

# RAYNES

PARK HIGH SCHOOL

YEAR 7 CURRICULUM INFORMATION  
2021-22

Respect  
Resilience  
Results



## Our Year 7 Curriculum

The Year 7 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 starting to lay the foundations for KS4 and the new GCSE specifications.

For the first two weeks students will follow a two week transition scheme of work based on the book *Ghost*, the story that all students read over the summer. All subject areas have created lessons and tasks to develop the core skills required in their areas while focusing on this core text.

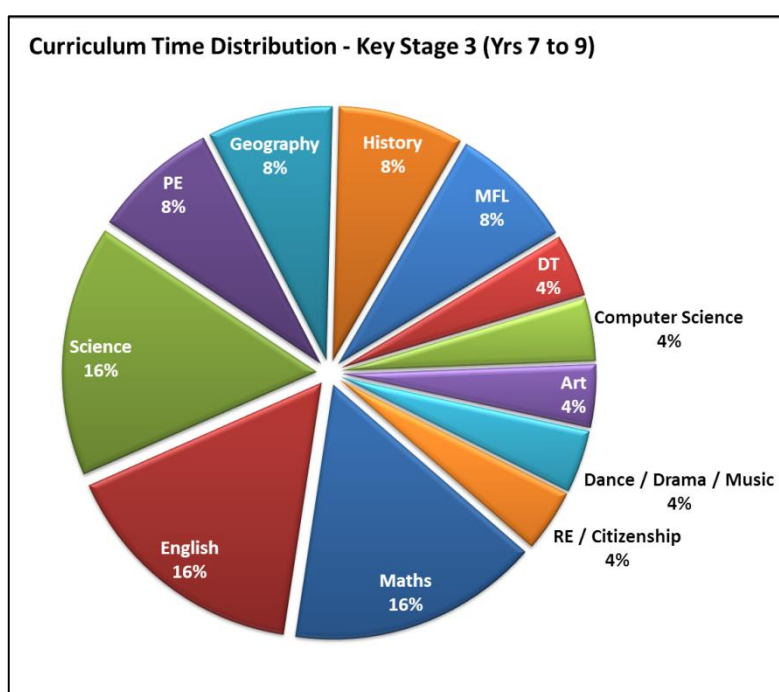
On completion of this two week transition phase students will then start our foundation phase, which spans Year 7 and 8, where they will start to study a wide range of topics across 15 different subjects in order to develop the subject specific knowledge and skills required in each subject area.

Our Year 7 curriculum sees students spend the majority of their time spent 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).

The Year 7 curriculum is completed following a one week timetable consisting of 25 x 60 minute periods – 5 periods per day.

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
Learning 4 Life (RE / Citizenship & PSHE)	1	60
<b>Totals</b>	<b>25</b>	<b>1500</b>



The following pages of this curriculum booklet will give you an overview as to what Year 7 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](mailto: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://hegartymaths.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.

## Year 7 Key Staff

Pastoral Team		
Ms A White	Head of Year 7	awhite@raynespark.merton.sch.uk
Mr T Ayre	Pastoral Support Officer – Year 7	tayre@raynespark.merton.sch.uk

Tutor Team		
Mr M Bishop	7MB Tutor	mbishop@raynespark.merton.sch.uk
Ms S Crossfield	7SC Tutor	scrossfield@raynespark.merton.sch.uk
Ms L Lawner	7LL Tutor	llawner@raynespark.merton.sch.uk
Ms A Leon	7AL Tutor	aleon@raynespark.merton.sch.uk
Ms C McCourt	7CM Tutor	cmccourt@raynespark.merton.sch.uk
Ms T Ogbonna	7TO Tutor	togbonna@raynespark.merton.sch.uk
Mr J Sanderson	7JS Tutor	jsanderson@raynespark.merton.sch.uk

Heads of Department		
Mr R Harris	Head of Art and Design	rharris@raynespark.merton.sch.uk
Ms S Perrotta	Head of Art (Acting)	sperrotta@raynespark.merton.sch.uk
Ms M Bowes	Head of Biology	mbowes@raynespark.merton.sch.uk
Ms R Sandhu	Head of Business Studies	rsandhu@raynespark.merton.sch.uk
Ms C Grandilli	Head of Chemistry	cgrandilli@raynespark.merton.sch.uk
Mr D Jackson	Head of Computer Science	djackson@raynespark.merton.sch.uk
Mr R Burnett	Head of Drama	rburnett@raynespark.merton.sch.uk
Ms E Scott	Head of English	escott@raynespark.merton.sch.uk
Mr D Harris	Head of History	dharris@raynespark.merton.sch.uk
Mr G Collman	Head of Humanities/Geography	gcollman@raynespark.merton.sch.uk
Ms S Kuti	Head of Inclusion (Access Centre and SEND)	skuti@raynespark.merton.sch.uk
Mr J Tombs	Head of Maths	jtombs@raynespark.merton.sch.uk
Mr A Baines	Head of Media	abaines@raynespark.merton.sch.uk
Ms C Lorimer	Head of MFL	clorimer@raynespark.merton.sch.uk
Mr M Robinson	Head of Performing Arts/Music	mrobinson@raynespark.merton.sch.uk
Mr J Sanderson	Head of Physical Education	jsanderson@raynespark.merton.sch.uk
Mr R Jones	Head of Physics	rjones@raynespark.merton.sch.uk
Ms H Best	Head of RE	hbest@raynespark.merton.sch.uk
Ms K Burkin	Head of Science	kburkin@raynespark.merton.sch.uk
Ms R Pugh	Head of Social Sciences	rpugh@raynespark.merton.sch.uk
Mr J Cahill	Head of Travel & Tourism	jcahill@raynespark.merton.sch.uk

## English Curriculum Maps 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<p><b>Transition 'Ghost' by Jason Reynolds</b></p> <p>Exploring content, focusing on family relationships, loss and the value of community.</p> <p><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>	<p><b>Playscript: Frankenstein</b></p> <p>Exploring the importance of parenting, upbringing, social responsibility and issues related to being an outcast and living in isolation.</p> <p><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>	<p><b>Non-fiction: Travel and Adventure</b></p> <p>Exploring travel journalism and the perception of different cultures through Western eyes.</p> <p><b>Language Paper 2 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading non-fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Non-fiction writing skills</li> </ul>	<p><b>Heritage: 19<sup>th</sup> Century Extracts</b></p> <p>Exploring the context of 19<sup>th</sup> century focusing on issues of poverty, class and gender.</p> <p><b>Language Paper 2 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading non-fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Non-fiction writing skills</li> </ul>	<p><b>Shakespeare: An Introduction to Shakespeare</b></p> <p>Exploring the context of Shakespearean England focusing on ideas about power, class, gender &amp; discrimination.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>▪ Analytical techniques</li> <li>▪ Essay writing skills and language skills</li> </ul>	<p><b>Poetry and the History of Storytelling</b></p> <p>Exploring the power of the written word and how morals are imparted through the ballad form and influential texts.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>▪ Comparative skills</li> <li>▪ Literary methods and language skills</li> </ul>

