

**Over the next half term Key Stage 3 students will be learning....**

Subject	Year 7	Year 8	Year 9
<b>Art</b>	<b>Contemporary Art</b>  <i>Assessment - TATE Artist Book h/w (Present Personal)</i> <i>AP3 Contem. Class Work (Present Personal)</i> <i>AP3 Tie drawing (Record Ideas)</i>	<b>Portraiture in Art</b>  <i>Assessment - Self Portrait in the style of Julian Opie h/w (Present Personal)</i> <i>AP3 Portraiture Work (Present Personal)</i> <i>AP3 Tie drawing (Record Ideas)</i>	<b>Urban Art or Early Start GCSE</b>  <i>Assessment - Graffiti Tag Design h/w (Present Personal)</i> <i>AP3 Urban Art Work (Present Personal)</i> <i>AP3 Tie drawing (Record Ideas)</i>
<b>Computing</b>	<b>Binary Logic &amp; Revision</b>  <i>Assessment – All topics (Computer Science, Digital Literacy and IT)</i> <i>End of Year Exam</i>	<b>Python &amp; Revision</b>  <i>Assessment - All Topics (Computer Science, IT)</i> <i>End of Year Exam</i>	<b>App Creation &amp; Revision</b>  <i>Assessment - – All Topics (Computer Science, Digital Literacy, IT)</i> <i>End of Year Exam</i>
<b>Dance</b>	<b>Interhouse and themes</b>  <i>Assessment - Skills test: recap and themes. (appreciation, performance, choreography)</i>	<b>Interhouse and themes</b>  <i>Assessment - Skills test: performance and movement memory (appreciation, choreography &amp; appreciation)</i>	<b>Anthology</b>  <i>Assessment - Dance Anthology Looking at the repertoire of 1 set work from the GCSE Spec. Developing skills in written appreciation (appreciation, choreography &amp; appreciation)</i>
<b>Drama</b>	<b>Rose Blanche</b>  <i>Assessment - Exploration of WW2 and the Holocaust (Devising and Performance)</i>	<b>Chosen Text continued</b>  <i>Assessment - AP3 Developing skills in script work (Presenting and Performing a Text)</i>	<b>Theatre Design</b>  <i>Assessment - Developing skills in set/props and costume design (Presenting and Performing a Text)</i>
<b>DT</b>	<b>Product Holder</b>  <i>Assessment - Whole Project</i>	<b>Storage Box</b>  <i>Assessment - Whole Project</i>	<b>Structures</b>  <i>Assessment - Whole Project</i>

	<p>assessment toy, design and theory Product Holder <b>(Technical knowledge, design &amp; make, evaluation &amp; analysis)</b> End of Year Assessment</p>	<p>assessment E-Toy, design and theory Storage Box <b>(Technical knowledge, design &amp; make, evaluation &amp; analysis)</b> End of Year Assessment</p>	<p>assessment Educational Clock <b>(Technical knowledge, design &amp; make, evaluation &amp; analysis)</b> End of Year Assessment</p>
<b>English</b>	<p><b>'The Island' – Speaking and Listening project that incorporates all forms of fiction and non-fiction writing.</b></p> <p><i>Assessment - Summer Exam Extract from 'The Tempest': examine how <b>writers convey meaning through language form and structure. Analyse and comment on texts using specialist terminology and precise evidence to construct detailed criticism and analysis.</b></i></p>	<p><b>Literature through the ages – GCSE bridging unit. Examination of classical allusions used at GCSE and A Level.</b></p> <p><i>Assessment - Summer Exam Analysis of 'Of Mice and Men' extract: examine how <b>writers convey meaning through language form and structure. Analyse and comment on texts using specialist terminology and precise evidence to construct detailed criticism and analysis.</b></i></p>	<p><b>Speaking and Listening Assessment to be sent to AQA in Y11.</b></p> <p><i>Assessment - Summer Exam Literature Paper 2, Section A only: An Inspector Calls analysis: examine how <b>writers convey meaning through language form and structure. Analyse and comment on texts using specialist terminology and precise evidence to construct detailed criticism and analysis.</b></i></p>
<b>French</b>	<p><b>Introduction to School</b></p>	<p><b>Holidays</b></p> <p><i>Assessment - Listening Speaking Reading Writing (Holidays)</i></p>	<p><b>Pocket Money and Shopping</b></p> <p><i>Assessment - Listening Speaking Reading Writing (Pocket Money and Shopping)</i></p>
<b>German</b>	<p><b>Introduction to Free Time</b></p>	<p><b>Town and Region</b></p> <p><i>Assessment - Listening Speaking Reading Writing</i></p>	<p><b>Holidays</b></p> <p><i>Assessment – Listening Speaking Reading Writing</i></p>

