

RAYNES

PARK HIGH SCHOOL

KS3 CURRICULUM INFORMATION
2025-2026

Respect
Resilience
Results

Our Key Stage 3 Curriculum

The Key Stage 3 curriculum at Raynes Park High School has been structured in a manner to help ensure a successful transition from Year 6 and to build upon the skills and knowledge that students have developed at Primary School whilst also laying the foundations for KS4 and the new GCSE specifications. At Key Stage 3, there is a focus on developing mastery and securing the ability to apply key skills in a range of contexts.

Students in Years 7 to 9 spend most of their time in the core subject areas of English, Maths and Science to ensure they make good progress in the subjects that they will study throughout their time at Raynes Park High School. We have also maintained a broad and balanced curriculum which provides students with a range of Humanities (Geography and History), Languages, Creative (Dance, Drama, Music, Art) and Practical Subjects (Technology and PE).

Students will complete their GCSE Options in Year 9 and will select the subjects that they wish to study at GCSE (Years 10 and 11). To support our students with these choices we provide our students with the information, advice and guidance to ensure that they select appropriate courses based upon a number of factors including;

- Their academic ability
- Their strengths and weaknesses
- Their future career aspirations
- Any support they may require

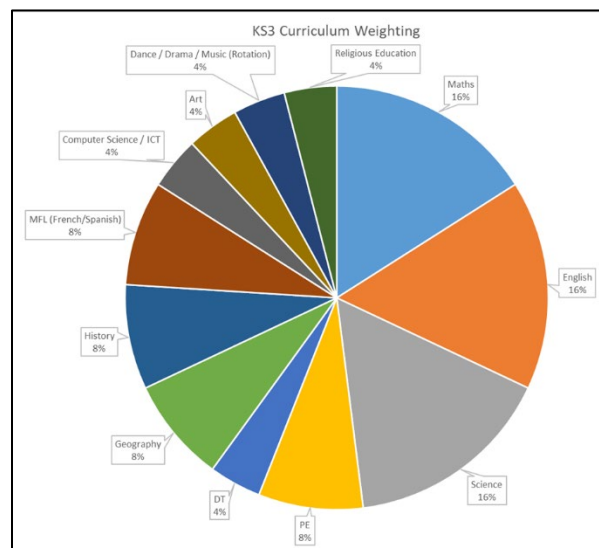
The curriculum on offer for each year group will be updated / amended based on a number of factors including:

- The academic profile of the cohort
- Changes to DfE policy
- Amendments to specifications / methods of assessment by examination boards

Our Key Stage 3 curriculum is completed following a one week timetable consisting of 25 x 60 minute periods – with 5 periods per day or 25 per week.

The weighting of these periods to each subject area per 25 period week is broken down below.

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	2	120
DT	1	60
Geography	2	120
History	2	120
MFL (French/Spanish)	2	120
Computer Science	1	60
Art	1	60
Dance / Drama / Music (Rotation)	1	60
Religious Education	1	60
Totals	25	1500



The following pages of this curriculum booklet will give you a more detailed overview as to what KS3 students will study in each subject area over the course of this academic year.

If you have any questions or queries about our curriculum please do email ahogarth@raynespark.merton.sch.uk

A. Hogarth

Mr A Hogarth
Deputy Headteacher

Support available at school

The school provides a range of support systems which include:

- **Mentoring:** students who need extra support may be referred to a member of staff for mentoring. Please contact the year team if you feel that this would be of benefit.
- **Subject Staff:** departments run their own intervention sessions to support students after school. There is a wide range of resources available in school and online to assist with all subjects.
- **Year Team:** please contact the year team with any other queries you may have.

Student Wellbeing

Ms Yusuf leads the wellbeing team who provide personalised support to students.

Learning Resources

A wide range of learning resources are available via the internet for students. These include:

- Satchel: <https://raynespark.satchelone.com/school/home>
- Maths: <https://sparxmaths.com/> and <https://vle.mathswatch.co.uk/vle/>
- Science: <https://www.educake.co.uk/>
- English: <https://www.educake.co.uk/>
- Revision Videos: <https://www.youtube.com>
- BBC Resources: <https://www.bbc.co.uk/bitesize>
- Oak National Academy: <https://www.thenational.academy/>

Departments will also advise you of the best websites for their specific subject revision.

KS3 KEY STAFF

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YEAR 7 TUTOR TEAM		
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8JC	MR J CAHILL	jcahill@raynespark.merton.sch.uk
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English Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<p>Transition 'Ghost' by Jason Reynolds</p> <p>Exploring content, focusing on family relationships, loss and the value of community.</p> <p>3rd week onwards – Magic in Writing</p> <p>Exploring a variety of fantasy prompts and techniques to create descriptive and narrative writing</p>	<p>Playscript: Frankenstein</p> <p>Exploring the importance of parenting, upbringing, social responsibility and issues related to being an outcast and living in isolation.</p>	<p>Heritage: 19th Century Extracts</p> <p>Exploring the context of 19th century focusing on issues of poverty, class and gender. Exploring the 19th century villain.</p>	<p>Non-fiction: Survival. Text Excerpts from the 20th and 21st Centuries</p> <p>Exploring the theme of survival through a range of texts and perspectives.</p>	<p>Shakespeare: An Introduction to Shakespeare</p> <p>Exploring the context of Shakespearean England focusing on themes about power, the supernatural, conflict and evil.</p>	<p>Poetry and the History of Storytelling</p> <p>Exploring the power of the written word and how morals are imparted through the ballad form and influential texts.</p>
8	<p>Modern Novel</p> <p>Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships.</p>	<p>Playscript: A Christmas Carol</p> <p>Exploring the context of 19th century focusing on issues of poverty, class and gender, wealth, Christianity, and the true meaning of giving and happiness.</p>	<p>Heritage: Great Expectations</p> <p>Exploring the concept of ambition, crime and the true meaning of wealth.</p>	<p>Non-Fiction: The Art of Rhetoric</p> <p>Exploring a range of non-fiction extracts focusing on real-life issues in society through a range of texts and perspectives.</p>	<p>Shakespeare: Romeo and Juliet</p> <p>Exploring the meaning of love and relationships, masculinity and gender within a Shakespearean context.</p>	<p>Poetry Across Time</p> <p>Exploring the cultures of the world through the poetic form and motifs, focusing on the rights and responsibilities of individuals in society.</p>