8	<p><b>Modern Novel</b></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><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>	<p><b>Playscript: A Christmas Carol</b></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><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>	<p><b>Non-Fiction Survival: Text Excerpts from the 20th and 21st Centuries</b></p> <p>Exploring a range of non-fiction extracts focusing on real-life issues in society.</p> <p><b>Language Paper 2 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading non-fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Non-fiction writing skills</li> </ul>	<p><b>Heritage: Great Expectations</b></p> <p>Exploring the concept of ambition, crime and the true meaning of wealth.</p> <p><b>Language Paper 2 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading non-fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Non-fiction writing skills</li> </ul>	<p><b>Shakespeare: Romeo and Juliet</b></p> <p>Exploring the meaning of love and relationships within a Shakespearean context.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>▪ Analytical techniques</li> <li>▪ Essay writing skills and language skills</li> </ul>	<p><b>Poetry Across Time</b></p> <p>Exploring the cultures of the world through the poetic form, focusing on the rights and responsibilities of individuals in society.</p> <p><b>Literature skills:</b></p> <ul style="list-style-type: none"> <li>▪ Analytical techniques</li> <li>▪ Essay writing skills and language skills</li> </ul>
9	<p><b>Playscript: Journey's End</b></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><b>Heritage: Literature through time</b></p> <p>Exploring a range of literary texts starting with Aristotle and moving through to the modern day.</p> <p><b>Language Paper 2 skills:</b></p>	<p><b>Non-Fiction: Race and Identity: texts from the 19th, 20th and 21st centuries</b></p> <p>Exploring a range of non-fiction texts from different eras and the disseminating power of the written word.</p> <p><b>Language Paper 2 skills:</b></p>	<p><b>Poetry: War and Conflict</b></p> <p>Exploring the poetic form and literary methods employed by poets within poems from the 19<sup>th</sup> century to the modern day thematically linked through war and conflict.</p>	<p><b>Shakespeare: Richard III</b></p> <p>Examining the concept of ambition and power, the qualities of a leader, including the importance of politics of maintaining control and personal relationships.</p>	<p><b>Modern Literature: Lord of the Flies/Pigeon English/Anita and Me</b></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><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Reading non-fiction texts for meaning</i></li> <li>▪ <i>Grammar and writers' methods</i></li> <li>▪ <i>Non-fiction writing skills</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading non-fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Non-fiction writing skills</li> </ul>	<p><b>Literature Paper 2 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Analytical techniques</li> <li>▪ Essay writing skills</li> <li>▪ Comparative skills through thematic study and language skills</li> </ul>	<p><b>Literature Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Analytical techniques</i></li> <li>▪ <i>Essay writing skills</i></li> <li>▪ <i>Comparative skills through thematic study and language skills</i></li> </ul>	<p><b>Language Paper 1 skills:</b></p> <ul style="list-style-type: none"> <li>▪ Reading fiction texts for meaning</li> <li>▪ Grammar and writers' methods</li> <li>▪ Creative writing skills</li> </ul>
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## Maths Curriculum Maps 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<ul style="list-style-type: none"> <li>Transition</li> <li>Sequences</li> <li>Understanding and using algebraic notation</li> </ul>	<ul style="list-style-type: none"> <li>Equality and equivalence</li> <li>Place value and ordering integers and decimals</li> </ul> <p>Vaccine Week</p>	<ul style="list-style-type: none"> <li>Fraction, decimal and percentage equivalence</li> <li>Solving problems with addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Solving problems with addition and subtraction</li> <li>Solving problems with multiplication and division</li> </ul> <p>Social Justice Week</p>	<ul style="list-style-type: none"> <li>Solving problems with multiplication and division</li> <li>Four operations with directed number</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction of fractions</li> </ul> <p>Crime &amp; Mystery Week</p>
<b>8</b>	<ul style="list-style-type: none"> <li>Addition and subtraction of fractions</li> <li>Ratio and scale</li> </ul>	<ul style="list-style-type: none"> <li>Multiplicative change</li> <li>Multiplying and dividing fractions</li> </ul> <p>Hygiene Week</p>	<ul style="list-style-type: none"> <li>Multiplying and dividing fractions</li> <li>Working in the Cartesian plane</li> <li>Tables and probability</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, equations and inequalities</li> <li>Sequences</li> <li>Indices</li> </ul> <p>Create &amp; Design Week</p>	<ul style="list-style-type: none"> <li>Fractions and percentages</li> <li>Number sense</li> <li>Construction and measuring</li> </ul>	<ul style="list-style-type: none"> <li>Construction and measuring</li> <li>Area of trapezia and circles</li> <li>Line symmetry and reflection</li> </ul> <p>Languages week</p>
<b>9*</b>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Rounding</li> <li>Percentages</li> <li>Recipes</li> <li>Algebraic expressions</li> <li>Formulae</li> <li>Expanding brackets</li> </ul>	<ul style="list-style-type: none"> <li>Factorising</li> <li>Solving linear equations</li> <li>Best Buy</li> <li>Proportion</li> <li>Circles</li> <li>Volume</li> <li>Surface Area</li> </ul> <p>Enterprise Week</p>	<ul style="list-style-type: none"> <li>Angle Problems</li> <li>Pythagoras' Theorem</li> <li>Estimating</li> <li>HCF/LCM</li> </ul>	<ul style="list-style-type: none"> <li>Drawing graphs</li> <li>Inequalities</li> <li>Systematic listing</li> <li>Sequences</li> <li>Equation of a line</li> <li>Simultaneous</li> <li>Probability</li> </ul> <p>Brain Week</p>	<ul style="list-style-type: none"> <li>Reflections</li> <li>Rotations</li> <li>Translations</li> <li>Enlargements</li> <li>Similar Shapes</li> <li>Congruence</li> <li>Vectors</li> <li>Two way tables</li> </ul>	<ul style="list-style-type: none"> <li>Frequency polygons</li> <li>Averages</li> <li>Pie Charts</li> <li>Scatter graphs</li> <li>Loci</li> <li>Construction</li> </ul> <p>Renaissance Week</p>

