



# Cotham KS3 Curriculum



# Curriculum Principles

**Our curriculum is guided using the following principles:**

- Ambitious for all; challenging in its scope, structure and quality of content; planning lessons that pitch high and scaffold down
- Curriculum overviews / long-term plans in each subject that are very clear about what students need to know (subject concepts, knowledge, skills and exam knowledge) from Years 7 to 13 in order to prepare them for linear examinations at the end of KS4 and KS5 in that subject and teach these to depth
- Develops cultural capital, recognises diverse and Bristol's local history and achievement, provides enriching experiences to level up the social playing field, links learning to the world, current affairs and social issues, and engages students in thinking about 'big ideas' outside of their life experiences achieving breadth. Encourages disadvantaged students to diversify their interests e.g. taking up Arts-based subjects, widening their extracurricular opportunities
- Prepares students well for making good decisions about their future i.e. quality CEIAG, including recognising local employment opportunities
- Enables students to make links, and apply their learning, between different points in the same subject and also across different subjects
- Makes suitable provision and adaptations for SEND and EAL students, particularly those working at a very low level, providing some alternative curriculum at KS3 to make them ready for KS4
- Supports with the teaching of literacy and oracy in every subject i.e. not just teaching subject-specific words but also improving students' Tier 2 (general and academic) vocabulary; insisting and persisting with students in rephrasing how they answer questions
- Explicitly teaching reading strategies in all subjects to enable all students to access key knowledge in the planned curriculum.
- Summative assessment tasks over a year and a key stage that have sufficient challenge built in, assess knowledge and skills from previous learning not just the current topic, enable students to demonstrate learning towards linear examinations, and allow teachers to plan to re-teach elements of topics based on data analysis following each assessment
- Formative assessment embedded into everyday teaching practice that is planned for in a variety of ways to check the progress of all, not just some, and allow the teacher to identify common errors, and intervene to re-teach aspects within the lesson
- Schemes of work / medium-term plans are coherently and sequentially planned; building on and interleaving prior learning through practising the retrieval of concepts, knowledge and skills from last lesson, last month, last year.
- Encourages independent study and subject-specific revision skills and metacognition.



# Curriculum Structure

**Our Key Stage 3 curriculum is broad and balanced, and fully meets the requirements of the National Curriculum. Our timetable is based on a two week cycle of fifty 1 hour lessons. All KS3 students study the subjects outlined in the plan below.**

	Year 7	Year 8	Year 9
English	9	8	8
Maths	7	7	7
Science	6	6	7
Modern Foreign Languages	4	5	5
Geography	2	3	3
History	2	3	3



# Curriculum Structure

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Philosophy and Religion</b>	3	2	2
<b>Computing and IT</b>	1	2	2
<b>Art</b>	2	2	2
<b>Design Technology &amp; Food Technology</b>	2	2	2
<b>Drama</b>	2	2	2
<b>Dance</b>	2	1	0
<b>Music</b>	2	2	2
<b>Physical Education</b>	4	4	4 (includes dance)
<b>Personal, Social, Health Education</b>	2	1	1



# English

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 7	<b><u>Myths &amp; Legends</u></b> Focusing on representative narratives and core reading skills	<b><u>Studio Ghibli</u></b> Focusing on characterisation, media analysis, and creative writing	<b><u>Time Traveller</u></b> Focusing on language change and non-fiction reading skills	<b><u>“Much Ado about Nothing”</u></b> Focusing on Shakespearean context, language, character and plot	<b><u>“Wolf Road”</u></b> Focusing on tracking through a whole novel: plot, setting and characters
Year 8	<b><u>Gothic</u></b> Focusing on conventions of a genre in reading and writing	<b><u>Space Invaders</u></b> Focusing on non-fiction writing and reading, creating manifestos and new communities	<b><u>“Hamilton”</u></b> Focusing on the language and poetry of the Broadway musical	<b><u>“Revolver”</u></b> Focusing on tracking through a whole novel: plot, setting and characters	<b><u>Short Stories</u></b> Focusing on building narratives and setting as creative writers
Year 9	<b><u>Video Games</u></b> Focusing on developing structure	<b><u>Dystopia</u></b> Focusing on conventions of a	<b><u>“Romeo and Juliet”</u></b> Focusing on	<b><u>“The Crucible”</u></b> Focusing on embedding context.	<b><u>“A Private Experience”</u></b> Focusing on varied



# Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Transition unit:</b> Calculator Compass (rangoli) Protractor Exploring calculation methods Money problems <b>(Start Unit 1)</b> Ch 1: Whole number and decimals Ch 2: Measure & Area	<b>Unit 1:</b> Ch 3: Expressions and Formulae Ch 4: Fractions, Decimals and Percentages Ch 5: Angles and 2D shapes	<b>Unit 2:</b> Ch 6: Graphs Ch 7: Whole Number Calculations Ch 8: Statistics	<b>Unit 2:</b> Ch 9: Transformations and Symmetry Ch 10: Equations Ch 16: Probability	<b>Unit 3:</b> Ch 11: Factors and Multiples Ch 12: Constructions and 3D shapes Ch 13: Sequences	<b>Unit 3:</b> Ch 13: Sequences Ch 14: Decimal Calculations Ch 15: Ratio and Proportion
<b>Year 8</b>	<b>Unit 1:</b> Ch 1: whole number and decimals Ch 2: measure and area Ch 3: expressions and formula	<b>Unit 2:</b> Ch 4: Fractions, decimals and percentages Ch 5: Angles and 2D shapes Ch 6: Graphs Ch 7: Mental Calculations	<b>Unit 2:</b> Ch 8: Statistics  <b>Unit 3:</b> Ch 9: Transformations & Symmetry	<b>Unit 3:</b> Ch 10: Equations Ch 11: Calculator Methods Ch 12: Construction	<b>Unit 3:</b> Ch 13: Sequences Ch 14: 3D Shapes Ch 15: Ratio and Proportion	<b>Unit 3:</b> Ch 15: Ratio and Proportion Ch 16: Probability
<b>Year 9</b>	<b>Unit 1:</b> Ch 1: whole number and decimals Ch 2: perimeter and area Ch 3: expressions and formula	<b>Unit 1:</b> Ch 4: Fractions, decimals and percentages Ch 5: Angles and 2D shapes Ch 6: Graphs	<b>Unit 2:</b> Ch 7: Decimal Calculations Ch 8: Statistics Ch 9: Transformation and Scale	<b>Unit 2:</b> Ch 9: Transformation and Scale Ch 10: Equations Ch 11: Powers & Roots	<b>Unit 3:</b> Ch 12: Constructions & Pythagoras Ch 13: Sequences Ch 14: 3D Shapes	<b>Unit 3:</b> Ch 14: 3D Shapes Ch 15: Ratio & Proportion Ch 16: Probability



# Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>(Numbers in brackets) refer to chapter numbers (from the textbooks we use and which students have access to in kerboodle). In Year 7 and 8 we use the 'Activate' textbooks. C1.1 refers to the textbook Activate 1, Chemistry, Chapter 1 In Year 9 we use the 'AQA GCSE Sciences' textbooks. C1 refers to the Chemistry textbook, Chapter 1</p>					
Year 7	Particles and their behaviour (C1.1) Cells (B1.1) Forces (P1.1)	Elements, atoms, compounds, mixtures (C1.2) and separating techniques (C2.2)	Ecosystems (B2.1) Sound (P1.2) and Light (P1.3)	Periodic table (C2.1) Reproduction (B1.3)	Reactions (C1.3)	Space (P1.4) Science projects
Year 8	Acids and alkalis (C1.4) Body systems (B1.2)	Electricity and magnetism (P2.1)	Acids and metals (C2.3)	Health and lifestyle (B2.1) Energy (P2.2)	Adaptation and Inheritance (B2.3) Motion and pressure (P2.3)	The Earth and Atmosphere (C2.4)
Year 9	Cells (B1) Cell division (B2) Atomic structure (C1)	Periodic Table (C2) Energy (P1)	Energy Transfer by heating (P2) Energy Resources (P3)	Organisation and Digestion (B3) Organisation (B4)	Energy changes (C7) Electric circuits (P4)	Electricity in the home (P5)



