

RAYNES

PARK HIGH SCHOOL

YEAR 9 CURRICULUM INFORMATION
2020-21

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 in Year 9 will complete their GCSE Options this year 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

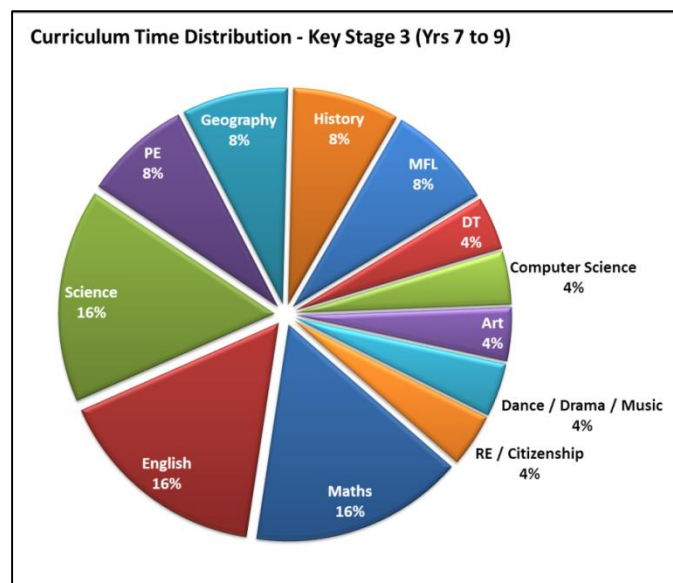
The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- 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
Learning 4 Life (RE / Citizenship & PSHE)	1	60
Totals	25	1500



The following pages of this curriculum booklet will give you a more detailed overview as to what Year 9 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 Morris 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 (Show My Homework): <https://raynespark.showmyhomework.co.uk/school/homeworks/calendar>
- Frog: <https://frog.raynespark.merton.sch.uk>
- 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 9 Key Staff

Pastoral Team		
Mr L Jones	Head of Year 9	ljones@raynespark.merton.sch.uk
Mr G Arnot	Assistant Head of Year 9	garnot@raynespark.merton.sch.uk

Tutor Team		
Mr A Ahmed	9AA Tutor	aahmed@raynespark.merton.sch.uk
Ms C Curtis & Mr J Fitzgerald	9CC Tutor	ccurtis@raynespark.merton.sch.uk jfitzgerald@raynespark.merton.sch.uk
Mr J Cahill	9JC Tutor	jcahill@raynespark.merton.sch.uk
Ms K Meaden	9KM Tutor	kmeaden@raynespark.merton.sch.uk
Ms O Pocentek	9OP Tutor	opocentek@raynespark.merton.sch.uk
Ms R Sandhu	9RS Tutor	rsandhu@raynespark.merton.sch.uk
Ms E Scott & Ms A Leon	9ES Tutor	escott@raynespark.merton.sch.uk aleon@raynespark.merton.sch.uk

Heads of Department		
Ms C Curtis	Head of Art & Photography	ccurtis@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 M Cassini	Head of Chemistry	mcassini@raynespark.merton.sch.uk
Mr D Jackson	Head of Computer Science	djackson@raynespark.merton.sch.uk
Mr R Harris	Head of Design Technology	rharris@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 P Fuller	Head of Media	pfuller@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 S Efford	Head of RE & PSHCE	sefford@raynespark.merton.sch.uk
Ms K Burkin	Head of Science	kburkin@raynespark.merton.sch.uk
Ms S Audley	Head of Social Sciences	saudley@raynespark.merton.sch.uk

Maths Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<ul style="list-style-type: none"> Transition Sequences Understanding and using algebraic notation 	<ul style="list-style-type: none"> Equality and equivalence Place value and ordering integers and decimals 	<ul style="list-style-type: none"> Fraction, decimal and percentage equivalence Solving problems with addition and subtraction 	<ul style="list-style-type: none"> Solving problems with addition and subtraction Solving problems with multiplication and division 	<ul style="list-style-type: none"> Solving problems with multiplication and division Four operations with directed number 	<ul style="list-style-type: none"> Addition and subtraction of fractions
8	<ul style="list-style-type: none"> Four operations with directed number Addition and subtraction of fractions 	<ul style="list-style-type: none"> Ratio and scale Multiplicative change Multiplying and dividing fractions 	<ul style="list-style-type: none"> Multiplying and dividing fractions Working in the Cartesian plane Tables and probability 	<ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices 	<ul style="list-style-type: none"> Fractions and percentages Number sense Construction and measuring 	<ul style="list-style-type: none"> Construction and measuring Area of trapezia and circles Line symmetry and reflection
9*	<ul style="list-style-type: none"> Fractions Rounding Percentages Recipes Algebraic expressions Formulae Expanding brackets 	<ul style="list-style-type: none"> Factorising Solving linear equations Best Buy Proportion Circles Volume Surface Area 	<ul style="list-style-type: none"> Angles Pythagoras' Theorem Estimating HCF/LCM 	<ul style="list-style-type: none"> Drawing graphs Systematic listing Probability 	<ul style="list-style-type: none"> Reflections Rotations Translations Two way tables 	<ul style="list-style-type: none"> Frequency polygons Averages Pie Charts Scatter graphs