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

## Science Curriculum Map 2021- 2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	Transition Content  Introduction to Science skills <ul style="list-style-type: none"> <li>Planning</li> <li>Analysing</li> <li>Identifying variables</li> <li>Graph work</li> </ul>	Matter <ul style="list-style-type: none"> <li>Physical and chemical properties</li> <li>Chemical changes</li> </ul> Organisms <ul style="list-style-type: none"> <li>Structures of the human body</li> <li>Reactions</li> <li>Reactions between metal, acid, oxygen and water.</li> </ul>	Forces <ul style="list-style-type: none"> <li>Balanced and unbalanced forces</li> <li>Speed</li> </ul> Genes <ul style="list-style-type: none"> <li>Inherited and environmental variation</li> </ul> Electromagnets <ul style="list-style-type: none"> <li>Electricity</li> </ul>	Energy <ul style="list-style-type: none"> <li>Energy changes between various stores</li> <li>Renewable and non-renewable energy resources</li> </ul> Earth <ul style="list-style-type: none"> <li>Structure of the earth</li> <li>The rock cycle</li> <li>The solar system</li> </ul>	Waves <ul style="list-style-type: none"> <li>Properties of waves</li> <li>Reflection and refraction</li> </ul> Ecosystems <ul style="list-style-type: none"> <li>Food chains</li> <li>Competition for survival</li> </ul>	Revision for end of year exams and Practical Skills
<b>8</b>	Science Skills Review <ul style="list-style-type: none"> <li>Provide evidence</li> <li>Carrying scientific investigations</li> </ul> Matter <ul style="list-style-type: none"> <li>Atomic structure</li> <li>The periodic table</li> </ul>	Organisms <ul style="list-style-type: none"> <li>Respiratory and digestive systems</li> </ul> Electromagnets <ul style="list-style-type: none"> <li>Magnetism</li> </ul> Reactions <ul style="list-style-type: none"> <li>Conservation of mass</li> <li>Energy changes</li> </ul>	Forces <ul style="list-style-type: none"> <li>Friction and drag</li> <li>Pressure in gases and liquids</li> </ul> Genes <ul style="list-style-type: none"> <li>Charles Darwin and natural selection</li> <li>Biodiversity</li> </ul>	Energy <ul style="list-style-type: none"> <li>Transfer of energy as work</li> <li>Conduction, convection and radiation</li> </ul> Earth <ul style="list-style-type: none"> <li>Earth's atmosphere</li> <li>Climate change</li> </ul>	Waves <ul style="list-style-type: none"> <li>Radiation</li> <li>Electromagnetic spectrum</li> </ul> Ecosystems <ul style="list-style-type: none"> <li>Aerobic and anaerobic respiration</li> <li>Photosynthesis</li> </ul>	Revision for end of year exams and Practical Skills
<b>9</b>	Ecology <ul style="list-style-type: none"> <li>Adaptations, interdependence and competition</li> </ul> Atomic structure <ul style="list-style-type: none"> <li>Particle model</li> </ul> Conservation of energy <ul style="list-style-type: none"> <li>Stores of energy</li> </ul>	Ecology <ul style="list-style-type: none"> <li>Organising an ecosystem</li> <li>Biodiversity and ecosystems</li> </ul> The periodic table <ul style="list-style-type: none"> <li>Groups 1, 7 and 0</li> </ul> Dissipation of energy <ul style="list-style-type: none"> <li>Energy in devices</li> </ul>	Cells & Organisation <ul style="list-style-type: none"> <li>Cell structure</li> </ul> Structure and bonding <ul style="list-style-type: none"> <li>Ionic, covalent and metallic substances</li> </ul> Energy transfer by heating <ul style="list-style-type: none"> <li>Insulating materials</li> </ul>	Disease & Bioenergetics <ul style="list-style-type: none"> <li>Communicable diseases</li> <li>Non-communicable diseases</li> </ul> Chemical calculations <ul style="list-style-type: none"> <li>Relative masses and molar calculations</li> </ul> Energy resources <ul style="list-style-type: none"> <li>Generating electricity</li> </ul>	Disease & Bioenergetics <ul style="list-style-type: none"> <li>Preventing and treating disease</li> </ul> The Earth's atmosphere <ul style="list-style-type: none"> <li>Evolution of the atmosphere</li> <li>Pollution</li> </ul> Molecules and Matter <ul style="list-style-type: none"> <li>States of matter and changes of state</li> </ul>	Revision for end of year exams and Practical Skills

## Art Curriculum Map 2021- 2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<b>Transition Project: Ghost (2 weeks)</b> <ul style="list-style-type: none"> <li>▪ Creating a 3-D trainer from paper.</li> <li>▪ Developing ideas based on a narrative</li> </ul>	<b>Sweet Treats</b> <ul style="list-style-type: none"> <li>▪ Colour theory</li> <li>▪ Painting</li> <li>▪ Wayne Thiebaud</li> </ul>	<b>Insects</b> <ul style="list-style-type: none"> <li>▪ Observational drawing</li> <li>▪ Drawing/ mark making in other media</li> <li>▪ Ancient Art</li> </ul>	<b>Insects</b> <ul style="list-style-type: none"> <li>▪ Pattern</li> <li>▪ Press printing</li> </ul>	<b>Honey I Shrunk the Kids</b> <ul style="list-style-type: none"> <li>▪ Photography</li> <li>▪ Street art: Slinkachu</li> <li>▪ Observational drawing</li> </ul>	<b>Honey I Shrunk the Kids</b> <ul style="list-style-type: none"> <li>▪ Fauvism</li> <li>▪ Colour theory</li> <li>▪ Paint skills</li> </ul>
	<b>Sweet Treats</b> <ul style="list-style-type: none"> <li>▪ Photography</li> <li>▪ Learning how to draw 3-D shapes</li> <li>▪ Observational drawing.</li> </ul>					
8	<b>Michael Craig Martin</b> <ul style="list-style-type: none"> <li>▪ Observational drawing</li> <li>▪ Developing ideas in the style of Michael Craig Martin.</li> <li>▪ Understanding composition</li> <li>▪ Developing ideas.</li> </ul>	<b>Michael Craig Martin</b> <ul style="list-style-type: none"> <li>▪ Colour theory</li> <li>▪ Large Scale painting</li> </ul>	<b>Picasso Faces</b> <ul style="list-style-type: none"> <li>▪ Picasso and African art</li> <li>▪ Abstracted faces</li> <li>▪ Drawing techniques</li> </ul>	<b>Picasso Faces</b> <ul style="list-style-type: none"> <li>▪ Developing design ideas</li> <li>▪ Cardboard relief</li> </ul>	<b>Architecture</b> <ul style="list-style-type: none"> <li>▪ Perspective drawing</li> <li>▪ Brutalist Architecture</li> </ul>	<b>Architecture</b> <ul style="list-style-type: none"> <li>▪ Working in 3-D</li> </ul>