# Modern Foreign Languages

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	GERMAN - <b>Hello!</b> (Cultural awareness, introductions and giving basic information in German)	GERMAN - <b>Meine Familie und Freunde</b> (Describing family and friends)	FRENCH- <b>Bonjour!</b> (Cultural awareness, introductions and basic information in French)	FRENCH - <b>La famille et les amis</b> (Describing family and friends)	Spanish- <b>Hola!</b> (Cultural awareness, introductions and basic information in Spanish)	SPANISH - <b>Familia y amigos</b> (Describing family and friends)  Cultural awareness of different languages
<b>Year 8 :</b>	German, French or Spanish language preference:  Revision of basic language.  Meetings and greetings. Describing myself, friends and family.	German, French or Spanish language preference:  Free-time  Present tense	German, French or Spanish language preference:  Where people live  Present tense	German, French or Spanish language preference:  Identity and relationships / Family  Present tense	German, French or Spanish language preference:  Travel and tourism  Introduction to the past tense	German, French or Spanish language preference:  Media: Film, TV and books  Past tense
<b>Year 9</b>	German, French or Spanish:  Customs and festivals in TL speaking countries  Introduction of the future tense	German, French or Spanish:  Technology and new media  Past, present and future tenses	German, French or Spanish:  Education and school  Past, present and future tenses	German, French or Spanish:  Work and future plans  Past, present and future tenses	German, French or Spanish:  Healthy Living  Past, present and future tenses	German, French or Spanish:  The environment  Past, present and future tenses

*Skills: Grammar, phonics and vocabulary development*



# Humanities: Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	7.1 - How do I find my way? (Map Skills)	7.2 - How do coasts change and why does it matter?	7.3 - What is life like in the Middle East?	7.4 - What shapes our river landscapes?	7.5 - Can we Save the World?	7.6 - What are global resources and why are they important?
<b>Year 8</b>	8.1 - What are the causes and consequences of our warming planet?	8.1 - What are the causes and consequences of our warming planet?	8.2 - What is Development and what is Africa really like?	8.3 - What is China like?	8.4 - Why are there Earthquakes and Volcanoes?	8.5 - What are Glacial Landscapes?
<b>Year 9</b>	9.1 - What is life like in a Tropical Rainforest?	9.2 - What are the issues around migration between Mexico & the USA?	9.3 - How does our Weather Form?	9.3 - How does our Weather Form?	9.4 - What is life like in Cold Environments?	9.2 - What Issues are there in Urban Spaces?



# Humanities: History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	7.1 What Happened in 1066?	7.1 What Happened in 1066?	7.2 What were Medieval Beliefs & Ideas?	7.2 What were Medieval Beliefs & Ideas?	7.3 What were between the Arab World and Medieval England like?	7.3 What were between the Arab World and Medieval England like?
<b>Year 8</b>	8.1 What was the Impact of the Tudors on England?	8.1 What was the Impact of the Tudors on England?	8.2 What were the Causes & Consequences of the English Civil War?	8.3 What was the Industrial Revolution & Why was it Significant?	8.4 How have People Changed Society?	8.4 How have People Changed Society?
<b>Year 9</b>	9.1 What was the Transatlantic Slave Trade & Why was it Abolished?	9.2 Why did the 1st World War happen & How did opinions of General Haig change over time?	9.2 Why did the 1st World War happen & How did opinions of General Haig change over time?	9.3 What was 1920's America like?	9.4 Why did World War II happen and What were different peoples experiences of it?	9.5 What was the Holocaust?



# Humanities: Philosophy and Religion

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	How did World Religions Start?	How did World Religions Start?	Does Jesus Matter today?	Does Jesus Matter today?	Where can we find meaning & Purpose?	Where can we find meaning & Purpose?
<b>Year 8</b>	What are the Abrahamic faiths and their role in today's society?	What are the Abrahamic faiths and their role in today's society?	What is religion?	What is religion?	Do we still need religion?	Do we still need religion?
<b>Year 9</b>	What is Ethics?	What is Ethics?	Can war ever be justified?	Can war ever be justified?	Can we prove God exists?	Can we prove God exists?