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

English Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Transition 'Letters from the Lighthouse'</p> <ul style="list-style-type: none"> Exploring WW2 context, focusing on family relationships, loss and the value of community. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Creative writing skills</i> 	<p>Play script: Frankenstein</p> <ul style="list-style-type: none"> Exploring the importance of parenting, upbringing, social responsibility and issues related to being an outcast and living in isolation. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Creative writing skills</i> 	<p>Non-fiction: travel and adventure</p> <ul style="list-style-type: none"> Exploring travel journalism and the perception of different cultures through Western eyes. <i>Language Paper 2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Heritage: 19th century extracts</p> <ul style="list-style-type: none"> Exploring the context of 19th century focusing on issues of poverty, class and gender. <i>Language Paper 2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Shakespeare: The <i>Tempest</i></p> <ul style="list-style-type: none"> Exploring the context of Shakespearean England focusing on ideas about power, class, gender & discrimination. <i>Literature skills:</i> <i>Analytical techniques</i> <i>Essay writing skills and language skills</i> 	<p>Poetry and the History of Storytelling</p> <ul style="list-style-type: none"> Exploring the power of the written word and how morals are imparted through the ballad form and influential texts. <i>Literature skills:</i> <i>Comparative skills</i> <i>Literary methods and language skills</i>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>Modern Novel</p> <ul style="list-style-type: none"> Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Creative writing skills</i> 	<p>Play script: A Christmas Carol</p> <ul style="list-style-type: none"> Exploring the context of 19th century focusing on issues of poverty, class and gender, wealth, Christianity, and the true meaning of giving and happiness. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers'</i> 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Survival: text excerpts from the 20th and 21st centuries Exploring a range of non-fiction extracts focusing on real-life issues in society. <i>Language Paper 2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Heritage: Great Expectations</p> <ul style="list-style-type: none"> Exploring the concept of ambition, crime and the true meaning of wealth. <i>Language Paper 2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Shakespeare: Romeo and Juliet</p> <ul style="list-style-type: none"> Exploring the meaning of love and relationships within a Shakespearean context. <i>Literature skills:</i> <i>Analytical techniques</i> <i>Essay writing skills and language skills</i> 	<p>Poetry across time</p> <ul style="list-style-type: none"> Exploring the cultures of the world through the poetic form, focusing on the rights and responsibilities of individuals in society. <i>Literature skills:</i> <i>Analytical techniques</i> <i>Essay writing skills and language skills</i>
9	<p>Play script: Journey's End</p> <ul style="list-style-type: none"> Exploring the context of the World War and the condition of the human spirit in friendship, loyalty and in the face of adversity. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Creative writing skills</i> 	<p>Heritage: Literature through time</p> <ul style="list-style-type: none"> Exploring a range of literary texts starting with Aristotle and moving through to the modern day. <i>Language P2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Non-Fiction:</p> <p>Race and Identity: texts from the 19th, 20th and 21st centuries</p> <ul style="list-style-type: none"> Exploring a range of non-fiction texts from different eras and the disseminating power of the written word. <i>Language P2 skills:</i> <i>Reading non-fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Non-fiction writing skills</i> 	<p>Poetry: War and Conflict</p> <ul style="list-style-type: none"> Exploring the poetic form and literary methods employed by poets within poems from the 19th century to the modern day thematically linked through war and conflict. <i>Literature P2 skills:</i> <i>Analytical techniques</i> <i>Essay writing skills</i> <i>Comparative skills through thematic study and language skills</i> 	<p>Shakespeare: Richard III</p> <ul style="list-style-type: none"> Examining the concept of ambition and power, the qualities of a leader, including the importance of politics of maintaining control and personal relationships. <i>Literature P1 skills:</i> <i>Analytical techniques</i> <i>Essay writing skills</i> <i>Comparative skills through thematic study and language skills</i> 	<p>Modern Literature: Lord of the Flies</p> <ul style="list-style-type: none"> Exploring a range of contexts within modern literature focusing on culture, class, gender, crime and issues of morality and the value of relationships. <i>Language Paper 1 skills:</i> <i>Reading fiction texts for meaning</i> <i>Grammar and writers' methods</i> <i>Creative writing skills</i>

