operas - Heightened realism	Themes include: "The Mignonette" Scripted Farce Mask - Physicality, mime Village painter - Devising	Themes include: Brighton Festival Soap Opera Genre Devising from a stimulus Tall Stories - Fairytales, improvisation
Art	<u>Options and Workshops.</u> In the Autumn term students complete a range of 2 week workshops. Each one is designed to allow students to refine key art skills and introduce new ones. This ensures students can progress further and continue to develop their skills. The workshops include Photography, Weaving and Textiles, Free Form Sculpture, Printmaking, Painting and Observational studies.	<u>Options and Workshops.</u> The workshop weeks continue until the end of January to support students in their options choices. At this point students evaluate their work, progress and use of materials. <u>Introduction to Alphabetica</u> In this project students investigate the graphic and contextual links between artists, text, books and graphic design.	<u>Alphabetica. Personal response.</u> Students now use the skills, techniques and materials they have developed over the year to create their own personal response to the theme. Students learn how to plan as they might at GCSE with further research, composition planning and ideas development pages. They work imaginatively to create their own response to the theme. Further artists links are made where relevant

	<p>The variety is also designed to engage students and support their understanding of the Formal Elements and how they are used in art. The overall theme is to give students a taster of different subjects/materials they might use in art at KS4. Links are made in lessons to progression into KS4 through options and also on possible pathways/careers where art would be necessary or useful. Students evaluate these workshops and their own progression.</p>	<p>Students research use of font, illuminated letters, altered books, propaganda and posters and experiment with a range of materials. Links are made to different artists and these begin to inform individual ideas.</p>	<p>and students continue to comment on, analyse and evaluate these.</p>
Music	<p>In the Autumn term, students work with Soundtrap sequencing software to create music based around 'Dance Music'. They learn about the elements of music, learn to analyse and play parts of a dance track, and learn how to record their own compositions based on these ideas. This work can be accessed from home and school using the shared software platform - Soundtrap. In the second half term They also learn to sing their group's song for the 'Classy Voices' competition, alongside work on the background to Blues music with a focus on 'African Drumming'</p>	<p>In the Spring term students work on a 'Film music' project learning about how key elements in music have effect in film music and reinforcing the musical vocabulary built up in Year 7. Students compose music to fit with actual film and are able to work on this at home with recording software. They then move on a second study around 'Ten Pieces' and do creative composition work using techniques from music studied.</p>	<p>In the Summer, we set an 'Open Creative Project' building on the music technology skills learnt and focus on joining together loop based technologies with live playing and sequencing. We finish the year with a project based around 'Blues Music', where students will learn about the context of this style alongside building their own Blues pieces.</p>
French	<p>Homes and Regions In the second year of French pupils will revise the grammar from year 7 and increase their knowledge of adjectives and irregular verbs. In this unit they will be able to</p>	<p>Family and Other People Pupils will be studying family life and will be able to describe the appearance and personality of their family and friends. Their written work will include more connectives</p>	<p>Food and Meals Pupils enjoy learning about French food, meals and recipes. They learn how to cope in a restaurant and can discuss their favourite meals and how to eat healthily. This unit gives an opportunity to master the partitive</p>

	describe their house, talk about the weather and their bedroom.	and they will learn how to use reflexive verbs	article and to consolidate on the grammar points covered in previous units.
Spanish (Note: The Year 8 Spanish course is a beginners' course this year)	Introduction to the Spanish language : At school. During this term pupils will learn how to introduce themselves, give basic information about themselves and ask questions of others. Pupils will learn how to express their likes and dislikes about school and subjects. They will also begin to learn the grammar basics, such as gender and agreement and present tense verbs (including key irregulars). At the end of the term they will add the compound future tense to their knowledge.	My family: Pupils will learn how to describe themselves and others. They will learn the vocabulary for members of the family and pets. They will also be able to describe where they live. The grammar will focus on stem-changing verbs and on prepositions of location, as well as the consolidation of the compound future.	Free Time: Pupils will learn about free time activities, as well as weather. They will be able to use a variety of verbs, both regular and irregular to express themselves. As well as applying the existing grammar to this topic, they will learn the preterite tense to be able to say what they did.
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Computer Science	In the Autumn term we introduce students to web design using commercial software, and then teach them the basics of HTML 5 to enhance	In the Spring term we cover Data Representation, which includes binary basics and how text, images and sound are converted to digital formats. This is followed	In the Summer term we develop students' graphical programming skills in Scratch and then introduce them to solving similar problems using a text-based programming language, Python.

	their web-sites	by applying spreadsheet techniques to crack codes in a Cryptography unit	
Technology	In year 8 students extend their skills to build a foundation of knowledge and experience using a range of different materials, tools and equipment. The projects are aimed at developing a creative and imaginative approach to the design process and students are encouraged to produce personalised outcomes. In the Autumn term students complete a sublimation printing project. They then begin a second project working with wood, metal and polymers that extends into the Spring term.	In the Spring term students complete their wood, metal and polymer project and start a third project which includes programmable electronic components.	In the Summer term students complete their electronic product based project. All students will have gained experience in solving design problems using their creativity and imagination. They will have broadened their understanding of the subject and applied their skills using a range of different materials, processes, tools and equipment.
REMAP			