9	<p>Playscript: Journey's End</p> <p>Exploring the context of the World War and the condition of the human spirit in friendship, loyalty and in the face of adversity.</p>	<p>Shakespeare: Themes within Othello</p> <p>Exploring the destructive nature of jealousy, manipulation, and power. Examining leadership, the fragility of reputation, and the complexities of identity and relationships. Key themes: jealousy, reputation, manipulation, power, trust, appearance vs reality.</p>	<p>Poetry: Conflict Anthology</p> <p>Exploring the theme of conflict from different perspectives through a variation of poetic form and literary methods.</p>	<p>Heritage: Literature through time links with modern literature</p> <p>A pronounced focus on themes and motifs such as conflict, jealousy, paranoia and relationships.</p>	<p>Modern Novel: Lord of the Flies/The Upper World/Ghost Boys</p> <p>Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships.</p>	<p>Non-Fiction: Race and Identity: texts from the 19th, 20th and 21st centuries</p> <p>Exploring a range of non-fiction texts from different eras and the disseminating power of the written word.</p>
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Maths Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> Transition Sequences Understanding and using algebraic notation Substitution 	<ul style="list-style-type: none"> Equality and equivalence Solving equations Collecting like terms Place value and ordering integers and decimals 	<ul style="list-style-type: none"> Mean Median Mode Rounding Fraction, decimal and percentage equivalence 	<ul style="list-style-type: none"> Solving problems with addition and subtraction Perimeter Financial maths Frequency trees Factors & multiples 	<ul style="list-style-type: none"> Solving problems with multiplication and division Area Volume Surface Area Fractions & Percentages of amounts 	<ul style="list-style-type: none"> Four operations with directed number Solving equations Addition and subtraction of fractions
8	<ul style="list-style-type: none"> Ratio and scale Multiplicative change Exchange rates Multiplying and dividing fractions 	<ul style="list-style-type: none"> Working in the Cartesian plane Probability Sets & Venn diagrams Scatter graphs 	<ul style="list-style-type: none"> Expanding brackets Factorising Solving equations Solving inequalities Sequences Indices 	<ul style="list-style-type: none"> Converting between fractions, decimals & percentages Percentage increase/decrease Number sense 	<ul style="list-style-type: none"> Angles Parallel & perpendicular lines Area of trapezia and circles 	<ul style="list-style-type: none"> Line symmetry and reflection Bar charts Pie Charts Frequency tables Averages from frequency tables
9	<ul style="list-style-type: none"> Forming & Solving Equations Three dimensional shapes (SA & Vol) 	<ul style="list-style-type: none"> Numbers (HCF & LCM) Using Percentages Money Deduction 	<ul style="list-style-type: none"> Pythagoras Ratio & Proportion 	<ul style="list-style-type: none"> Rates Probability Algebraic representations 	<ul style="list-style-type: none"> Standard form Transformations Straight line graphs Three dimensional shapes (Plans & Nets) 	<ul style="list-style-type: none"> Construction Enlargement & Similarity

*Depending on KS2 results and progress through Years 7, 8 & 9 some pupils may be following a slightly different curriculum

Science Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> Transition Content Forces Organisms Reactions 	<ul style="list-style-type: none"> Reactions (continued) Waves 	<ul style="list-style-type: none"> Matter Genes 	<ul style="list-style-type: none"> Genes (cont.) Energy Earth 	<ul style="list-style-type: none"> Earth (cont.) Ecosystems Electromagnets 	<ul style="list-style-type: none"> End of Year Exams Practical Skills
8	<ul style="list-style-type: none"> Forces Matter Organisms 	<ul style="list-style-type: none"> Energy Reactions Ecosystems 	<ul style="list-style-type: none"> Electromagnets Genes Earth 	<ul style="list-style-type: none"> Waves KS3-4 physics transition curriculum 	<ul style="list-style-type: none"> KS3-4 chemistry transition curriculum KS3-4 biology transition curriculum 	<ul style="list-style-type: none"> End of Year Exams Practical Skills
9	<ul style="list-style-type: none"> B1 - Cell structure & transport C1 – Atomic Structure P4 – Electrical circuits 	<ul style="list-style-type: none"> B2 – Cell division P5 – Electricity in the home C2 – Periodic table B3 – Organisation & digestive system 	<ul style="list-style-type: none"> B3 – Organisation & digestive system (cont.) C3 – Structure & bonding P6 – Molecules & matter 	<ul style="list-style-type: none"> P6 – Molecules & matter (cont.) B4 – Organising animals & plants C4 – Chemical calculations 	<ul style="list-style-type: none"> C4 – Chemical calculations (cont.) P7 – Radioactivity B5 – Communicable diseases 	<ul style="list-style-type: none"> End of Year Exams C5 – Chemical changes

Art Curriculum Maps 2025-2026

Art Department Curriculum Learning Plan

"A work of art is the trace of a magnificent struggle" - Robert Henri

Art at Raynes Park High School encourages students to recognise their own creative potential through the teaching of a range of artistic, creative thinking and problem solving skills that are transferable to all areas of life.

What we want our pupils to love about Art is that being creative is fun and a wonderful opportunity for self-expression. Learning to problem solve is vital for all areas of life and risk taking allows us to engage with creative processes.

Art Intent: The Art curriculum encourages us to creatively consider, enquire and engage in the world around us. Our curriculum promotes independent thinking and problem solving with confidence and conviction. Art at Raynes Park High School challenges our problem solving skills and increases our confidence through learning a range of artistic techniques and processes in new and unfamiliar contexts.

An expert in Art is someone who is curious, investigative, experimental, and takes risks in their approach to making art. An expert artist has resilience, perseverance and is able to problem solve in order to realise their creative intentions with discipline and commitment.

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<u>Baseline test</u> Assessment of skills and knowledge at the beginning of students' secondary school career.	<u>Fantasy Landscapes</u> Foreground, middleground and background Aerial Perspective	<u>Fantasy Landscapes</u> Foreground, middleground and background Aerial Perspective	<u>Me, Myself and I</u> Representational drawing of face with features drawn and placed in the correct place – and in proportion	<u>Me, Myself and I</u> Representational drawing of face with features drawn and placed in the correct place – and in proportion	<u>Me, Myself and I</u> Representational drawing of face with features drawn and placed in the correct place – and in proportion