# STEAM: Computing and IT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Computer Systems:</b> <ul style="list-style-type: none"><li>Basics on how to use the computers/network,</li><li>Google Classroom</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Passwords</li><li>Email Etiquette</li><li>Coatham IT Systems</li></ul>			<b>Data Representation:</b> <ul style="list-style-type: none"><li>Binary</li><li>ASCII</li><li>Images</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Number systems (base 2, 10) and conversions</li><li>Basic math</li></ul>	<b>Programming:</b> <ul style="list-style-type: none"><li>Scratch</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Algorithms</li><li>Sequencing</li><li>Shapes - Maths</li><li>Angles</li></ul>	
<b>Year 8</b>	<b>Hardware:</b> <ul style="list-style-type: none"><li>How the computer works</li><li>Different hardware elements that make up a computer</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Computing knowledge and IT skills are developed here</li></ul>	<b>Programming:</b> <ul style="list-style-type: none"><li>Python</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Principles of Programming - Sequence, Selection, Iteration</li></ul>	<b>Digital Literacy:</b> <ul style="list-style-type: none"><li>Esafety,</li><li>Cyber Bullying,</li><li>Digital Footprint</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Online safety</li></ul>	<b>Data Representation:</b> <ul style="list-style-type: none"><li>Binary,</li><li>Storage Units,</li><li>ASCII,</li><li>Images</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Number systems (base 2, 10) and conversions</li><li>Basic math</li></ul>	<b>Spreadsheets:</b> <ul style="list-style-type: none"><li>Google sheets</li><li>Automating calculations</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Use of spreadsheet software and tools</li><li>Maths skills</li></ul>	<b>Image Editing:</b> <ul style="list-style-type: none"><li>Photoshop.</li><li>Wider impact of image editing</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Use of image editing software and tools</li><li>Critical thinking</li></ul>
<b>Year 9</b>	<b>Networks:</b> <ul style="list-style-type: none"><li>How computers communicate</li><li>Different parts of a network</li><li>Different types of networks</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Selecting the right hardware/network type for a situation</li></ul>	<b>Programming:</b> <ul style="list-style-type: none"><li>Python.</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Algorithms</li><li>Sequence, Selection, Iteration, Operators</li><li>Lists</li></ul>	<b>Artificial Intelligence:</b> <ul style="list-style-type: none"><li>AI tools</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Responsible AI use</li><li>Understanding of how AI works</li></ul>	<b>Data Representation:</b> <ul style="list-style-type: none"><li>Binary,</li><li>Hex numbers,</li><li>ASCII,</li><li>Images</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Number systems (base 2, 10, 16) and conversions</li><li>Basic math</li></ul>	<b>Web Development:</b> <ul style="list-style-type: none"><li>HTML, CSS</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Problem solving</li><li>Computational thinking</li><li>Design skills</li></ul>	<b>Cyber Security:</b> <ul style="list-style-type: none"><li>Internet safety,</li><li>Encryption</li></ul> <b>Key Skills Learnt:</b> <ul style="list-style-type: none"><li>Caesar Cipher</li><li>Keyword Encryption</li><li>Rail Fence Encryption</li><li>Security Threats</li><li>Methods of detection and prevention</li></ul>



# STEAM: Visual Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Formal Elements</b> Students are introduced to the formal elements of art as an introduction to the course: line, shape, form, tone, pattern and colour. These are the fundamental building block skills to aid them through KS3.	<b>Mandala Plates-</b> Students study ceramics and 3D making, producing clay design plates. Sculptural work including engraving and glazing.	<b>Mandala Hands-</b> Students study ceramics and 3D making, producing clay design hands. Sculptural work including engraving and glazing.	<b>Millie Marotta and El Seed</b> Analysis and written work links to an artist connected to relevant to project theme. To develop understanding. Linked to pattern, line and colour elements.	<b>Futurism</b> Contextual study of Futurism as an art movement. Students explore figure drawing and dynamic movement developing further tone and colour studies.	
<b>Year 8</b>	<b>Portraiture-Zoomorphic</b> Development of pencil skills, using line and tone to produce portraits. Students learn skills in symmetry and measurement for accuracy. Portraits are zoomorphic and incorporate animal features. Analysis and written work links to an artist connected to relevant to project theme. To develop understanding.	<b>Bugs-3D Modelling</b> Building on the skills of symmetry and measuring for accuracy the students design their own bugs to model in card. Students explore pencil and pen drawings as well as patterned Zentangle based on year 7 formal elements. Analysis and written work links to an artist connected to relevant to project theme. To develop understanding.		<b>Street Art</b> This project links to community and Bristol. Oracy and communication is linked to graffiti and street art characters. The seven saints of St. Pauls are explored in relation to Bristol protests. Students design their own "Bristol Bunny" character inspired by artist Lucas Antics.		
<b>Year 9</b>	<b>Slogan Art</b> This project is group based and relies on discussion and collaboration as students voice their campaign ideas. Students become confident in talking about art. 3D typography- students make 3D letters using cardboard, developed from year 8 bugs project, more complex making skills. Analysis and written work links to an artist connected to relevant to project theme. To develop understanding.	<b>Collage-Rex Ray</b> Students explore print making skills, including collagraph and mixed media collaging. Students produce independent collage designs based around their own portrait showcasing their collage skills. This gives students an understanding of producing a final piece at GCSE level. Analysis and written work links to an artist connected to relevant to project theme. To develop understanding.		<b>Microworld</b> Students explore the use and application of colour, in more experimental techniques. Developing embroidery and Brusho paint skills. This is a mixed media project linking to AO2 of GCSE. Analysis and written work links to an artist connected to relevant to project theme. To develop understanding.		