Science Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Transition Content Introduction to Science skills</p> <ul style="list-style-type: none"> Planning Analysing Identifying variables Graph work 	<p>Forces</p> <ul style="list-style-type: none"> Balanced and unbalanced forces Speed <p>Matter</p> <ul style="list-style-type: none"> Physical and chemical properties Chemical changes <p>Organisms</p> <ul style="list-style-type: none"> The human body 	<p>Energy</p> <ul style="list-style-type: none"> Energy changes between various stores Renewable and non-renewable energy resources <p>Genes</p> <ul style="list-style-type: none"> Variation 	<p>Earth</p> <ul style="list-style-type: none"> Structure of the earth The rock cycle The solar system <p>Electromagnets</p> <ul style="list-style-type: none"> Electricity 	<p>Waves</p> <ul style="list-style-type: none"> Properties of waves Reflection and refraction <p>Ecosystems</p> <ul style="list-style-type: none"> Food chains Competition <p>Reactions</p> <ul style="list-style-type: none"> Chemical Reactions 	Revision for end of year exams and Practical Skills
8	<p>Science Skills Review</p> <ul style="list-style-type: none"> Provide evidence Carrying scientific investigations <p>Organisms</p> <ul style="list-style-type: none"> Respiratory and digestive systems 	<p>Genes</p> <ul style="list-style-type: none"> Charles Darwin and natural selection Biodiversity <p>Waves</p> <ul style="list-style-type: none"> Properties of waves Reflection and refraction Radiation Electromagnetic spectrum 	<p>Matter</p> <ul style="list-style-type: none"> Atomic structure The periodic table <p>Reactions</p> <ul style="list-style-type: none"> Conservation of mass Energy changes 	<p>Energy</p> <ul style="list-style-type: none"> Energy changes Energy resources Transfer of energy Conduction, convection and radiation <p>Electromagnets</p> <ul style="list-style-type: none"> Magnetism Electricity 	<p>Forces</p> <ul style="list-style-type: none"> Friction and drag Pressure in gases and liquids <p>Ecosystems</p> <ul style="list-style-type: none"> Respiration Photosynthesis <p>Earth</p> <ul style="list-style-type: none"> Earth's atmosphere Climate change 	Revision for end of year exams and Practical Skills
9	<p>Cell structure</p> <ul style="list-style-type: none"> Structure and function of cells <p>Atomic structure</p> <ul style="list-style-type: none"> Particle model <p>Conservation of energy</p> <ul style="list-style-type: none"> Stores of energy 	<p>Transport between cells</p> <ul style="list-style-type: none"> Transport methods <p>The periodic table</p> <ul style="list-style-type: none"> Groups 1, 7 and 0 <p>Dissipation of energy</p> <ul style="list-style-type: none"> Energy in devices 	<p>Cell division</p> <ul style="list-style-type: none"> Mitosis and meiosis Stem cell technology <p>Structure and bonding</p> <ul style="list-style-type: none"> Ionic, covalent and metallic substances <p>Energy transfer by heating</p> <ul style="list-style-type: none"> Insulating materials 	<p>Organisation and the digestive system</p> <ul style="list-style-type: none"> Factors affecting enzyme rates of reactions <p>Chemical calculations</p> <ul style="list-style-type: none"> Relative masses and molar calculations <p>Energy resources</p> <ul style="list-style-type: none"> Generating electricity 	<p>Organising animals and plants</p> <ul style="list-style-type: none"> Structure and function of the heart and lungs <p>The Earth's resources</p> <ul style="list-style-type: none"> Finite and renewable resources <p>Molecules and Matter</p> <ul style="list-style-type: none"> States of matter and changes of state 	Revision for end of year exams and Practical Skills