9	<b>Protest Art</b> <ul style="list-style-type: none"> <li>▪ Protest art</li> <li>▪ Shepard Fairy</li> <li>▪ Creating a piece of work that has a political message</li> <li>▪ Stencil art</li> </ul>	<b>Evolve</b> <ul style="list-style-type: none"> <li>▪ Camera settings.</li> <li>▪ Manipulating photographs.</li> <li>▪ Mono printing</li> <li>▪ Pattern and composition</li> </ul>	<b>Mexican Day of the Dead</b> <ul style="list-style-type: none"> <li>▪ Observational drawing</li> <li>▪ Mexican culture</li> <li>▪ Symbols and patterns</li> </ul>	<b>Mexican Day of the Dead</b> <ul style="list-style-type: none"> <li>▪ Composition</li> <li>▪ Colour theory</li> <li>▪ Painting</li> </ul>	<b>Natural Forms</b> <ul style="list-style-type: none"> <li>▪ Observational drawings</li> <li>▪ Mark making</li> <li>▪ Oil pastels</li> </ul>	<b>Natural Forms</b> <ul style="list-style-type: none"> <li>▪ Kate Malone</li> <li>▪ Ceramics</li> </ul>
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## Dance Curriculum Maps 2021-22

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost	Cartoon Capers/ Gladiators	Ghost	Cartoon Capers/ Gladiators	Ghost	Cartoon Capers/ Gladiators
8	Bollywood	African	Bollywood	African	Bollywood	African
9	African	Bollywood	African	Bollywood	African	Bollywood

## Drama Curriculum Maps 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	<b>Ghost by Jason Reynolds</b> Transition  <b>Grimm Tales</b> Baseline assessment	<b>Refugee Boy</b> Contemporary theatre	<b>Grimm Tales</b> Baseline assessment	<b>Refugee Boy</b> Contemporary theatre	<b>Grimm Tales</b> Baseline assessment	<b>Refugee Boy</b> Contemporary theatre
8	<b>The Masque of the Red Death</b> Storytelling	<b>A Midsummer Night's Dream</b> Classical theatre	<b>The Masque of the Red Death</b> Storytelling	<b>A Midsummer Night's Dream</b> Classical theatre	<b>The Masque of the Red Death</b> Storytelling	<b>A Midsummer Night's Dream</b> Classical theatre
9	<b>Antigone</b> Ancient Greek theatre	<b>The Riots</b> Issue based devising	<b>Antigone</b> Ancient Greek theatre	<b>The Riots</b> Issue based devising	<b>Antigone</b> Ancient Greek theatre	<b>The Riots</b> Issue based devising

## Design & Technology Curriculum Maps 2020-2021

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<b>Ghost</b>  <b>Design</b> Layout Typography  <b>Make</b> 3D card modelling Nets Knife Skills  <b>Knowledge</b> Nets Weighing/Measuring Packaging	<b>Video Game</b>  <b>Design</b> 2-Point Perspective Isometric Drawing Sketching Detailed Drawing  <b>Make</b> Paper modelling  <b>Knowledge</b> The work of others Prototype development	<b>Pop-up Card</b>  <b>Design</b> Concept Drawing/Sketching  <b>Make</b> 3D card modelling  <b>Knowledge</b> Ecological and social footprint Briefs & Specifications	<b>Typography</b>  <b>Design</b> Sketching Annotation  <b>Make</b> N/A  <b>Knowledge</b> Computer-aided Manufacture Computer-aided Design	<b>Personal Airline Theme</b>  <b>Design</b> Sketching  <b>Make</b> 3D card modelling  <b>Knowledge</b> Materials and their working properties Measuring Shapes Reading data	<b>Healthy Eating Challenge</b>  <b>Design</b> Sketching Annotation  <b>Make</b> Knife Skills Sauce Dough making  <b>Knowledge</b> Food spoilage Weighing /Measuring Planning Diets Healthy eating
<b>8</b>	<b>Cushion</b>  <b>Design</b> Sketching  <b>Make</b> Heat Press Embellishment  <b>Knowledge</b> Environmental, social and economic challenge Printing technics	<b>Action Figure</b>  <b>Design</b> Sketching  <b>Make</b> 2D card modelling Vacuum forming  <b>Knowledge</b> Quality Control Shaping technics Packaging	<b>Architecture</b>  <b>Design</b> Orthographic drawing Construction lines  <b>Make</b> 3D card modelling  <b>Knowledge</b> Forces and Stresses Selecting Materials Measuring Scale drawing	<b>New Technologies</b>  <b>Design</b> Sketching Digital drawing  <b>Make</b> N/A  <b>Knowledge</b> New and emerging technologies Augmented reality Virtual reality	<b>International Cuisines</b>  <b>Design</b> Sketching Annotation  <b>Make</b> 3D card modelling  <b>Knowledge</b> Selection ingredients Food choice Heath Nutritional needs	<b>Burger Box</b>  <b>Design</b> Sketching Layout Typography  <b>Make</b> 3D card modelling  <b>Knowledge</b> Labelling Food spoilage Measuring

9	App Design	Trainer Project	Chair Design	Music Festival	Pizza Challenge	Science Behind Food
	<b>Design</b> Sketching  <b>Make</b> N/A  <b>Knowledge</b> Computer-aided Design Target Market Design Development	<b>Design</b> Rendering Shading tone  <b>Make</b> 3D card modelling  <b>Knowledge</b> Colour theory Packaging Product analysis	<b>Design</b> Sketching Assembly drawing Isometric Drawing  <b>Make</b> 3D card modelling Laser cutting  <b>Knowledge</b> Standard components Flat packs furniture Use of woods	<b>Design</b> Concept Drawing/Sketching  <b>Make</b> N/A  <b>Knowledge</b> Social Issues Product Sustainability	<b>Design</b> N/A  <b>Make</b> Knife Skills Raining agents Sauce making Use of the cooker  <b>Knowledge</b> Sources and origins Weighing/Measuring Nutrition Packaging	<b>Design</b> N/A  <b>Make</b> Knife Skills Preparation fruit and vegetables Cooking methods  <b>Knowledge</b> Food provenance Weighing/Measuring Micronutrients Macronutrients