		(Town and Region)	(Holidays)
<b>Food Technology</b>	<b>Revision &amp; Seasonal eating, practical elements</b>  <i>Assessment - All Topics to Summer 1 (Health &amp; Nutrition, Cooking &amp; Technical Knowledge, Evaluation &amp; Interpretation) End of Year Exam</i>	<b>Revision &amp; Cultural/Traditional Foods, practical elements</b>  <i>Assessment – All Topics to Summer 1 (Health &amp; Nutrition, Cooking &amp; Technical Knowledge, Evaluation &amp; Interpretation) End of Year Exam</i>	<b>Revision, Numeracy in FT</b>  <i>Assessment - All Topics to Summer 1 (Health &amp; Nutrition, Cooking &amp; Technical Knowledge, Evaluation &amp; Interpretation) End of Year Exam</i>
<b>Geography</b>	<b>Coasts/ Zombie Apocalypse (Map Skills)</b>  <i>Assessment - End of year exam Covers the following - knowledge of locations, places, processes, environments, geographical understanding of concepts and processes, the application of knowledge to geographical issues.</i>	<b>Ecosystems</b>  <i>Assessment- End of year exam Covers the following - knowledge of locations, places, processes, environments, geographical understanding of concepts and processes, the application of knowledge to geographical issues.</i>	<b>Brexit</b>  <i>Assessment - End of year exam Baseline Exam Covers the following - knowledge of locations, places, processes, environments, geographical understanding of concepts and processes, the application of knowledge to geographical issues.</i>
<b>History</b>	<b>Church, state and society in Britain 1509-1745</b>  <i>Assessment – exam Bloody Mary Cause and Consequence. Interpretation</i>	<b>Ideas, political power, industry and empire: Britain, 1745-1900</b>  <i>Assessment - exam Chartists Cause and Consequence. Interpretation</i>	<b>Challenges for Britain, Europe and the wider world 1901 to the present day</b>  <i>Assessment - exam Dunkirk Significance Interpretation</i>
<b>Life Studies</b>	<b>Drugs and alcohol – looking after me and staying safe in the 6 weeks</b>  <i>Assessment - Knowledge Test</i>	<b>Drugs and alcohol – dealing with drugs (risk)</b>  <i>Assessment - End of year knowledge test</i>	<b>Alcohol and drugs: the global debate</b>  <i>Assessment - Knowledge low stakes quizzing / debate and discussion</i>

<b>Maths</b>	<b>Number 3&amp; 4: Percentages &amp; Rounding</b>  <i>Assessment - End of year test on all work covered this year and their application.</i>	<b>Number 3&amp; 4: Percentages &amp; Rounding</b>  <i>Assessment - End of year test on all work covered this year and their application.</i>	<b>Number 3&amp; 4: Percentages &amp; Rounding</b>  <i>Assessment - End of year test on all work covered this year and their application</i>
<b>Music</b>	<b>Chords 2 continued and Music Technology</b>  <i>Assessment - Continuation of chords plus learning how to import and manipulate an audio track. (Composing Music – Arranging)</i>	<b>20<sup>th</sup> Century Musical Theatre Performance and World Composition or Performance</b>  <i>Assessment - AP3 Performance of a piece from a musical e.g. The Greatest Showman. Composing/performing a piece of world music e.g. Latin American piece (Performing/Composing Music)</i>	<b>GCSE Preparation 2</b>  <i>Assessment - To continue to introduce key concepts for the GCSE course including performing, composing and understanding music (Performing, Composing and Understanding Music)</i>
<b>PE (Boys)</b>	<ul style="list-style-type: none"> <li>• <b>Softball</b></li> <li>• <b>Cricket</b></li> <li>• <b>Tennis</b></li> <li>• <b>Athletics</b></li> </ul> <i>Assessment –</i> <ul style="list-style-type: none"> <li>• <i>Core tasks/ basic skills for striking, fielding, net</i></li> <li>• <i>Athletics Gold, Silver, Bronze awards for throw, jump and run</i></li> <li>• <i>Verbal Key PE Terminology (R041)</i></li> <li>• <i>H/W: Extra-curricular clubs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Softball</b></li> <li>• <b>Cricket</b></li> <li>• <b>Tennis</b></li> <li>• <b>Athletics</b></li> </ul> <i>Assessment –</i> <ul style="list-style-type: none"> <li>• <i>Core tasks/ basic skills in in adapted games for striking, fielding and net</i></li> <li>• <i>Athletics Gold, Silver, Bronze awards for throw, jump and run</i></li> <li>• <i>Verbal Key PE Terminology (R041)</i></li> <li>• <i>H/W: Extra-curricular clubs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Softball</b></li> <li>• <b>Cricket</b></li> <li>• <b>Tennis</b></li> <li>• <b>Athletics</b></li> </ul> <i>Assessment –</i> <ul style="list-style-type: none"> <li>• <i>Core tasks/complete skills in competitive games with tactical awareness for striking, fielding and net</i></li> <li>• <i>Athletics Gold, Silver, Bronze awards for throw, jump and run showing tactical awareness</i></li> <li>• <i>Verbal Key PE Terminology (R041)</i></li> </ul>