# STEAM: Design Technology and Food Science

<b>Year 7</b>	<b>Bird Feeder Project</b> <b>Responding to a design brief</b> Safety workshop Measuring, Marking Safe use of hand tools Use Pyro Pens Functions of materials Use of components Evaluating final product against specification	<b>Food Nutrition Practical</b> Boiled Egg and Toast Coleslaw Practical Fruit Crumble Tomato Ragu Chicken Wraps Pizza	<b>Food Science Experimentation</b> Enzymic Brining Experiment Hand Washing Experiment Healthy Eating 'The Eatwell Guide' Heat transfer and the effects of raising agents in food Fat Butter making - Sensory analysis Yeast experiment
<b>Year 8</b>	<b>Design and Technology: Zoo Toy</b> Working Plans Safe use hand tools and fixed machinery Lap joints marking out, cutting forming. Use of Corel Draw Laser Cutting Designs Quality Assurance	<b>Food Science Practical</b> Fruit Salad and shortbread Mac n Cheese Assessed Practical Shaped Bread rolls Nutrition Macronutrients Egg Fried Rice Raspberry and white Chocolate Muffins Bobotie	<b>Design and Technology: Graphics card and pop up mechanism</b> Responding to a design brief and understanding a specification Creating initial ideas Introduction to CorelDRAW Development of CAD designs for a celebration card Creating 3D pop-up mechanisms Exploring the use of electronic features in cards
<b>Year 9</b>	<b>Design Technology: Coat Hook</b> Interpreting engineers' drawings Understanding definitions and functions of metals Marking out materials accurately Cutting, filing, and shaping the metal coat hook Applying a protective finish (e.g., dip coating) Quality control and finishing of the wooden base (e.g., sanding, smoothing) Assembling and mounting the coat hook Health and safety when working with tools, machines, and materials	<b>Food Science Practical</b> Puff Pastry (freeze) Assessed Practical Turkish Borek Pastries Properties Jollof Rice Italian Lasagne French Profiteroles Vegetable Samosa	<b>Design Technology Computer Aided Design: Glasses</b> Understanding engineers' drawings Responding to a design brief and specification Knowledge of thermoforming plastics Understanding the importance of anthropometrics Initial designs and responding to client needs/feedback Card modelling and prototyping Computer Aided Design to develop glasses Assembly of glasses and using a line bender to form hinges