## French Curriculum Maps 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<b>'Ghost'/ Tout sur moi</b> Introduce yourself Describe yourself and others French speaking regions Nouns and articles The present tense of Avoir General introduction to sounds in French Activities to spot the silent letters at the end of words Sounds e-er-é	<b>Mon monde perso</b> Personality, Family, School subjects, friends Avoir and Être Adjective agreement Possessive adjectives Comparisons Connectives Sounds eu-oe-oeu,-oi, -on	<b>Autour de moi</b> School, home and animals Present tense of regular ER verbs Adjective agreement (colours) Noun plurals and adjectives Sounds –ai, -ch, a-à-â	<b>À table</b> Food Mealtimes Opinions Quantities Partitive adjectives Present tense manger/boire Negatives Pouvoir + infinitive Opinion verbs + infinitive Je voudrais + noun/infinitive Revise sounds e-er-é. Sounds ou - oû – où, u – û.	<b>Mon quartier</b> Describing a town Things to do in different places Directions Arranging to go out Il y a/Il n'y a pas de Prepositions Imperative Prepositions Voulour and pouvoir + infinitive Revise sound –oi. Sounds . o - ô - au – eau, i - î – y	<b>Ça c'est mon truc</b> Clothes Weather Weekend activities Present tense of regular er verbs Present tense of faire Reflexive verbs Possessive adjectives Activities to revise all sounds taught from the beginning of the year.
<b>8</b>	<b>Destination vacances</b> Holiday preferences Ideal holidays A past holiday The present tense of Choisir, finir, prendre The near future Je voudrais/Je aimerais + infinitive In (countries): en/au/aux/à The perfect tense with avoir	<b>Bouger, c'est important</b> Sports Parts of the body and injuries Jouer and faire Depuis + present tense Je voudrais/Je aimerais The perfect tense of aller Pouvoir +infinitive J'ai mal au/à al/à l'/aux Sounds –ch, - o - ô - au – eau,-q-qu.	<b>Aux quatre coins du monde</b> Where you live Daily routine Helping others Francophone Africa Comparisons using plus/moins The near future Reflexive verbs The perfect tense with avoir/etre Expressions using avoir: Faim/soif/peur	<b>C'est quoi, la France?</b> Describing countries Comparing France and Britain Present tense with er verbs Use of 'on' Comparatives and superlatives Perfect tense revision Ask questions 'Qui' to link sentences Sounds -ou - oû – où, -ç - c+ e/i/y,- ll after i - il	<b>Le monde des médias</b> TV, music, film and reading genres and preferences Direct object pronouns Faire +infinitive and rendre + adjective Ce que Opinions in the past Verb + infinitive structures Sounds –qu, -o not at end of word,on, -om	<b>Accro à la technologie?</b> Technology and leisure uses Social media Adjectives (agreement and position) Verb + preposition + infinitive Impersonal structures À + definitive article Revision of sounds taught so far

	The perfect tense of aller Sounds e-er-é,-ai, -gn		Sounds -oi, eu-oe-oeu,-an-am-en-em	after vowel - ill after vowel		
<b>9</b>	<b>Être ado, c'est quoi ?</b>  Relationships with parents Helping at home Pocket money Pressures faced by teenagers Pronouns me, te, se Modal verbs : Devoir, pouvoir and vouloir The imperative Imperfect tense Present and imperfect tenses Activities to spot the silent letters at the end of words Sounds -e-er-é,-ai, -oi	<b>En pleine forme!</b>  Healthy eating and lifestyles Resolutions Impersonal structures Pronoun 'en' Perfect tense revision Expressions of quantity Future tense Sounds -on-om-o - ô - au - eau, o not at end of word	<b>Rendez-vous</b>  Organising a party Describing festivals Near future On pourrait + infinitive Perfect tense with être Imperfect tense Vous form Past and present tense Sounds eu-oe-oeu, -a-à-â, -ou - ôû - où, -u - û	<b>Autour du monde</b>  Travel and transport Buying tickets Plan a holiday Describe past holiday Ne ...jamais/ ni ... ni... Present tense of choisir and partir Correct tenses with 'si' and 'quand' Perfect and imperfect tenses Combination of tenses Sounds g+ e/i/y - j, g - gu +e/i/y, s between vowels - s/x before vowel, ll after i - il after vowel - ill after vowel	<b>Chez moi, ça veut dire quoi ?</b>  Types of home Rooms in house Describing bedrooms Describing ideal homes Y Depuis + present tense Regular re verbs in the present tense Prepositions Si clauses + imperfect tense and conditional Sounds gn,- in - im - ain - aim - ein - eim - yn - ym,-ien,- ç - c+ e/i/y	<b>Un métier, un rêve !</b>  Jobs and qualities needed Ideal jobs and ambitions Part time jobs Success and failure Masculine and feminine forms of jobs Imperfect and conditional revision Use different tenses together Si clauses Quand with different tenses Sounds revision

## Geography Curriculum Map 2021-2022

### Key Stage 3

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

## History Curriculum Maps 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<ul style="list-style-type: none"> <li>▪ <b>The Norman Conquest</b></li> <li>▪ What was England like before the battle of Hastings?</li> <li>▪ Why was England a battlefield in 1066?</li> <li>▪ What have you learned? <b>Causation</b></li> <li>▪ How did William take control of England?</li> <li>▪ What have you learned? <b>Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Religion in Medieval England</b></li> <li>▪ Why was the church so important in people's lives?</li> <li>▪ What have you learned? <b>Evidence</b></li> <li>▪ Why was the archbishop of Canterbury murdered?</li> <li>▪ Did the church make everyone good?</li> <li>▪ What have you learned? <b>Analytical narrative</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The problems of medieval monarchs</b></li> <li>▪ What happened to England's medieval monarchs?</li> <li>▪ How important were England's medieval queens?</li> <li>▪ What have you learned? <b>Interpretations</b></li> <li>▪ How powerful were England's monarchs?</li> <li>▪ What have you learned? <b>Causation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Crusades</b></li> <li>▪ Why was Jerusalem worth dying for?</li> <li>▪ What have you learned? <b>Evidence</b></li> <li>▪ Did the crusades change the Holy land?</li> <li>▪ What have you learned? <b>Change</b></li> <li>▪ The problems of Medieval Monarchs</li> <li>▪ What happened to England's medieval monarchs?</li> <li>▪ How important were medical queens?</li> <li>▪ What have you learned? <b>Interpretations</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Black Death</b></li> <li>▪ Was 1348 the end of the world?</li> <li>▪ What have you learned? <b>Evidence</b></li> <li>▪ What was it like to live in the shadow of the Black death?</li> <li>▪ What have you learned?</li> <li>▪ <b>Change?</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Migration</b></li> <li>▪ Who were the first English people?</li> <li>▪ What have you learned? <b>Chronology</b></li> <li>▪ What drove people to migrate?</li> <li>▪ How have migrants changed Britain?</li> <li>▪ What have you learned? <b>Interpretations</b></li> </ul>