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<b>PE (Girls)</b>	<ul style="list-style-type: none"> <li>• Rounder's</li> <li>• Cricket</li> <li>• Tennis</li> <li>• Athletics</li> </ul> <p><i>Assessment –</i></p> <ul style="list-style-type: none"> <li>• Core tasks/ basic skills for striking, fielding, net</li> <li>• Athletics Gold, Silver, Bronze awards for throw, jump and run</li> <li>• Verbal Key PE Terminology (R041)</li> <li>• H/W: Extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Rounder's</li> <li>• Cricket</li> <li>• Tennis</li> <li>• Athletics</li> </ul> <p><i>Assessment –</i></p> <ul style="list-style-type: none"> <li>• Core tasks/ basic skills in in adapted games for striking, fielding and net</li> <li>• Athletics Gold, Silver, Bronze awards for throw, jump and run</li> <li>• Verbal Key PE Terminology (R041)</li> <li>• H/W: Extra-curricular clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Rounder's</li> <li>• Cricket</li> <li>• Tennis</li> <li>• Athletics</li> </ul> <p><i>Assessment –</i></p> <ul style="list-style-type: none"> <li>• Core tasks/complete skills in competitive games with tactical awareness for striking, fielding and net</li> <li>• Athletics Gold, Silver, Bronze awards for throw, jump and run showing tactical awareness</li> <li>• Verbal Key PE Terminology (R041)</li> <li>• H/W: Extra-curricular clubs</li> </ul>
<b>RE</b>	<p><b>Place of Worship</b></p> <p><i>Assessment –</i> Summative exam Including opportunities to demonstrate skills in all mastery levels, describe, explain, compare and evaluate</p>	<p><b>Islam</b></p> <p><i>Assessment –</i> Summative exam Including opportunities to demonstrate skills in all mastery levels, describe, explain, compare and evaluate</p>	<p><b>The problem of evil including lessons on the Holocaust</b></p> <p><i>Assessment –</i> Summative exam Including opportunities to demonstrate skills in all mastery levels, describe, explain, compare and evaluate</p>
<b>Science</b>	<p><b>Health and ecosystems; Acids and Alkalis; Electricity</b></p> <p><i>Assessment –</i> End-of-year exam and End of unit tests: Cells and organisation, Interdependence, Genetics, Particles,</p>	<p><b>Environment and Variation; Reactions of Metals; Space, Pressure and Moments</b></p> <p><i>Assessment –</i> End-of-year exam and End of unit tests: <i>Cells and organisation, Interdependence,</i></p>	<p><b>Biology: Leaves, limiting factors and molecule movement</b> <b>Chemistry: Ionic bonding, Covalent bonding and Polymers</b> <b>Physics: The atomic model, Density and Work</b></p>

	Chemical Reactions, Energy, Forces, Working scientifically	<i>Genetics, Particles, Chemical Reactions, Energy, Forces, Space, Working scientifically</i>	Assessment – End-of-year exam: <i>Cells and organisation, Genetics, Particles, Mixtures Forces, Energy, Interdependence</i>
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