Design & Technology Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters of the Lighthouse Design</p> <ul style="list-style-type: none"> Layout Typography <p>Make</p> <ul style="list-style-type: none"> 3D card modelling Nets Knife Skills <p>Knowledge</p> <ul style="list-style-type: none"> Nets Weighing/Measuring Packaging 	<p>Video Game Design</p> <ul style="list-style-type: none"> 2-Point Perspective Isometric Drawing Sketching <p>Make</p> <ul style="list-style-type: none"> Detailed Drawing <p>Knowledge</p> <ul style="list-style-type: none"> Paper modelling The work of others Prototype development 	<p>Pop-up Card Design</p> <ul style="list-style-type: none"> Concept Drawing/Sketching <p>Make</p> <ul style="list-style-type: none"> 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> Ecological and social footprint Briefs & Specifications 	<p>Typography Design</p> <ul style="list-style-type: none"> Sketching Annotation <p>Make</p> <p>N/A</p> <p>Knowledge</p> <ul style="list-style-type: none"> Computer-aided Manufacture Computer-aided Design 	<p>Personal Airline Theme Design</p> <ul style="list-style-type: none"> Sketching <p>Make</p> <ul style="list-style-type: none"> 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> Materials and their working properties Measuring Shapes Reading data 	<p>Healthy Eating Challenge Design</p> <ul style="list-style-type: none"> Sketching Annotation <p>Make</p> <ul style="list-style-type: none"> Knife Skills Sauce Dough making <p>Knowledge</p> <ul style="list-style-type: none"> Food spoilage Weighing /Measuring Planning Diets Healthy eating
8	<p>Cushion Design</p> <ul style="list-style-type: none"> Sketching <p>Make</p> <ul style="list-style-type: none"> Heat Press Embellishment <p>Knowledge</p> <ul style="list-style-type: none"> Environmental, social and economic challenge Printing technics 	<p>Action Figure Design</p> <ul style="list-style-type: none"> Sketching <p>Make</p> <ul style="list-style-type: none"> 2D card modelling Vacuum forming <p>Knowledge</p> <ul style="list-style-type: none"> Quality Control Shaping technics Packaging 	<p>Architecture Design</p> <ul style="list-style-type: none"> Orthographic drawing Construction lines <p>Make</p> <ul style="list-style-type: none"> 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> Forces and Stresses Selecting Materials Measuring Scale drawing 	<p>New Technologies Design</p> <ul style="list-style-type: none"> Sketching Digital drawing <p>Make</p> <p>N/A</p> <p>Knowledge</p> <ul style="list-style-type: none"> New and emerging technologies Augmented reality Virtual reality 	<p>International Cuisines Design</p> <ul style="list-style-type: none"> Sketching Annotation <p>Make</p> <ul style="list-style-type: none"> 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> Selection ingredients Food choice Heath Nutritional needs 	<p>Burger Box Design</p> <ul style="list-style-type: none"> Sketching Layout Typography <p>Make</p> <ul style="list-style-type: none"> 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> Labelling Food spoilage Measuring

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>App Design</p> <p>Design</p> <ul style="list-style-type: none"> ▪ Sketching <p>Make</p> <p>N/A</p> <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Computer-aided Design ▪ Target Market ▪ Design Development 	<p>Trainer Project</p> <p>Design</p> <ul style="list-style-type: none"> ▪ Rendering ▪ Shading tone <p>Make</p> <ul style="list-style-type: none"> ▪ 3D card modelling <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Colour theory ▪ Packaging ▪ Product analysis 	<p>Chair Design</p> <p>Design</p> <ul style="list-style-type: none"> ▪ Sketching ▪ Assembly drawing ▪ Isometric Drawing <p>Make</p> <ul style="list-style-type: none"> ▪ 3D card modelling ▪ Laser cutting <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Standard components ▪ Flat packs furniture ▪ Use of woods 	<p>Music Festival</p> <p>Design</p> <ul style="list-style-type: none"> ▪ Concept Drawing/Sketching <p>Make</p> <p>N/A</p> <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Social Issues ▪ Product Sustainability 	<p>Pizza Challenge</p> <p>Design</p> <p>N/A</p> <p>Make</p> <ul style="list-style-type: none"> ▪ Knife Skills ▪ Raining agents ▪ Sauce making ▪ Use of the cooker <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Sources and origins ▪ Weighing/Measuring ▪ Nutrition ▪ Packaging 	<p>Science Behind Food</p> <p>Design</p> <p>N/A</p> <p>Make</p> <ul style="list-style-type: none"> ▪ Knife Skills ▪ Preparation fruit and vegetables ▪ Cooking methods <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Food provenance ▪ Weighing/Measuring ▪ Micronutrients ▪ Macronutrients

Geography Curriculum Maps 2020-2021

Key Stage 3

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

History Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters from the Lighthouse (transition)</p> <p>The Norman Conquest</p>	Religion in Medieval England	The problems of medieval monarchs	Who were the English?	Challenges to the Catholic Church	Plots against the monarchy
8	The English Civil War	Changing ideas: 1660 to 1789	The Slave Trade	The British Empire	The Industrial Revolution (Part 1)	The Industrial Revolution (Part 2)
9	Getting the vote	The First World War Black History Month	Conflict in the 20th Century	The Holocaust BAME/DIVERSITY	What's the best way to bring about change?	Crime and punishment 1000-1250

French Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters from the lighthouse/ Tout sur moi</p> <ul style="list-style-type: none"> Introduce yourself Describe yourself and others French speaking regions <i>Nouns and articles</i> <i>The present tense of Avoir</i> 	<p>Mon monde perso</p> <ul style="list-style-type: none"> Personality, Family, School subjects, friends <i>Avoir and Être</i> <i>Adjective agreement</i> <i>Possessive adjectives</i> <i>Comparisons</i> <i>Connectives</i> 	<p>Autour de moi</p> <ul style="list-style-type: none"> School, home and animals <i>Present tense of regular ER verbs</i> <i>Adjective agreement (colours)</i> <i>Noun plurals and adjectives</i> 	<p>À table</p> <ul style="list-style-type: none"> Food Mealtimes Opinions Quantities and recipes <i>Partitive adjectives</i> <i>Present tense of manger and boire</i> <i>Negatives</i> <i>Pouvoir + infinitive</i> <i>J'aime/J'adore/Je préfère/je déteste + infinitive</i> <i>Je voudrais + noun/infinitive</i> 	<p>Mon quartier</p> <ul style="list-style-type: none"> Describing a town Things to do in different places Directions Arranging to go out <i>Il y a/Il n'y a pas de</i> <i>Prepositions</i> <i>Imperative</i> <i>Prepositions</i> <i>Voulour and pouvoir + infinitive</i> 	<p>Ça c'est mon truc</p> <ul style="list-style-type: none"> Clothes Weather Weekend activities <i>Present tense of regular er verbs</i> <i>Present tense of faire</i> <i>Reflexive verbs</i> <i>Possessive adjectives</i>
8	<p>Destination vacances</p> <ul style="list-style-type: none"> Holiday preferences Ideal holidays A past holiday <i>The present tense of Choisir, finir, prendre</i> <i>The near future</i> <i>Je voudrais/Je aimerais + infinitive</i> <i>In (countries) : en/au/aux/à</i> <i>The perfect tense with avoir</i> <i>The perfect tense of aller</i> 	<p>Bouger, c'est important</p> <ul style="list-style-type: none"> Sports Parts of the body and injuries <i>Jouer and faire</i> <i>Depuis + present tense</i> <i>Je voudrais/Je aimerais</i> <i>The perfect tense of aller</i> <i>Pouvoir + infinitive</i> <i>J'ai mal au/à al/à l'/aux</i> 	<p>Aux quatre coins du monde</p> <ul style="list-style-type: none"> Where you live Daily routine Helping others Francophone Africa <i>Comparisons using plus/moins</i> <i>The near future</i> <i>Reflexive verbs</i> <i>The perfect tense with avoir/etre</i> <i>Expressions using avoir: Faim/soif/peur</i> 	<p>C'est quoi, la France?</p> <ul style="list-style-type: none"> Describing countries Comparing France and Britain <i>Present tense with er verbs</i> <i>Use of 'on'</i> <i>Comparatives and superlatives</i> <i>Perfect tense revision</i> Ask questions 'Qui' to link sentences 	<p>Le monde des médias</p> <ul style="list-style-type: none"> TV, music, film and reading genres and preferences <i>Direct object pronouns</i> <i>Faire + infinitive and rendre + adjective</i> <i>Ce que</i> <i>Opinions in the past</i> <ul style="list-style-type: none"> <i>Verb + infinitive structures</i> 	<p>Accro à la technologie?</p> <ul style="list-style-type: none"> Technology and leisure uses Social media <i>Adjectives (agreement and position)</i> <i>Verb + preposition + infinitive</i> <i>Impersonal structures</i> <i>À + definitive article</i>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Être ado, c'est quoi?</p> <ul style="list-style-type: none"> Relationships with parents Helping at home Pocket money Pressures faced by teenagers Pronouns <i>me, te, se</i> Modal verbs : <i>Devoir, pouvoir and vouloir</i> The imperative Imperfect tense Present and imperfect tenses 	<p>En pleine forme!</p> <ul style="list-style-type: none"> Healthy eating and lifestyles Resolutions <i>Impersonal structures</i> Pronoun '<i>en</i>' Perfect tense revision Expressions of quantity Future tense 	<p>Rendez-vous</p> <ul style="list-style-type: none"> Organising a party Describing festivals <i>Near future</i> <i>On pourrait + infinitive</i> Perfect tense with être Imperfect tense <i>Vous form</i> Past and present tense 	<p>Autour du monde</p> <ul style="list-style-type: none"> Travel and transport Buying tickets Plan a holiday Describe past holiday <i>Ne ...jamais/ ni ... ni...</i> Present tense of <i>choisir and partir</i> Correct tenses with '<i>si</i>' and '<i>quand</i>' Perfect and imperfect tenses Combination of tenses 	<p>Chez moi, ça veut dire quoi ?</p> <ul style="list-style-type: none"> Types of home Rooms in house Describing bedrooms Describing ideal homes <i>Y</i> <i>Depuis + present tense</i> Regular <i>re verbs in the present tense</i> Prepositions <i>Si clauses + imperfect tense and conditional</i> 	<p>Un métier, un rêve!</p> <ul style="list-style-type: none"> Jobs and qualities needed Ideal jobs and ambitions Part time jobs Success and failure <i>Masculine and feminine forms of jobs</i> <i>Imperfect and conditional revision</i> <i>Use different tenses together</i> <i>Si clauses</i> <i>Quand with different tenses</i>