	<p><u>Fantasy Landscapes</u></p> <p>Foreground, middleground and background</p> <p>Aerial Perspective</p> <p>Perspective</p> <p>Illusion of depth through scale and colour</p> <p>Colour theory – primary, secondary, warm, cool, monochromatic, complementary colour</p> <p>Mixing colours, colour and feeling/mood texture, through line and mark making</p> <p>First-hand observation</p> <p>Use of mark making to describe texture</p> <p>Use of tone and shading to create form</p> <p><u>Key Vocabulary</u></p> <p>Observation</p> <p>Tonal Value</p> <p>Texture</p> <p>Mark making (pointillism, hatching, cross hatching, scribbling)</p> <p>Shading</p> <p>Composition</p>	<p>Perspective</p> <p>Illusion of depth through scale and colour</p> <p>Colour theory – primary, secondary, warm, cool, monochromatic, complementary colour</p> <p>Mixing colours, colour and feeling/mood texture, through line and mark making</p> <p>First-hand observation</p> <p>Use of mark making to describe texture</p> <p>Use of tone and shading to create form</p> <p><u>Key Vocabulary</u></p> <p>Observation</p> <p>Tonal Value</p> <p>Texture</p> <p>Mark making (pointillism, hatching, cross hatching, scribbling)</p> <p>Shading</p> <p>Composition</p> <p>Perspective</p> <p>Proportion</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Tones</p>	<p>Perspective</p> <p>Illusion of depth through scale and colour</p> <p>Colour theory – primary, secondary, warm, cool, monochromatic, complementary colour</p> <p>Mixing colours, colour and feeling/mood texture, through line and mark making</p> <p>First-hand observation</p> <p>Use of mark making to describe texture</p> <p>Use of tone and shading to create form</p> <p><u>Key Vocabulary</u></p> <p>Observation</p> <p>Tonal Value</p> <p>Texture</p> <p>Mark making (pointillism, hatching, cross hatching, scribbling)</p> <p>Shading</p> <p>Composition</p> <p>Perspective</p> <p>Proportion</p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Tones</p>	<p>Create alternative identity/mask inspired by artist or culture</p> <p>German Expressionism</p> <p>Colour theory</p> <p>Analysing artwork using keywords and art vocabulary</p> <p>Developing and producing idea(s) informed by research into artists, designers, and cultures</p> <p><u>Key Vocabulary</u></p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Tones</p> <p>Shades</p> <p>Line</p> <p>Tones</p> <p>Texture</p> <p>Complementary colours</p> <p>Harmonious Colours</p>	<p>Create alternative identity/mask inspired by artist or culture</p> <p>German Expressionism</p> <p>Colour theory</p> <p>Analysing artwork using keywords and art vocabulary</p> <p>Developing and producing idea(s) informed by research into artists, designers, and cultures</p> <p><u>Key Vocabulary</u></p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Tones</p> <p>Shades</p> <p>Line</p> <p>Tones</p> <p>Texture</p> <p>Complementary colours</p> <p>Harmonious Colours</p>	<p>Create alternative identity/mask inspired by artist or culture</p> <p>German Expressionism</p> <p>Colour theory</p> <p>Analysing artwork using keywords and art vocabulary</p> <p>Developing and producing idea(s) informed by research into artists, designers, and cultures</p> <p><u>Key Vocabulary</u></p> <p>Primary Colours</p> <p>Secondary Colours</p> <p>Tints</p> <p>Tones</p> <p>Shades</p> <p>Line</p> <p>Tones</p> <p>Texture</p> <p>Complementary colours</p> <p>Harmonious Colours</p>
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	Perspective Proportion Primary Colours Secondary Colours Tints Tones					
8	Objects and Viewpoints Painting Observational drawing Cross hatching techniques, painting and watercolour 3D Sculpture - the relationship between aesthetic and function and how this can inform our sculpture building Michael Craig Martin. Plan out use of colour referencing colour theory <u>Objects and Viewpoints Artists</u> Eduardo Chillida Picasso Michael Craig- Martin Yayoi Kusama <u>Key Vocabulary</u> Monochromatic	Objects and Viewpoints Painting Observational drawing Cross hatching techniques, painting and watercolour 3D Sculpture - the relationship between aesthetic and function and how this can inform our sculpture building Michael Craig Martin. Plan out use of colour referencing colour theory <u>Objects and Viewpoints Artists</u> Eduardo Chillida Picasso Michael Craig- Martin Yayoi Kusama <u>Key Vocabulary</u> Ground	Textile Project Learning to translate an image/drawing into stitches Learning different stitching techniques How we can can manipulate fabric to create texture Dying fabric Craft skills <u>Textile Artists</u> Ana teresa Barbosa Kazuhito Takadoi Jose Romussi Teresa Lim <u>Key Vocabulary</u> Primary Colours Secondary Colours Thread Line Tones Texture Complementary colours	Textile Project Learning to translate an image/drawing into stitches Learning different stitching techniques How we can can manipulate fabric to create texture Dying fabric Craft skills <u>Textile Artists</u> Ana teresa Barbosa Kazuhito Takadoi Jose Romussi Teresa Lim <u>Key Vocabulary</u> Primary Colours Secondary Colours Thread Line Tones Texture	Under the sea Taking inspiration from under the sea to create inventive clay sculptures. <u>Key Vocabulary</u> Slab Coil Tile Incised Applied Glaze Slip Form <u>Artist Link</u> Grayson Perry	Under the sea Taking inspiration from under the sea to create inventive clay sculptures. <u>Key Vocabulary</u> Slab Coil Tile Incised Applied Glaze Slip Form <u>Artist Link</u> Grayson Perry

	Ground Collage Narrative Symbolism	Collage Narrative Symbolism Monochromatic	Harmonious Colours Embroidery Stitching	Complementary colours Harmonious Colours Embroidery Stitching		
9	<p>Patterns in Nature</p> <p>Observational drawings of natural forms – insect bugs, plants, flowers</p> <p>Tonal drawings using tonal techniques to emphasize shape and form in bug splats</p> <p>Experiment with media to create a response to the Timorous Beasties</p> <p>Use these drawings as a form the basis of several printing techniques</p> <p>First and second-hand observation</p> <p>Refining skills</p> <p><u>Key Vocabulary</u></p> <p>Illusion Contour Composition Form Pattern Colour</p>	<p>Patterns in Nature</p> <p>Observational drawings of natural forms – insect bugs, plants, flowers</p> <p>Tonal drawings using tonal techniques to emphasize shape and form in bug splats</p> <p>Experiment with media to create a response to the Timorous Beasties</p> <p>Use these drawings as a form the basis of several printing techniques</p> <p>First and second-hand observation</p> <p>Refining skills</p> <p><u>Key Vocabulary</u></p> <p>Illusion Contour Composition Form Pattern Colour</p>	<p>Patterns in Nature</p> <p>Observational drawings of natural forms – insect bugs, plants, flowers</p> <p>Tonal drawings using tonal techniques to emphasize shape and form in bug splats</p> <p>Experiment with media to create a response to the Timorous Beasties</p> <p>Use these drawings as a form the basis of several printing techniques</p> <p>First and second-hand observation</p> <p>Refining skills</p> <p><u>Key Vocabulary</u></p> <p>Illusion Contour Composition Form Pattern Colour</p>	<p>Protest Art</p> <p>How Art and the processes used can be a vehicle to make a statement about society and political issues.</p> <p>Review of skills developed over the KS3 curriculum to be explored in a range of GCSE inspired projects to develop more independence in students' choice of form, ideas in response to gathered research. Analysing artwork using keywords and art vocabulary. Developing and producing idea(s) informed by research into artists, designers, and cultures.</p> <p><u>Political Artists studied:</u></p> <p>Picasso Banksy Picasso Picasso</p>	<p>Protest Art</p> <p>How Art and the processes used can be a vehicle to make a statement about society and political issues.</p> <p>Review of skills developed over the KS3 curriculum to be explored in a range of GCSE inspired projects to develop more independence in students' choice of form, ideas in response to gathered research. Analysing artwork using keywords and art vocabulary. Developing and producing idea(s) informed by research into artists, designers, and cultures.</p> <p><u>Political Artists studied:</u></p> <p>Picasso Banksy Picasso Tracey Emin</p>	<p>Protest Art</p> <p>How Art and the processes used can be a vehicle to make a statement about society and political issues.</p> <p>Review of skills developed over the KS3 curriculum to be explored in a range of GCSE inspired projects to develop more independence in students' choice of form, ideas in response to gathered research. Analysing artwork using keywords and art vocabulary. Developing and producing idea(s) informed by research into artists, designers, and cultures.</p> <p><u>Political Artists studied:</u></p> <p>Picasso Banksy Picasso Tracey Emin</p>