# Performing Arts: Drama

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	7DR1: Language of Drama 1 An introduction to the key skills required for Drama.	7DR2: Drama Texts Working with stimulus, explore different starting points for creating performance.	7DR3: Page to Stage 1 Blood Brothers Learn how to take a script and develop it into performance.	7DR4: Staging Shakespeare 1 This unit practically explores a number of these classic texts.	7DR5: Drama Styles1; Physical Theatre. Learn the basics of Physical Theatre	7DR6:Performance 1 Whole Group Performance Create a large group piece using skills learnt across Year 7.
<b>Year 8</b>	8DR1: Language of Drama 2 Learn the next set of key skills required to be a successful Drama student.	8DR2: Practitioners 1 Konstantin Stanislavski Stanislavski's system helped define the role of the actor.	8DR3: Drama Styles 2 Ensemble Performance. Gain knowledge of ensemble performance skills.	8DR4: Staging Shakespeare 2 Learn how to stage a key Elizabethan text.	8DR5: Page to Stage 2 Blue Remembered Hills. Develop your skills of taking a script into performance.	8DR6: Performance 2 Devised Performance. Use the skills learnt across year 8 in a new context created by you.
<b>Year 9</b>	9DR1: Language of Drama 3 Here you will be introduced to the next set of key skills required to create interesting and imaginative performance	9DR2:Drama Style 3: Verbatim Theatre A scripted unit that explores 2 essential texts within the Verbatim Style, before students use their newly learnt skills to create their own Verbatim Performance.	9DR3: Practitioners 2 Bertolt Brecht. this unit introduces you to a number of the key techniques required to create Epic Theatre.	Page to Stage 3: Fin Kennedy This unit explores the work of contemporary playwright Enda Walsh	9DR5: Practitioners 3: Evan Placey New Writers: Focusing on Sabrina Ali, Evan Placey and Fin Kennedy, students explore the work of 3 of the most important playwrights currently working in Britain	9DR6: Drama Styles 3: Media Here we look at the different techniques employed by a variety of genres across film, television and beyond.



# Performing Arts: Dance

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	7DA1: Dance Key Skills The 6 basic actions of dance developed into a duo.	7DA2: Dynamics and Performance What are Dance dynamics?	7DA3: Starting points 1: Art Abstract and Narrative art in small group work.	7DA4: Starting Points 2: Social Themes Using a Professional work (Swansong)	7DA5: Dance styles 1: Samba/Carnival Samba/Carnival incorporate all dance actions and dynamic energy.	7DA6: Starting Points 3: Natural Phenomena Choreographing and understanding choreographic devices
<b>Year 8</b>	8DA1: Dance styles 2: Contemporary Fusion Learn a phrase from the professional work Emancipation of expression.	8DA2: Falling and contact work Learning a phrase that develops contact, lift and trust skills	8DA3: Dance Styles 3: Capoeira Brazilian martial art/dance form. Learn key moves of style and its origins and develop as a duo.	8DA4: Dance Styles 4: Bollywood Learn key moves of the style and its origins and develop into group work.	8DA5: Dance Styles 5: Hip hop and Tutting Learn key moves of the style and develop in group work.	8DA6: Starting Points 4: Control Look at a professional example and develop duo work based upon control.
<b>Year 9</b>	9DA1: Starting Points 5: Historical news events Historical news events as a starting point for group choreography and performance	9DA2: Props and Dance Using professional works as a starting point to incorporate props into choreography and performance	9DA3: Dance project Group work to create and develop 1-minute dance to be taught to Year 7's	9DA4: Starting Points 6: Words and energy Learning a GCSE phrase and developing movements based upon it.	9DA5: Starting Points 7: Social themes Social themes as a starting point in developing choreography.	9DA6: Building a Dance Taught sequence that is student developed incorporating elements from the year: social starting points, props, contact work and