Spanish Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters from the Lighthouse</p> <ul style="list-style-type: none"> Greetings Introducing yourself Numbers 1-31 Dates/birthdays Nationality verb 'ser' 'La Hispanidad' – Celebrating diversity in the Spanish speaking world/problematising the 'discovery' of the Americas 	<p>Tener</p> <ul style="list-style-type: none"> Classroom instructions and vocabulary Verb tener Classroom objects Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement Navidad en España 	<p>Ser</p> <ul style="list-style-type: none"> Numbers 1-100 Family members Hair eyes (Tener) Physical and character description (Ser) Animals Adjective agreement continued. Regular present tense verbs 	<p>Mis pasatiempos</p> <ul style="list-style-type: none"> Hobbies Sports (jugar/hacar) Opinions on verbs Weather Comparatives mas/menos 	<p>Mi Casa</p> <ul style="list-style-type: none"> Describing homes (Es/está) (Vivir) Rooms in house Describing bedroom (Prepositions of place) Ideal home (basic conditional) 	<p>Repaso EOY</p> <p>Zipe and Zape film project</p> <ul style="list-style-type: none"> Revision of 3rd person description. Opinions in film reviews.
8	<p>En mi ciudad</p> <ul style="list-style-type: none"> Places in town (Hay)(Ir) Directions Weekend plans (Near future tense) Comparisons with past (Basic imperfect and comparatives tan ... como) 	<p>Mi insti</p> <ul style="list-style-type: none"> School subjects Further opinions Time School description Extra curricula activities Future plans Schools in Spain similarities and differences. 	<p>Dieta y salud</p> <ul style="list-style-type: none"> Food (comer/beber) Justified opinions Restaurants Healthy/Unhealthy eating Parts of the body (Doler) At the pharmacy Gastronomy of Spain 	<p>Las vacaciones</p> <ul style="list-style-type: none"> Countries Transport (Ir + prepositions) Holiday activity verbs Accommodation Extended holiday description Geography of Latin America 	<p>Fuimos a Guatemala</p> <ul style="list-style-type: none"> Preterite tense (ir) Preterite tense (irregular verbs) Future holiday plans (Near future) Maya civilisation 	<p>Repaso EOY</p> <p>'El libro de la vida' project</p> <ul style="list-style-type: none"> Narration (Tense concordance) and film reviews

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Generación Digital <ul style="list-style-type: none"> ▪ Internet/social media/TV/Films/Cinema ▪ (Ser/estar) ▪ Jobs (Future simple tense) ▪ Prefiero + a ▪ Mejor/peor ▪ Musical Programmes in Spain/South America 	Adictos a la moda <ul style="list-style-type: none"> ▪ Clothes ▪ Demonstrative adjectives ▪ Shops – Indefinite adjectives ▪ Cardinal and ordinal numbers ▪ Problems when shopping ▪ Direct object pronouns ▪ Hypotheses (Conditional tense) ▪ Regional costumes 	Yo y mi mundo <ul style="list-style-type: none"> ▪ Daily routine (Reflexive verbs) ▪ Relationships (Direct object pronouns) ▪ Global issues ▪ Future and conditional tenses ▪ Poetry ▪ La quinceañera 	De paseo por el mundo hispano <ul style="list-style-type: none"> ▪ Texan culture (Present tense radical changing verbs) ▪ Comparing Madrid and Barcelona (Perfect tense) ▪ Mexico (irregular past participles) ▪ Guinea Equatorial 	Machu Picchu <ul style="list-style-type: none"> ▪ Imperfect tense ▪ Cuba ▪ Reflexive verbs in different tenses ▪ Planning dream trip across Latin America ▪ Future and conditional tenses ▪ Guinea Equatorial ▪ Geographical and statistical language 	Repaso EOY 'Voces inocentes' project. <ul style="list-style-type: none"> ▪ Cultural context of Nicaraguan Civil war ▪ Preparation for GCSE