	Texture Line Tone Pattern layouts: block, half drop, rotational, designing tiles	Texture Line Tone Pattern layouts: block, half drop, rotational, designing tiles	Texture Line Tone Pattern layouts: block, half drop, rotational, designing tiles	Tracey Emin Nadav Kander Grayson Perry Yinka Shonibare Shepard Fairey Bob and Roberta Smith <u>Key Vocabulary</u> Surrealism Heritage Identity Juxtaposition Symmetry	Nadav Kander Grayson Perry Yinka Shonibare Shepard Fairey Bob and Roberta Smith <u>Key Vocabulary</u> Surrealism Heritage Identity Juxtaposition Symmetry	Nadav Kander Grayson Perry Yinka Shonibare Shepard Fairey Bob and Roberta Smith <u>Key Vocabulary</u> Surrealism Heritage Identity Juxtaposition Symmetry
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KS3 Assessment objectives:		
<u>AO1: Develop</u>	<u>AO3: Record</u>	<u>AO4: Present</u>
<u>Develop</u> ideas through investigations, demonstrating critical understanding of sources.	<u>Record</u> ideas through drawing and annotation, demonstrating and understanding of appropriate visual language.	<u>Present</u> meaningful outcomes that realise intentions and respond to feedback.
Useful resources and links:		
Tate	https://www.tate.org.uk/kids	
BBC Secondary Art and Design	https://www.bbc.co.uk/teach/topics/c973zv6xzedt	
V&A Young people	https://www.vam.ac.uk/info/young-people	
Oak National Academy	https://www.thenational.academy/teachers/programmes/art-secondary-ks3-l/units	
Royal Academy of Art	https://www.royalacademy.org.uk/families	

Design & Technology Curriculum Maps 2025 - 2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost Design Layout Typography Make 3D card modelling Nets Knife Skills Knowledge Nets Weighing/Measuring Packaging	Workshop Skills/Computer-aided Design Design Sketching Make Using hand tools Shaping plastic Knowledge Materials and their working properties Measuring Shapes Reading data	Computer-aided/ Drawing Skills Design Sketching Make Using hand tools Shaping plastic Knowledge Materials and their working properties Measuring Shapes Reading data	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines
8	Board Game Design Sketching (Initial ideas) Make Hand Sewing skills Knowledge Use of research tools Secondary research	Board Game Design Sketching (developed ideas) Make Embellishment Knowledge Health & Safety Key Words Client profile	Board Game Design Sketching (final design ideas) Make Printing techniques Machine sewing techniques Knowledge Health & Safety Evaluation Key Words Measuring	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Food Make A range of KS3 Food dishes Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines

9	Steady Hand Game	Steady Hand Game	Steady Hand Game	Food	Food	Food
	Design Sketching CAD (Photoshop)	Design Sketching CAD (Photoshop)	Design Sketching CAD (Photoshop)	Make A range of KS3 Food dishes	Make A range of KS3 Food dishes	Make A range of KS3 Food dishes
	Make Wooden joint CAD template	Make Steady hand model	Make Steady hand model Internal electronic circuit	Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines	Knowledge Food Science Evaluation Key Words Measuring Working with kitchen equipment and machines
	Knowledge Computer-aided Design Target Market Design Development	Knowledge Computer-aided Design Target Market Design Development	Knowledge Computer-aided Design Target Market Design Development Understand electric systems			

French Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost Greetings and introductions Numbers 1-15 'J'ai' for age Dates/birthdays numbers 15-31 French speaking regions Classroom instructions Alphabet – phonics intro Sounds (e-er-é, -gne, Silent Last Letter)	Avoir Verb 'Avoir' whole paradigm Family members Pets Classroom objects Introduction to adjective agreement through colours Singular and plural nouns Basic connectives <i>Revision of age</i> Sounds (oi, -ien, è)	Etre Describing family and animals Possessive pronouns Quantifiers Further connectives Masculine and feminine nouns, adjective agreement <i>Revision of 'avoir' to describe eyes and hair.</i> Sounds (-eu, -an)	Porter Present tense of ER verbs (porter) Negatives Introduction to opinion verbs + infinitive Je voudrais + noun/infinitive <i>Revise sounds (e-er-é)</i> Sounds (au, u – û)	Jouer + faire Sports Jouer and faire <i>Revision of ER verbs</i> Adverbs of frequency Faire + weather Si + weather + present tense <i>Revision of opinions and adjective agreement.</i> Sounds (-tion, -ent)	Revision EOY Evaluation Belle et Sebastian film project <i>Revision of 3rd person description.</i> <i>Opinions as part of a film review.</i>
8	Aller Il y a/Il n'y a pas de + places Verb aller whole paradigm. <i>Revision of weather</i> <i>Revision of opinion + verb</i>	Au collège Introduction to near future tense School subjects <i>Revision of description and il y a/il n'y a pas de</i> <i>Revision of description (describing teachers)</i>	Ma routine Further opinions Time Reflexive verbs Comparatives using plus/moins Helping others <u>Francophone Africa</u>	Les pays Describing countries Asking questions Ideal holidays Je voudrais + infinitive In (countries) : en/au/aux/à <i>Revision of 'Aller'</i>	Le monde des médias TV, music, film and reading genres and preferences Introduction to the perfect tense with 'Aller' Opinions in the past 'C'était ...'	Revision EOY Evaluation Film project Narration (Tense concordance) and film reviews