# Performing Arts: Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Performance 1: Singing</b> Students will develop their singing through learning vocal technique and ensemble singing skills. They will learn to sing in harmony, and take part in acapella songs in small groups, including beatboxing. They will work towards a small group performance to the class.	<b>Composition 1: The Elements of Music</b> Students will learn to about the elements of music and how to analyse their use in a variety of pieces. They will also learn about the instruments in an orchestra and how use of different instruments and elements of music can create different moods.	<b>Performance 2: West African Drumming</b> Students will begin their study of music through introductory performing exercises. There will then be a focus on rhythm, with students learning to read rhythmic notation and perform in ensemble groups using percussion instruments. Cultural links to the music of West Africa.	<b>Performance 3: Melody and the Keyboard</b> Students will learn to read pitch using staff notation and to play melodies on the keyboard. They will work through keyboard exercises of increasing difficulty, and finish the term by choosing a piece to rehearse for a paired or individual performance at the end of term to the class.	<b>Composition 2: Programme Music</b> Students will learn about programme music and how to use various stimuli to create a composition. Students will focus on how to write a melody, chord sequence with dynamics, textural contrast and timbre in mind. The product will be a paired composition.	<b>Performance 4: Ukulele</b> Students will learn to play a range of chords on the ukulele, learning a number of different songs using a variety of chords and strumming patterns. They will work towards a group performance including playing and singing
<b>Year 8</b>	<b>Performance 5: Gamelan</b> Students will learn about the history of Gamelan music. Students will create short compositions in the style of Gamelan. Students will learn to play a variety of Gamelan instruments and work towards a whole class Gamelan performance.	<b>Composition 3: Sound and Screen - Video Games</b> Students will learn about music for computer games. They will compose a piece of music for media using music technology. They will learn to programme drum beats, and to record in simple melody and harmony ideas.	<b>Performance 6/Composition 4: Brazilian Samba</b> There will then be a focus on rhythm, with students building on rhythmic notation and perform in ensemble groups using percussion instruments.	<b>Composition 5: Experimental Music</b> Students will learn about various types of experimental composers and styles. Students will appraise experimental music. Students will create a piece in a minimalist style by recording and editing soundscapes into a composition.	<b>Performance 7: Guitar</b> Students will learn to play a range of chords on the guitar, learning a number of different songs using a variety of chords and strumming patterns. They will work towards a group performance including playing and singing	<b>Performance 8: Reggae Music</b> Students will learn to play the drums, and then combine this with syncopated chords on keyboard and ukulele. They will then work on group performances of reggae songs including chords, riffs, drums and vocals.
<b>Year 9</b>	<b>Composition 7: Hip hop</b> Students will learn about the history of hip hop, and will develop their songwriting skills by writing rap lyrics. They will then use	<b>Performance 9: School of Rock</b> Students will learn to play guitar and bass guitar, and develop their skills in ukulele, advanced keyboard chord vamping and drumming. Students will play a range of songs together as a class band, developing their repertoire of songs.		<b>Composition 8: Radio Show</b> Students will work in a small group to create and record their own radio show.	<b>Composition 9: Sound and Screen - Film Music</b> Students will learn about music for film. They will compose a piece of music to accompany a short film.	<b>Performance and Composition 10: Band Project</b> Students combine their musical skills to create a band and perform to an audience.



# Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Girls</b> COGS through Netball <b>Boys</b> COGS through rugby	<b>Girls</b> Rugby <b>Boys</b> Netball	<b>Girls</b> Outdoor Challenge <b>Boys</b> Volleyball & Dodgeball	<b>Girls</b> Gymnastics <b>Boys</b> Football	<b>Girls</b> Rounders <b>Boys</b> Athletics/striking & fielding	<b>Girls</b> Athletics <b>Boys</b> Cricket/Athletics
<b>Year 8</b>	<b>Girls</b> H&F through Basketball <b>Boys</b> Rugby	<b>Girls</b> Netball <b>Boys</b> Volleyball & Dodgeball	<b>Girls</b> Dodgeball / Volleyball <b>Boys</b> Football	<b>Girls</b> Tag Rugby & Football <b>Boys</b> Basketball & multi-sports	<b>Girls</b> Rounders <b>Boys</b> Athletics/striking & fielding	<b>Girls</b> Athletics <b>Boys</b> Cricket/Athletics
<b>Year 9</b>	<b>Girls</b> Badminton & Tennis <b>Boys</b> Rugby Frisbee	<b>Girls</b> Rugby & Football <b>Boys</b> Basketball Multi-Sports	<b>Girls</b> Leadership through Netball <b>Boys</b> Football Boxercise	<b>Girls</b> Health & Fitness/ D'ball <b>Boys</b> American F'ball Tag games	<b>Girls</b> Rounders <b>Boys</b> Performance football / badminton	<b>Girls</b> Athletics <b>Boys</b> Striking & fielding / athletics



# Personal, Social, Health and Economic Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Community Values	Personal Wellbeing	Respectful Relationships	Drugs Education	Online Media	The Value of Money
<b>Year 8</b>	Identity	Identity	Family Relationships	Family Relationships	Politics in Britain	Politics in Britain
<b>Year 9</b>	Making Informed Careers Choices	Making Informed Careers Choices	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles	Successful Enterprise