8	<ul style="list-style-type: none"> <li>▪ <b>The English Civil War</b></li> <li>▪ <b>Why did the English fight in 1642</b></li> <li>▪ What have you learned? <b>Causation</b></li> <li>▪ Why did the English kill the King?</li> <li>▪ What have you learned ? <b>Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Changing ideas: 1660 to 1789</b></li> <li>▪ Why were kings back in fashion by 1660?</li> <li>▪ What have you learned? <b>Analytical narrative</b></li> <li>▪ What made restoration London exciting?</li> <li>▪ How modern was England by 1789?</li> <li>▪ What have you learned? <b>Change</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Slave Trade</b></li> <li>▪ What was it like to be involved in the slave trade?</li> <li>▪ What have you learned? <b>Evidence</b></li> <li>▪ Why was the slave trade abolished?</li> <li>▪ The big history of slavery</li> <li>What have you learned? <b>Interpretation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The British Empire</b></li> <li>▪ How did the British Empire develop?</li> <li>▪ What have you learned? <b>Chronology</b></li> <li>▪ Who benefited from the British Empire?</li> <li>▪ What have you learned? <b>Causation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Industrial Revolution</b></li> <li>▪ <b>What was the Industrial Revolution?</b></li> <li>▪ <b>Would you have survived the Industrial Revolution?</b></li> <li>▪ <b>What have you learned?</b></li> <li>▪ <b>Did the Industrial Revolution bring progress and improvement?</b></li> <li>What have you learned? <b>Continuity and change</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Industrial Revolution (part 2)</b></li> <li>▪ The Great Hunger – the Irish Famine</li> <li>▪ The death of Queen Victoria – what was the world like in 1901?</li> <li>Case study: the sinking of the Titanic</li> <li>What have you learned? <b>Cause and consequence</b></li> <li><b>Continuity and change</b></li> </ul>
9	<ul style="list-style-type: none"> <li>▪ <b>Getting the vote</b></li> <li>▪ How democratic was Britain in the 19<sup>th</sup> century?</li> <li>▪ What's the truth about Victorian women?</li> <li>▪ What have you learned? <b>Making Inferences</b></li> <li>▪ How did women get the vote?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The First World War</b></li> <li>▪ Why did the First World War start in 1914?</li> <li>▪ What have you learned ? <b>Causation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Conflict in the 20th Century</b></li> <li>▪ How did new ideas cause conflict?</li> <li>▪ What were the main events of the Second World war?</li> <li>▪ How do you fight a 'Cold war'?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Holocaust</b></li> <li>▪ To what extent were Jews persecuted before the Holocaust?</li> <li>▪ What have you learned' <b>Evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Change</b></li> <li>▪ What's the best way to bring about change?</li> <li>▪ What have you learned. <b>Utility</b></li> <li>▪ What's the best way to bring about change (2)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Crime and punishment in Early modern Britain</b></li> <li>▪ Crime and punishment in Britain C1000-17000</li> <li>▪ Crime and punishment and law enforcement</li> </ul>

	<ul style="list-style-type: none"> <li>How much more democratic was Britain by 1930?</li> <li>What have you learned? <b>Change</b></li> </ul>	<ul style="list-style-type: none"> <li>What was the First war like?</li> <li>What have you learned? <b>Making Inferences</b></li> </ul>	<ul style="list-style-type: none"> <li>What have you learned? <b>Analytical narrative</b></li> <li>How was the USA drawn into the Vietnam war?</li> <li>What caused conflict in the 20<sup>th</sup> century</li> <li><b>What have you learned?</b> <b>Consequences</b></li> </ul>	<ul style="list-style-type: none"> <li>How were the Nazis able to implement the 'Final solution'?</li> <li>What have you learned? <b>Interpretations</b></li> </ul>	<ul style="list-style-type: none"> <li>What have you learned? <b>Interpretation's</b></li> <li>Murder mystery: Who killed JFK?</li> </ul>	<p>in medieval England</p>
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## ICT Curriculum Map 2021- 2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<b>School Project</b> (Ghost) <ul style="list-style-type: none"> <li>Files handling</li> <li>Web Quest – reliability and validity of information on the web</li> <li>Web Quest – research on various technologies used in sports (athletics).</li> <li>How to use teams</li> <li>Email etiquette</li> </ul> <b>E-safety &amp; Formatting</b> Health and Well-being and how to be a modelled citizen including equality and diversity  Create a presentation staying safe online.	<b>Python Programming</b> (Stings, Print, Variables, Selection & Turtle)  (Problem-solving skills/ creative thinker skill) <ul style="list-style-type: none"> <li>Write several programs to solve various problems</li> </ul>		<b>Spreadsheet Modelling</b> <ul style="list-style-type: none"> <li>Create several models in SS</li> </ul>	<b>Small Basic</b>  Write several programs in another language and produce drawings using codes. <ul style="list-style-type: none"> <li>Making decision</li> <li>Repeating</li> <li>Graphics</li> <li>Turtle Graphics</li> <li>Subroutines</li> <li>Arrays</li> </ul>	<b>Scratch Programming</b>
<b>8</b>	<b>Functional Skills</b> <ul style="list-style-type: none"> <li>File Management</li> <li>Create a poster in MS Publisher</li> <li>Spreadsheet</li> </ul>	<b>E-safety &amp; Formatting</b> Health and Well-being and how to be a modelled citizen <ul style="list-style-type: none"> <li>Create a leaflet on staying safe online and the danger of</li> </ul>	<b>Python Programming</b> cont., (Stings, Print, variables, Selection & Turtle)	<b>HTML &amp; CSS Web</b> Design & Programming <ul style="list-style-type: none"> <li>Use web development software to create a website on input, output</li> </ul>	<b>Game Maker</b> <ul style="list-style-type: none"> <li>Create various games using game maker software. This involves creating own sprites and</li> </ul>	<b>Computational Thinking</b> <ul style="list-style-type: none"> <li>Solve various problem problems using abstraction, decomposition, pattern</li> </ul>

	<ul style="list-style-type: none"> <li>How to submit work on teams?</li> </ul> <p><b>Non-ICT Lesson</b> Binary Data Representation Carry out calculations and understand how computer interpret information</p>	<p>meeting people online. More emphasis on social media platform. Including equality and diversity</p> <p><b>Non-ICT Lesson</b> Review of commonly use social media applications</p> <ul style="list-style-type: none"> <li>terms and condition.</li> <li>Benefits and drawback to organisations and individuals</li> <li>Create storyboard</li> </ul> <p>Flowchart Algorithms to create various instructions in everyday situations.</p> <p><b>Python Programming</b> (Stings, Print, variables, Selection &amp; Turtle)</p>		and storage devices.	intermediate codes	recognition, algorithms
9	<p><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>File Management</li> <li>Email etiquette</li> <li>Spreadsheet</li> <li>How to submit work on teams?</li> </ul>	<p><b>E-safety &amp; Formatting</b> Health and Well-being and how to be a modelled citizen</p> <p>Create a newsletter on staying safe online. Also, incorporating anti-bullying. Also equality and diversity.</p>	<p><b>Mobile Phone Applications</b></p> <ul style="list-style-type: none"> <li>Create mobile app for phone using appshed</li> </ul>	<p><b>Intermediate - Python Programming</b> (Stings, Print, variables, Selection &amp; Turtle)</p>	<p><b>HTML, Advanced CSS &amp; Javascript</b></p> <ul style="list-style-type: none"> <li>Create an online radio station with web development software</li> </ul>	<p><b>Game maker</b></p> <ul style="list-style-type: none"> <li>Create a maze and platform game (Advance level)</li> </ul>