	<p><i>Revision of sounds (-oi -o - ô - au – eau,</i></p> <p>Sounds (-oi, eu-oe-oeu,- an-am-en-em)</p>	<p><i>Revision of justified opinions (describing school subjects)</i></p> <p><i>Revision of numbers</i></p> <p><i>Revision of sounds (-ch, - o - ô - au – eau,-q-qu) (ai, a-à-â, -an, -ien)</i></p> <p><i>Revision of regular ER verbs/faire to discuss extra curricular activities.</i></p> <p>Sounds (-gn)</p>	<p>Sounds (-oi, eu-oe-oeu,- an-am-en-em)</p>	<p><i>Revision of near future tense</i></p> <p>Sounds (-gn)</p>	<p><i>Revision of near future tense</i></p> <p>Sounds (-ion)</p> <p>Revision of sounds (-u,- ou, qu-)</p>	
9	<p>La nourriture</p> <p>Food and drink</p> <p>Partitive articles</p> <p>Ordering in a restaurant – <i>revision of je voudrais</i></p> <p>Expressions using avoir (J’ai faim/soif)</p> <p><i>Revision of opinions and adjective agreement</i></p> <p><i>Revision of perfect tense what I ate or drank yesterday</i></p> <p>Revision of sounds (-e-er-é,-ai, -oi)</p>	<p>En pleine forme!</p> <p>Healthy eating and lifestyles</p> <p>Resolutions – <i>revision of near future tense</i></p> <p>Introduction to imperfect tense – past habits</p>	<p>Un métier, un rêve !</p> <p>Jobs and qualities needed</p> <p>Ideal jobs and ambitions – <i>revision of je voudrais</i></p> <p>Part time jobs</p> <p>Success and failure</p> <p>Masculine and feminine forms of jobs</p> <p>Sounds revision (eu-oe-oeu)</p>	<p>Autour du monde</p> <p>The perfect tense with avoir</p> <p><i>Revision of perfect tense with aller (Je suis allé)</i></p> <p>Future holiday – <i>revision of near future tense</i></p> <p>Tie in to GCSE roleplay talk about types of accommodation</p> <p>Transport</p> <p>Sounds (gn – je/j’ai – é at end of word – x before vowel, s before vowel)</p>	<p>Change to types of accommodation and making bookings on holiday</p> <p>Types of home</p> <p>Rooms in house</p> <p><i>Revision of Il y a</i></p> <p>Activities in rooms - <i>revision of present tense</i></p> <p>Describing bedrooms</p> <p>Describing ideal homes</p> <p>Prepositions</p> <p>Si clauses + imperfect tense and conditional</p> <p><i>Revision of sounds (gn,- in - im - ain - aim - ein - eim - yn – ym,-ien,- ç - c+ e/i/y)</i></p>	<p>Revision</p> <p>EOY</p> <p>Evaluation</p> <p><u>Senegal and Martinique</u></p> <p>Geographical and statistical language</p> <p>Film project</p> <p><i>Revision of describing people, describing clothes, opinions and comparatives.</i></p>

Geography Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Map Skills <ul style="list-style-type: none"> ▪ Grid references ▪ Symbols ▪ Distance ▪ Height 	London/Regeneration <ul style="list-style-type: none"> ▪ Comparing 2 boroughs ▪ The need for regeneration ▪ Impacts of regeneration 	<ul style="list-style-type: none"> ▪ River Processes and features ▪ Characteristics over 3 stages ▪ Potential for tourism and settlement 	The Local Area <ul style="list-style-type: none"> ▪ Location ▪ Transport ▪ Places of interest ▪ Potential for improvement 	Africa/Kenya/Kibera <ul style="list-style-type: none"> ▪ Physical and Human features ▪ Contrasts in Nairobi ▪ Mitigating poverty 	Food/Fair Trade <ul style="list-style-type: none"> ▪ What we eat and where it comes from ▪ Imported products ▪ Evaluating Fair Trade
8	Ecosystems <ul style="list-style-type: none"> ▪ Food webs ▪ Biomes ▪ Hot Desert and Tropical Rainforest studies 	Population/Migration <ul style="list-style-type: none"> ▪ Population change ▪ Causes and effects of Migration ▪ Examples in North America and Europe 	Extreme Weather and Climate Change <ul style="list-style-type: none"> ▪ Tropical Storms (causes, effects, responses) ▪ Climate Change (evidence, causes, effects, management) 	Coastal Processes and Features <ul style="list-style-type: none"> ▪ Erosion, Transportation, Deposition and resultant features ▪ Purpose and effectiveness of coastal management in the UK 	Globalisation <ul style="list-style-type: none"> ▪ Definitions and examples ▪ Evaluation of impacts 	Tourism <ul style="list-style-type: none"> ▪ Growth of the industry ▪ Impacts on a LIC (Thailand) ▪ Impacts on an extreme environment (Antarctica)
9	Italy <ul style="list-style-type: none"> ▪ Mapping ▪ Climate ▪ Tourism ▪ Regional contrasts 	Resources and Conflict <ul style="list-style-type: none"> ▪ The significance and characteristics of the world's resources ▪ Nature and extent of global conflict ▪ Causes and effects of conflict, including the role of competition for resources 	Tectonics/Japan <ul style="list-style-type: none"> ▪ Plate tectonic theory ▪ Volcanoes (Hawaii) ▪ Earthquakes and Tsunamis (Japan) 	Development/China/India <ul style="list-style-type: none"> ▪ Measuring development ▪ Development gap ▪ Development and inequality in India and China 	Brazil <ul style="list-style-type: none"> ▪ Characteristics and features ▪ Causes and consequences of urban growth (Rio de Janeiro) 	The UK and Map Skills (revisited) <ul style="list-style-type: none"> ▪ Locating physical and human features ▪ Population in the UK ▪ Map Skills revision

History Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<ul style="list-style-type: none"> Transition topic (Ghost) Thematic Study - Story of Migration to UK <ul style="list-style-type: none"> Celts Romans Angles, Saxons, Jutes Vikings 	The Norman Conquest <ul style="list-style-type: none"> Claimants to the Throne Battle of Hastings The Norman Conquest The Domesday Book The Feudal System The Harrying of the North Life in Norman England 	Challenges to Medieval Power <ul style="list-style-type: none"> The Anarchy Eleanor of Aquitaine Henry II Richard I King John The Black Death The Peasants Revolt The War of the Roses Medieval Life 	The Golden Age of Islam <ul style="list-style-type: none"> Medicine and Science Islamic Art The Silk Road The Moors Saladin The Crusades 	The Tudors <ul style="list-style-type: none"> Henry VIII and break from Rome Edward VI Mary I Elizabeth I The Spanish Armada 	The English Civil War <ul style="list-style-type: none"> James I The Gunpowder Plot Charles I The Civil War Execution of Charles I Life under Cromwell The Restoration The Great Fire of London
8	African Kingdoms <ul style="list-style-type: none"> West African Kingdoms The Kingdom of Mali Kingdom of Benin Songhai Empire Askia the Great 	The Transatlantic Slave Trade <ul style="list-style-type: none"> The Trade Triangle The Middle Passage Life on Plantations Resistance and Rebellion Abolition Legacy of slavery 	The British Empire <ul style="list-style-type: none"> The building of the British Empire Empire in India Empire in India Empire in Australia Decolonisation 	The French Revolution <ul style="list-style-type: none"> Louis XVI and Marie Antoinette The Estates-General Storming of the Bastille Execution of Louis XVI The 'Terror' 	Napoleon <ul style="list-style-type: none"> The rise of Napoleon. Napoleon and Britain Battle of Trafalgar Napoleonic Europe. Napoleon's invasion of Russia Battle of Waterloo 	The Industrial Revolution <ul style="list-style-type: none"> Population growth. Technology/ inventors Growth of towns Conditions in towns Factory conditions Political challenges