Computing/ICT Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>School Project (Letters from the Lighthouse)</p> <ul style="list-style-type: none"> Create a telegram using binary code (Problem-solving skill) <p>E-safety & Formatting</p> <ul style="list-style-type: none"> Health and Well-being and how to be a modelled citizen Create a presentation staying safe online. 	<p>Python Programming (Stings, Print, Variables, Selection & Turtle)</p> <p>(Problem-solving skills/ creative thinker skill)</p> <ul style="list-style-type: none"> Write several programs to solve various problems 		<p>Spreadsheet Modelling</p> <ul style="list-style-type: none"> Create several models in SS 	<p>Small Basic</p> <ul style="list-style-type: none"> Write several programs in another language and produce drawings using codes. 	<p>Scratch Programming</p>

8	<p>Functional Skills</p> <ul style="list-style-type: none"> WebQuest Create a poster in MS Publisher Spreadsheet <p>Non-ICT Lesson</p> <ul style="list-style-type: none"> Binary Data Representation Carry out calculations and understand how computer interpret information 	<p>E-safety & Formatting</p> <ul style="list-style-type: none"> Health and Well-being and how to be a modelled citizen Create a leaflet on staying safe online and the danger of meeting people online. More emphasis on social media platform. <p>Non-ICT Lesson</p> <ul style="list-style-type: none"> Review of commonly use social media applications terms and conditions. Benefits and drawback to organisations and individuals Create storyboard Flowchart Algorithms to create various instructions in everyday situations. <p>Python Programming (Stings, Print, variables, Selection & Turtle)</p>	<p>Python Programming cont., (Stings, Print, variables, Selection & Turtle)</p>	<p>HTML & CSS Web Design & Programming</p> <ul style="list-style-type: none"> Use web development software to create a website on input, output and storage devices. 	<p>Game Maker</p> <ul style="list-style-type: none"> Create various games using game maker software. This involves creating own sprites and intermediate codes 	<p>Computational Thinking</p> <ul style="list-style-type: none"> Solve various problems using abstraction, decomposition, pattern recognition, algorithms
9	<p>Functional Skills</p> <ul style="list-style-type: none"> WebQuest Spreadsheet Email etiquette File Management <p>Non-ICT Lesson</p> <ul style="list-style-type: none"> Data Representation & Computer (intermediate) 	<p>E-safety & Formatting</p> <ul style="list-style-type: none"> Health and Well-being and how to be a modelled citizen Create a newsletter on staying safe online. Also, incorporating anti-bullying. 	<p>Mobile Phone Applications</p> <ul style="list-style-type: none"> Create mobile app for phone using appshed 	<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)

Art Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters from the Lighthouse Project</p> <ul style="list-style-type: none"> Understanding elements of landscape art Creating art work based on a narrative Collage skills 	<p>Sweet Treats</p> <ul style="list-style-type: none"> Observational drawing skills Understanding how to use tone Oil pastel skills 	<p>Insects</p> <ul style="list-style-type: none"> Observational drawing Looking at pattern Using inspiration from other cultures to develop art work 	<p>Insects</p> <ul style="list-style-type: none"> Observational drawing Looking at pattern Using inspiration from other cultures to develop art work 	<p>Honey I Shrunk the Kids</p> <ul style="list-style-type: none"> Taking photographs based on the artist Slinkachu Looking at Fauvism Colour theory 	<p>Honey I Shrunk the Kids</p> <ul style="list-style-type: none"> Developing work in the style of Fauvist
8	<p>Michael Craig Martin</p> <ul style="list-style-type: none"> Observational drawing Developing ideas in the style of Michael Craig Martin. Looking at composition Developing ideas. 	<p>Michael Craig Martin</p> <ul style="list-style-type: none"> Developing ideas in the style of Michael Craig Martin. Colour theory Collage 	<p>Picasso Faces</p> <ul style="list-style-type: none"> Abstracted faces Developing ideas in the style of Picasso Understanding how Picasso was influenced by African Art 	<p>Picasso Faces</p> <ul style="list-style-type: none"> Cardboard relief faces Using oil pastels 	<p>Light and Dark</p> <ul style="list-style-type: none"> Developing tonal observational drawing skills Using monochrome to create art work 	<p>Light and Dark</p> <ul style="list-style-type: none"> Developing tonal observational drawing skills Using monochrome to create art work
9	<p>Protest Art</p> <ul style="list-style-type: none"> Looking at why we create protest art Responding to the work of Shepard Fairy Using the grid method to create observational drawing 	<p>Protest Art</p> <ul style="list-style-type: none"> Creating Protest Art based on a social issue linking to equality Creating collages in response to Remembrance Day 	<p>Mexican Day of the Dead</p> <ul style="list-style-type: none"> Developing tonal observational drawing skills Understanding how art work is used to celebrate culture 	<p>Mexican Day of the Dead</p> <ul style="list-style-type: none"> Using pattern to develop ideas Understanding how colour can be used to develop art work 	<p>Landscape Art</p> <ul style="list-style-type: none"> Understanding key elements of landscape art Using perspective to create depth 	<p>Landscape Art</p> <ul style="list-style-type: none"> Looking at Van Gogh's drawings Using mark making to create texture in landscapes