	<b>Non-ICT Lesson</b> Data Representation & Computer (intermediate)					
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## L4L Curriculum Map 2021-22

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<b>World Religions (part 1)</b> <ul style="list-style-type: none"> <li>Transition lessons (linked to Ghost)</li> <li>6 main world religions</li> <li>Christianity beliefs &amp; practices</li> <li>Islam beliefs &amp; practices</li> <li>False preachers</li> </ul>	<b>Lifestyle choices</b> <ul style="list-style-type: none"> <li>Keeping a balanced diet</li> <li>Consequences of an unhealthy life</li> <li>Being active &amp; exercise</li> <li>Food labels</li> <li>Energy drinks</li> <li>Personal Hygiene &amp; puberty</li> </ul>	<b>Healthy Relationships (part 1)</b> <ul style="list-style-type: none"> <li>Recognising unhealthy relationships</li> <li>Love &amp; control</li> <li>Domestic abuse/violence</li> <li>Unwanted attention</li> <li>Drugs &amp; Alcohol</li> </ul>	<b>Finance &amp; Budgeting</b> <ul style="list-style-type: none"> <li>Money &amp; currency</li> <li>Wants vs Needs</li> <li>Budgeting</li> <li>Credit &amp; Debit</li> <li>Money Mindfulness</li> <li><b>Careers</b></li> </ul>	<b>Our society - Democracy</b> <ul style="list-style-type: none"> <li>Meaning of democracy</li> <li>The government</li> <li>Voting</li> <li>Parliament &amp; law making</li> <li>Political parties</li> <li>Councillors &amp; MPs</li> </ul>	<b>Religious Festivals (part 1)</b> <ul style="list-style-type: none"> <li>Diwali</li> <li>Easter</li> <li>Eid</li> <li>Ganesh</li> <li>Hanuka</li> </ul>
<b>8</b>	<b>Respect (them &amp; us)</b> <b>Careers</b> <ul style="list-style-type: none"> <li>Respecting others</li> <li>How to disagree</li> <li>How to debate</li> <li>How to be different</li> <li>How to speak up</li> <li><b>Careers</b></li> </ul>	<b>Relationship &amp; Sex Education (part 1)</b> <ul style="list-style-type: none"> <li>Puberty</li> <li>Periods</li> <li>Relationships</li> <li>Sex &amp; Conception</li> <li>Contraception</li> <li>Teen Pregnancy</li> </ul>	<b>Mental Health (part 1)</b> <ul style="list-style-type: none"> <li>Anxiety</li> <li>Body image</li> <li>Resilience</li> <li>Stress</li> <li>Self-esteem</li> <li>Self-confidence</li> <li>Making choices</li> </ul>	<b>Our society - Values</b> <ul style="list-style-type: none"> <li>British Values</li> <li>Citizenship</li> <li>Tolerance</li> <li>Monarchy</li> <li>Criminal justice system</li> <li>The Court system</li> </ul>	<b>World Religions (part 2)</b> <ul style="list-style-type: none"> <li>Buddhism</li> <li>Sikhism</li> <li>Cults &amp; religious leaders</li> <li>Religious Festivals</li> <li>Religious Pilgrimage</li> </ul>	<b>Religious Festivals (part 2)</b> <ul style="list-style-type: none"> <li>Lent (Ash Wednesday)</li> <li>Paganism</li> <li>Pancake day</li> <li>The nativity</li> <li>Wesek</li> </ul>
<b>9</b>	<b>Our society - Crime &amp; Punishment</b> <ul style="list-style-type: none"> <li>Young offenders</li> <li>Knife crime</li> <li>Acid attacks</li> <li>Anti-social behaviour</li> <li>Radicalisation &amp; Extremism</li> </ul>	<b>Healthy Relationships (part 2)</b> <ul style="list-style-type: none"> <li>Family types</li> <li>Conflict</li> <li>Domestic abuse</li> <li>Forced marriage</li> <li>Friendships</li> <li>Break ups</li> </ul>	<b>Relationships &amp; Sex Education (part 2)</b> <ul style="list-style-type: none"> <li>Consent</li> <li>FGM</li> <li>LGBT and relationships</li> <li>Media representations and Pornography</li> <li>Careers</li> </ul>	<b>Mental Health (part 2)</b> <ul style="list-style-type: none"> <li>Self harm</li> <li>Social Anxiety</li> <li>Eating disorders</li> <li>Coping with Grief</li> <li>Impact of Suicide</li> </ul>	<b>First Give</b> <ul style="list-style-type: none"> <li>First Give planning</li> </ul>	<b>First Give Careers</b> <ul style="list-style-type: none"> <li>First Give presentation</li> </ul>