9	The Fight for the Vote <ul style="list-style-type: none"> ▪ British society in 1900 ▪ British politics in 1900 ▪ Suffragettes and suffragists ▪ Growing suffragette militancy ▪ Women's role in WWI ▪ Women's rights after WWI 	WWI <ul style="list-style-type: none"> ▪ Causes ▪ Propaganda and recruitment ▪ Life in the Trenches ▪ The Battle of the Somme ▪ Soldiers of Empire 	20th century dictatorship <ul style="list-style-type: none"> ▪ Democracy vs. dictatorship ▪ Mussolini ▪ Stalin ▪ Hitler ▪ Mao ▪ North Korea 	The Holocaust <ul style="list-style-type: none"> ▪ Historic anti-Semitism ▪ Nazi persecution. ▪ Kristallnacht ▪ Ghettos ▪ 'Holocaust by Bullets' ▪ The 'Final solution'. ▪ The debate over bombing Auschwitz 	WWII <ul style="list-style-type: none"> ▪ The Treaty of Versailles ▪ Appeasement. ▪ Dunkirk ▪ The Battle of Britain ▪ Blitz and Evacuation ▪ Hitler's invasion of the USSR ▪ Pearl Harbour ▪ D-Day ▪ The Atomic Bomb <p>Local Study: Merton in WWII.</p>	Civil Rights and Vietnam <ul style="list-style-type: none"> ▪ Segregation ▪ Rosa Parks ▪ The Little Rock Nine ▪ Martin Luther King ▪ African-Americans in Vietnam ▪ The Vietnam War ▪ US withdrawal from Vietnam
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ICT Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	School Project (Ghost) <ul style="list-style-type: none"> Understand file management Web Quest – reliability and validity of information on the web Web Quest – research on various technologies used in sports (athletics) How to use Teams Email etiquette E-safety & Formatting Health and Well-being and how to be a modelled citizen including equality and diversity Create a presentation staying safe online and jingles of how to be safe online.	Python Programming (Stings, Print, Variables, Selection & Turtle) (Problem-solving skills/ creative thinker skill) <ul style="list-style-type: none"> Write several programs to solve various problems encountered in society. This will be done using Pi-Top 4 and the electronic kit (e.g. Build a traffic light system) 		Spreadsheet Modelling <ul style="list-style-type: none"> Create several models in SS 	Small Basic Write several programs in another language and produce drawings using codes. <ul style="list-style-type: none"> Making decisions Repeating Graphics Turtle Graphics Subroutines Arrays 	Scratch Programming
8	Functional Skills <ul style="list-style-type: none"> File Management Spreadsheet modelling – students will understand computer models, creating a financial model, what if scenarios, conditional formatting and validation and macros and charts Non-ICT Lesson Binary Data Representation	E-safety & Formatting Health and Well-being and how to be a modelled citizen <ul style="list-style-type: none"> Use Dreamweaver to create a website staying safe online, the danger of meeting people online and the celebration of Black and Asians in Britain. More emphasis on social 	Python Programming cont., (Stings, Print, variables, Selection & Turtle)	HTML & CSS Web Design & Programming <ul style="list-style-type: none"> Use web development software to create a website on input, output and storage devices 	Cyber Security <ul style="list-style-type: none"> This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks The learners will start by 	Computational Thinking <ul style="list-style-type: none"> Solve various problem problems using abstraction, decomposition, pattern recognition, algorithms

	Carry out calculations and understand how computer interpret information	<p>media platform and equality and diversity</p> <p>Non-ICT Lesson Review of commonly use social media applications</p> <ul style="list-style-type: none"> Terms and conditions.. Benefits and drawback to organisations and individuals Create storyboard <p>Flowchart Algorithms to create various instructions in everyday situations.</p> <p>Python Programming (Stings, Print, variables, Selection & Turtle)</p>			<p>considering the value of their data to organisations and what they might use it for</p> <ul style="list-style-type: none"> They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks 	
9	<p>Functional Skills</p> <ul style="list-style-type: none"> File Management Email etiquette Spreadsheet How to submit work on teams? <p>Non-ICT Lesson Data Representation & Computer (intermediate)</p>	<p>E-safety & Formatting</p> <ul style="list-style-type: none"> Health and Well-being and how to be a modelled citizen Create a website in Dreamweaver on how to stay safe online. Also, incorporating anti-bullying, equality, and diversity Create promotional materials in Canva on the topic 	<p>Mobile Phone Applications</p> <ul style="list-style-type: none"> Create mobile app for phone using AppShed Create resources in Canva for the mobile application 	<p>Intermediate - Python Programming (Stings, Print, variables, Selection & Turtle)</p>	<p>HTML, Advanced CSS & JavaScript</p> <ul style="list-style-type: none"> Create an online radio station with web development software 	<p>Game maker</p> <ul style="list-style-type: none"> Create a maze and platform game (Advance level)

PE Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Multi Sports (Principles of movement within physical activity)	Each class will cover 6 activities from the following: <ul style="list-style-type: none">BasketballTag RugbyNetballFootballHockeyBadmintonFitnessTable TennisGymnasticsHandball Each class will have 2 PE lessons per week			All groups will cover the following activities: <ul style="list-style-type: none">AthleticsCricketRoundersTennis Each class will have 2 PE lessons per week	
8	Each class will cover 8 activities from the following: <ul style="list-style-type: none">BasketballTag RugbyNetballFootballHockeyBadmintonFitnessTable TennisGymnasticsHandball Each class will have 2 PE lessons per week			All groups will cover the following activities: <ul style="list-style-type: none">AthleticsCricketRoundersTennis Each class will have 2 PE lessons per week		

9	<p>Each class will cover 8 activities from the following:</p> <ul style="list-style-type: none"> ▪ Basketball ▪ Tag Rugby ▪ Netball ▪ Football ▪ Hockey ▪ Badminton ▪ Fitness: training methods and principles ▪ Table Tennis ▪ Trampolining ▪ Handball ▪ Outdoor and Adventurous Activities <p><i>Each class will have 2 PE lessons per week</i></p>	<p>All groups will cover 4 of the following activities:</p> <ul style="list-style-type: none"> ▪ Athletics ▪ Cricket ▪ Rounders ▪ Tennis ▪ Softball <p><i>Each class will have 2 PE lessons per week</i></p>
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Performing Arts - Dance Curriculum Map 2025-2026