## Music Curriculum Maps 2021-2022

### Key Stage 3 (Taught on a 1 term carousel for KS3)

Year	Half term 1	Half term 2
7	<p><b>Find Your Voice: Singing Traditional Folk Songs</b></p> <p>In this first unit, students will build upon the ensemble skills developed at KS2 and apply these to singing pieces from different world folk music cultures.</p> <p>Students will focus on listening to different world music performances and gain an understanding of how pitch is notated in the treble clef as well as being able to explain the sections found in an SATB choir.</p>	<p><b>Class Orchestra: Baroque Music &amp; The Great Composers</b></p> <p>In this performance unit, our students will build on all of the knowledge gained through year 7 to become a Classroom Orchestra. Learners will gain an understanding how different textural layers are added gradually to a baroque ground-bass piece and be able to perform them as part of a large ensemble.</p> <p>Students will focus on the development of the orchestral, developing the aural skills to recognise instruments within families when appraising Western Classical Music styles.</p>
8	<p><b>A Kind of Blue: The Development of Blues Music</b></p> <p>Students will explore the origins of Blues Music, understanding its wider historical context. Students will work on developing a whole class performance of a 12-bar blues piece in C major, developing keyboard skills to perform a chord pattern, walking bass line and improvisation using the blues scale.</p> <p>Students will focus on listening to traditional jazz and blues instrumentation, describing their roles with the ensemble.</p>	<p><b>Class Orchestra: Baroque Music &amp; The Great Composers</b></p> <p>In this performance unit, our students will build on all of the knowledge gained through year 7 to become a Classroom Orchestra. Learners will gain an understanding how different textural layers are added gradually to a baroque ground-bass piece and be able to perform them as part of a large ensemble.</p> <p>Students will focus on the development of the orchestral, developing the aural skills to recognise instruments within families when appraising Western Classical Music styles.</p>
9	<p><b>A Kind of Blue: The Development of Blues Music</b></p> <p>Students will explore the origins of Blues Music, understanding its wider historical context. Students will work on developing a whole class performance of a 12-bar blues piece in C major, developing keyboard skills to perform a chord pattern, walking bass line and improvisation using the blues scale.</p> <p>Students will focus on listening to traditional jazz and blues instrumentation, describing their roles with the ensemble.</p>	<p><b>African Drumming: Traditional Djembe Ensemble</b></p> <p>Students will explore West African drumming and work towards a performance as a large djembe ensemble; learning rhythms and key features of this style of traditional music.</p> <p>Students will focus on listening to various rhythmic performances from different cultures, exploring similarities and differences between different World music styles.</p>

## PE Curriculum Maps 2021 - 22

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
7	Ghost	Principles of movement within physical activity  Introduction to invasion games	Fitness/ Athletics Netball	Basketball Tag Rugby	Tennis Handball	Athletics Striking and fielding
8	Football	Tag Rugby Fitness/ Athletics	Athletics Basketball	Tennis Cricket	Volleyball Netball	Athletics Striking and fielding
9	Handball	Football Fitness/ Athletics	Rounders Tag Rugby	Cricket Volleyball	Tennis Netball	Athletics Striking and fielding

## Spanish Curriculum Map 2021-2022

### Key Stage 3

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>7</b>	<b>Ghost</b> Greetings and introductions (Pron: ll) Numbers 1-15 'Tengo' for age Classroom instructions Dates/birthdays numbers 15-31 (Pron: J) Alphabet – phonics intro (H, ñ, g) Nationality 'Soy de ...' 'La Hispanidad' – Celebrating diversity in the Spanish speaking world/problematising the 'discovery' of the Americas	<b>Tener</b> Classroom language Verb 'Tener' Family members: 'Tengo un hermano' 'Se llama' Age 'Tiene ... años' Classroom objects Pets (Pron: r/rr) Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement with colours Navidad en España	<b>Ser</b> Numbers 1-100 Mi/mis Family members and ages 1 <sup>st</sup> and 3 <sup>rd</sup> person description (sing and plural) Hair/eyes (Tener) Physical and character description (Ser) (Pron J) Adjective agreement continued. Adjectives of frequency Quantifiers Me gusta(n)	<b>Mis pasatiempos</b> Regular present tense AR Hobbies verbs 1 <sup>st</sup> person then whole paradigm Sports (jugar/hacer) (Pron: j/g) Justified opinions on verbs Weather Comparatives mas/menos Cultural input 'El clásico'	<b>Mi Casa</b> Describing homes 'Vivir' (Whole paradigm) 'es/está' Types of house Rooms in house 'Hay' (Pron: H) Describing bedroom (Prepositions of place) Ideal home (basic conditional) (Pron: intonation ía) Cultural input 'Las Islas Canarias'	<b>Repaso</b> <b>EOY</b> <b>Zipe and Zape or Carlitos film project</b> Revision of 3 <sup>rd</sup> person description. Opinions in film reviews
<b>8</b>	<b>En mi ciudad</b> Places in town and description of towns 'Hay/Tiene/Es' 'Ir' whole paradigm 'Para' (Pron: Ca/Ciu) Directions Near future tense Comparatives 'tan ... como'	<b>Mi insti</b> School subjects (Pron: Ge/Gr/ and revision of others) Further opinions Time School description Extra curricula activities Future plans Schools in Spain similarities and differences.	<b>Dieta y salud</b> Food (comer/beber) (Pron: Que/qui) Justified opinions Restaurants Healthy/Unhealthy eating Parts of the body (Doler) At the pharmacy Gastronomy of Spain	<b>Las vacaciones</b> Countries Transport (Ir + prepositions) (Pron: V) Holiday activity verbs Accommodation Extended holiday description	<b>Fuimos a Guatemala</b> Preterite tense (ir) Preterite tense (irregular verbs) (Intonation: é/ó) Future holiday plans (Near future) Mayan civilisation	<b>Repaso</b> <b>EOY</b> <b>'Coco' project</b> Narration (Tense concordance) and film reviews Mexican Culture and the day of the dead
<b>9</b>	<b>Generación Digital</b> Vocabulary: Internet/social media/TV/Films/Cinema	<b>Adictos a la moda</b> Clothes Verb 'llevar' in present (whole paradigm) and	<b>Yo y mi mundo</b> Daily routine (Reflexive verbs) Revision of telling time, question formation,	<b>De paseo por el mundo hispano</b> Texan culture (Present tense radical changing verbs)	<b>Machu Picchu</b> Imperfect tense Cuba Planning dream trip across Latin America	<b>Repaso</b> <b>EOY</b> 'Race across the world' project.

	<p>Revision of telling time/number</p> <p>Revision of giving and justifying opinion</p> <p>Music. Verb 'tocar' first person across various tenses. (Revision of preterite and taste of other forms to be taught later)</p> <p>Prefiero + a</p> <p>Mejor/peor</p> <p>(Pron: J/H/G)</p> <p>Musical Programmes in Spain/South America</p>	<p>then first person across various tenses</p> <p>(pron ll + intonation on verb endings)</p> <p>Revision of single and plural nouns, adjectives and agreement</p> <p>Cardinal and ordinal numbers</p> <p>Vocabulary: Shopping</p>	<p>frequency and sequencing adverbs</p> <p>Relationships (Non-physical reflexive verbs)</p> <p>Jobs (Quiero + ser + noun)</p> <p>(Pron: J/H/RR/ñ/ll/Qui)</p> <p>Global issues/ Simple Future tense</p>	<p>(Pron: Qui/que)</p> <p>Comparing Madrid and Barcelona (Perfect tense)</p> <p>(Pron: H)</p> <p>Mexico (irregular past participles)</p>	<p>Conditional tense</p> <p>(Pron: Intonation of ía endings, C/G and vowel combinations)</p> <p>Guinea Equatorial</p> <p>Geographical and statistical language</p> <p>(Review of pron)</p>	<p>Cultural context travel in different Latin America countries. Revision of studied topics clothes, conditional tense.</p> <p>Transactional language in preparation for GCSE</p>
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