Key Stage 3 – All students are taught on a carousel of each Performing Arts discipline for two half-terms per academic year

Year	Half term 1	Half term 2
7	<p>An introduction to Dance</p> <p>An introduction to the key skills used in Dance - action, space, dynamics & relationships</p> <ul style="list-style-type: none"> Students will learn teacher repertoire and create their own ideas Students will gain a clear understanding of these skills and how to use them to create dance Students will learn to work in a range of groups and with new people Students will learn how to self and peer assess whilst being able to give constructive and supportive feedback to their peers 	<p>Historical & Cultural Dance</p> <ul style="list-style-type: none"> Introduction to a range of dance styles including; Charleston, African dance, Carnival dance, Bollywood, Capoeira etc. Students will learn teacher repertoire Students will develop movement through the use of action, space, dynamics and relationships- the fundamentals of creating dance Students will work in a range of group sizes and workshop different dance styles each lesson Homework will include costume, lighting and staging design, research and exposure to dance
8	<p>Professional works</p> <ul style="list-style-type: none"> Introduction to 3 contrasting professional works. These include; The Nutcracker, Swansong, A Linha Curva These professional works expose students to different styles of dance and choreographers currently working in the industry Skills learnt throughout this unit will cross over with Drama and Music, for example characterisation, identity and rhythm Students will work in different group sizes and will be encouraged to create their own choreography using skills learnt last year 	<p>Introduction to a stimulus in Dance</p> <ul style="list-style-type: none"> Students will gain a clear understanding of what a stimulus is and how we use these in dance They should be inspired by a range of stimuli and use these to effectively create choreography in groups. Students will be introduced to visual, kinaesthetic and auditory stimuli The students are expected to use their prior knowledge of Actions, Space, Dynamics and Relationships to create choreography in a range of group sizes
9	<p>Choreography and Collaboration</p> <ul style="list-style-type: none"> Students will look at a range of different themes including Manipulation, Power, Trapped, Equality etc. Students will be encouraged to create choreography using the theme as inspiration This will retrieve prior knowledge from Year 8 with a focus on action, space, dynamics and relationships and the knowledge of how to create movement from a stimuli 	<p>Identity through Dance</p> <ul style="list-style-type: none"> Students will be introduced to a range of styles of dance We will look at how dance can be used to express ourselves focussing on identity and expression We will also look at professional works that demonstrate the theme of identity We will look at the physicality in Dance and how this links to the BTEC Level 2 requirements in Dance

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| | <ul style="list-style-type: none">▪ Using the choreographic and creative skills learnt throughout Year 7 & 8, students are expected to put these into practice to create interesting and original choreography | <ul style="list-style-type: none">▪ Students will create choreography through teacher led movement, choreographic videos and key practical workshops▪ Students will be expected to create a piece of choreography with a focus on identity and expression, self-assessing and peer assessing throughout the unit |
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Performing Arts - Drama Curriculum Maps 2025-2026

Key Stage 3 – All students are taught on a carousel of each Performing Arts discipline for two half-terms per academic year

Year	Drama term 1	Drama term 2
7	Frankenstein <ul style="list-style-type: none"> History and Context Baseline assessment 	Refugee Boy <p>Scripted</p> <ul style="list-style-type: none"> Issue based drama
8	Frantic Assembly <ul style="list-style-type: none"> The Curious Incident of the Dog in the Night-Time Physical Theatre 	Elizabethan Theatre <ul style="list-style-type: none"> Stage Combat Gender roles in Shakespeare's plays Stage makeup
9	Stan, Brecht & Artaud <ul style="list-style-type: none"> Introduction to Drama Practitioners 	The Paper Birds <ul style="list-style-type: none"> Devising Verbatim Theatre
Notes		

Performing Arts - Music Curriculum Maps 2025-2026

Key Stage 3 – All students are taught on a carousel of each Performing Arts discipline for two half-terms per academic year

Year	Half term 1	Half term 2
7	Voiceworks Performance <ul style="list-style-type: none"> Exploring Vocal textures & learning to sing as a group Exploring the elements of music 	Rhythm & Pulse Composition <ul style="list-style-type: none"> Exploring Rhythms and Musical Notation Rhythmic devices Elements of Music
8	African Music Composition <ul style="list-style-type: none"> Exploring History and Content Rhythmic Devices Elements of Music 	Blues Music Performance <ul style="list-style-type: none"> Exploring History and Content Chords & Bass lines Elements of Music Improvisation
9	Hooks & Riffs Performance <ul style="list-style-type: none"> Exploring Hooks & Riffs Developing Keyboard Skills Melody Bass lines Chords 	Pop Music Composition <ul style="list-style-type: none"> Exploring History and Content Development of Melody Bass lines & Chords Structures Instrumentation
Notes	Listening Composition/Performance <ul style="list-style-type: none"> Listening Activities will be embedded in all musical lessons. Students will be questioned on: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm, Technology/ Tempo	

Religious Studies Curriculum Maps 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Introduction to Religion: Part 1 <ul style="list-style-type: none"> ▪ Introduction to RS ▪ Understandings of God ▪ Arguments for the existence of God ▪ Exploring cultural identity 	Introduction to Religion: Part 2 <ul style="list-style-type: none"> ▪ Introduction to Judaism ▪ Introduction to Christianity ▪ Introduction to Islam ▪ Introduction to Hinduism ▪ Introduction to Buddhism ▪ Introduction to Sikhism ▪ End of unit assessment 	Jewish beliefs and practices: Part 1 <ul style="list-style-type: none"> ▪ Abraham ▪ Moses ▪ Exodus ▪ Passover ▪ The Tenakh ▪ Mid unit assessment 	Jewish beliefs and practices: Part 2 <ul style="list-style-type: none"> ▪ Shabbat ▪ Kosher ▪ Synagogue ▪ Orthodox and Reform Judaism 	Christian beliefs and practices: Part 1 <ul style="list-style-type: none"> ▪ The Bible ▪ Arguments for the existence Jesus ▪ Teachings of Jesus ▪ The 10 commandments 	Christian beliefs and practices: Part 2 <ul style="list-style-type: none"> ▪ Inspirational Christians ▪ End of year assessment ▪ The Church ▪ Denominations
8	Hindu beliefs and practices: Part 1 <ul style="list-style-type: none"> ▪ Beginnings of Hinduism ▪ Creation stories ▪ Moksha ▪ Trimurti ▪ Puja 	Hindu beliefs and practices: Part 2 <ul style="list-style-type: none"> ▪ Ahimsa and Ghandi ▪ The Caste System ▪ The River Ganges ▪ Holy Books ▪ End of unit assessment 	Buddhist beliefs and practices: Part 1 <ul style="list-style-type: none"> ▪ Siddhartha Gautama ▪ Dharma ▪ The Noble Eightfold Path ▪ Samsara and Nirvana ▪ The Five Precepts ▪ Mid unit assessment 	Buddhist beliefs and practices: Part 2 <ul style="list-style-type: none"> ▪ Meditation and worship ▪ Holy books ▪ Realms of the universe ▪ Monasticism ▪ The Dalai Lama 	Sikh beliefs and practices: Part 1 <ul style="list-style-type: none"> ▪ Beginnings of Sikhism ▪ Gurus ▪ The Khalsa ▪ 5 K's and significance ▪ Sikhism and protest 	Sikh beliefs and practices: part 2 <ul style="list-style-type: none"> ▪ The Gurdwara ▪ The Langar ▪ Sewa ▪ Role of women ▪ Pilgrimage

9	Philosophy and ethics <ul style="list-style-type: none"> What is philosophy? What is reality? Is football a religion? Was Jesus the Messiah? The influence of Jesus vs St Paul Afterlife 	Philosophy and ethics <ul style="list-style-type: none"> Morality Situation ethics Nietzsche Assessment Utilitarianism What is goodness? 	Islamic beliefs and practices: Part 1 <ul style="list-style-type: none"> Beginning of Islam Mohammed The 5 Pillars The 4 Authorities The Qur'an 	Islamic beliefs and practices: part 2 <ul style="list-style-type: none"> Jihad Hajj Sunni & Shia Women in Islam Islam and Charity 	The Application of Faith: Part 1 <ul style="list-style-type: none"> What is prejudice MLK Stormzy Malcolm X 	The Application of Faith: Part 2 <ul style="list-style-type: none"> Promoting acceptance in Christianity End of unit assessment Disability The Fault of Eve (x2)
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Spanish Curriculum Map 2025-2026

Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost Greetings and introductions (Pron: I) Numbers 1-15 'Tengo' for age Dates/birthdays numbers 15-31 (Pron: J) Alphabet – phonics intro (H, ñ, g) 'La Hispanidad' – Diversity in the Spanish speaking world/problematising the 'discovery' of the Americas	Tener Classroom language Verb 'Tener' whole paradigm used with <ul style="list-style-type: none"> Siblings Pets Negatives (no) Revise age (Pron: r/rr) Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement with colours Navidad en España	Ser Verb 'Ser' whole paradigm used for personal description (sing and plural)+adjectives Family Members Me gusta/No me gusta+INF (opinions on family members & justifications) Possessive pronouns Verb tener used to describe hair and eyes (Pron J) Adjective agreement continued. Intensifiers Hispanic culture (Mexico, Argentina, USA and the importance of the Spanish Language)	Llevar Present tense of AR Regular present tense 1 st person then whole paradigm Negatives Basic conjunctions Adjectives for describing activities <i>Revise Adjective agreement</i> Revise (pron H) La salsa baile hispano	Weather (Pron: j/g/H) Me gusta (n) Weather Cuando+ weather + present tense Other AR verbs with full paradigm: Bailar Cantar Nadar Escuchar Tocar 'El clásico' Repaso	EOY Evaluation <u>Las Islas Canarias</u> Carlitos film project Opinions as part of a film review.
8	Vivir Describing homes Introduction to 'IR' verb 'Vivir' (Whole paradigm) 'es/está' Types of house Rooms in house 'Hay' (Pron: H/V)	Estudiar School subjects (Pron: Ge/Gr/ and revision of others) Further opinions Time Comparatives 'tan ... como'	Comer y beber Introduction to ER verbs Food (comer/beber) (Pron: Que/qui) Transactional language for use in restaurants Expressions with 'Tener'	Ir Irregular verb 'Ir' full paradigm. Countries Transport (Ir + prepositions) (Pron: V) Holiday activity verbs Accommodation Extended holiday description	Jugar y Hacer Sports (jugar/hacer) Pron: j/g/h Pasado Introduction to preterite tense (ir) Introduction to regular preterite tense verbs, focus on I and we forms	Repaso EOY Evaluation 'Encanto' project Narration (Tense concordance) and film reviews <u>Mexican/Colombian Culture and the day of the dead</u>

	Places in town and description of towns 'Hay/Tiene/Es' 'Ir' whole paradigm 'Para' (Pron: Ca/Ciu) <u>El país Vaso</u>	Revise numbers, opinions, AR/IR present tense verbs Comparatives with más/menos <u>Schools in Spain</u> <u>similarities and differences</u>	Revision of justified opinions and adjective agreement, me gusta (n), present tense AR verbs, conjunctions and adverbs of frequency. <u>Gastronomy in Spain</u>	Introduction to near future tense. Revision of AR/ER/IR regular verbs, justified opinions.	(Intonation: é/i) Revision of near future tense, description, adjective agreement) <u>Mayan civilisation/ Guatemala</u> Repaso	
9	Generación Digital Revision of regular present tense verbs (AR/IR/ER) Revision of telling time/number Revision of giving and justifying opinion Verb 'tocar' first person across various tenses. (Revision of preterite and taste of other forms to be taught later) Mejor/peor (Pron: J/H/G) <u>Musical Programmes in Spain/South America</u>	Adictos a la moda Clothes Verb 'llevar' in present (whole paradigm) and then first person across various tenses (pron II + intonation on verb endings) <i>Revision of single and plural nouns, adjectives and agreement, present tense</i> Transactional vocabulary for shopping New year's resolutions. Revision of near future and preterite tenses. No imperfect	Yo y mi mundo Daily routine (Reflexive verbs) Revision of telling time, question formation, frequency and sequencing adverbs Revision of ending for regular ER present tense verbs and 'Ir' Relationships (Non-physical reflexive verbs) <u>Comparative routines in different Hispanic countries.</u> (Pron: J/H/RR/ñ/Il/Qui)	Quiero ser <i>Revision of verb 'ser'</i> Jobs in masculine and feminine forms <i>Revision of justified 1st and 3rd person opinions and adjective agreement</i> Verb combinations with 'Ser' <i>Revision of comparatives</i> Introduction to the conditional 'Si ganara la lotería' Impersonal verbs 'me preocupa(n)' <u>Environmental/global vocabulary</u> Pron : J/H/Qui/Que/gui/gue	De paseo por el mundo hispano <u>Texan culture</u> (Present tense radical changing verbs) (Pron: Qui/que) <u>Comparing Madrid and Barcelona</u> (Pron: H) <u>Mexico (irregular past participles) i/x spelling debate, colonialism</u> 'Taster' intros to Imperfect/perfect and conditional tenses (I forms) <u>Cuba</u> Conditional tense (Pron: Intonation of ía endings, C/G and vowel combinations)	Repaso EOY Evaluation <u>Guinea Ecuatorial</u> Geographical and statistical language. (Review of all pron) Zipe and Zape film project. Revision of describing people, describing schools, describing clothes, opinions and comparatives.

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