Dance Curriculum Maps 2020 - 21

Key Stage 3

Year	Autumn 1 Autumn 2 (Rotation 1)		Spring 3 Spring 4 (Rotation 2)		Summer 5 Summer 6 (Rotation 3)	
	7	Letters from the Lighthouse Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)
8	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)
9	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)	Exploring the world of Dance (emancipation of expressionism)	Exploring the world of Dance (Tutting)

Drama Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Letters from the Lighthouse</p> <p>Greek Theatre</p>	Darkwood Manor	Greek Theatre	Darkwood Manor	Greek Theatre	Darkwood Manor
8	Romeo & Juliet	Crime & Punishment	Romeo & Juliet	Crime & Punishment	Romeo & Juliet	Crime & Punishment
9	An Inspector Calls	Noughts & Crosses	An Inspector Calls	Noughts & Crosses	An Inspector Calls	Noughts & Crosses

Music Curriculum Maps 2020-2021

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

Due to the restrictions imposed by the DfE guidance in response to ensuring safety during the COVID-19 pandemic, the practical elements of music lessons are currently unable to take place safely. Therefore, we have taken the opportunity to embed a spiral curriculum for one year in which all KS3 lessons focus on the music theory that underpins all future music learning by teaching music theory explicitly rather than discreetly within a topic on a musical genre as we would under normal circumstances. In this model, all students at KS3 are taught the same topics but the depth of knowledge is differentiated heavily by taking a 'stage not age' approach to allow all students to be challenged regardless of their previous musical experience. The more challenging subject knowledge content that becomes the focus of challenge within each unit is marked below with an asterisk (*).

Year	Half term 1	Half term 2
7	<p>Introduction to Rhythmic Notation</p> <ul style="list-style-type: none"> ▪ Note and rest values within a pulse (including sight reading) ▪ Dotted note and rest values ▪ Simple Time signatures ▪ Bar lines ▪ Black History: Black Classical Music ▪ Triplet formation* ▪ Compound Time Signatures* ▪ Tied Rhythms* 	<p>Introduction to Pitch Notation</p> <ul style="list-style-type: none"> ▪ Understanding of pitch (science vs music) ▪ The musical stave ▪ Notes of the treble clef ▪ Notes of the bass clef ▪ Musical Scholarship ▪ Ledger Lines* ▪ Accidentals* ▪ Notes of the alto clef*
8	<p>Introduction to Rhythmic Notation</p> <ul style="list-style-type: none"> ▪ Note and rest values within a pulse (including sight reading) ▪ Dotted note and rest values ▪ Simple Time signatures ▪ Bar lines ▪ Black History: Black Classical Music ▪ Triplet formation* ▪ Compound Time Signatures* ▪ Tied Rhythms* 	<p>Introduction to Pitch Notation</p> <ul style="list-style-type: none"> ▪ Understanding of pitch (science vs music) ▪ The musical stave ▪ Notes of the treble clef ▪ Notes of the bass clef ▪ Musical Scholarship ▪ Ledger Lines* ▪ Accidentals* ▪ Notes of the alto clef*

Year	Half term 1	Half term 2
9	<p style="text-align: center;">Introduction to Rhythmic Notation</p> <ul style="list-style-type: none"> ▪ Note and rest values within a pulse (including sight reading) ▪ Dotted note and rest values ▪ Simple Time signatures ▪ Bar lines ▪ Black History: Black Classical Music ▪ Triplet formation* ▪ Compound Time Signatures* ▪ Tied Rhythms* 	<p style="text-align: center;">Introduction to Pitch Notation</p> <ul style="list-style-type: none"> ▪ Understanding of pitch (science vs music) ▪ The musical stave ▪ Notes of the treble clef ▪ Notes of the bass clef ▪ Musical Scholarship ▪ Ledger Lines* ▪ Accidentals* ▪ Notes of the alto clef*

L4L Curriculum Maps 2020-2021

Key Stage 3

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	World Religions (part 1) <ul style="list-style-type: none"> Transition lessons (linked to letters of the lighthouse) 6 main world religions Christianity beliefs & practices Islam beliefs & practices False preachers 	Lifestyle Choices <ul style="list-style-type: none"> Keeping a balanced diet Consequences of an unhealthy life Being active & exercise Food labels Energy drinks Personal Hygiene & puberty 	Healthy Relationships (part 1) <ul style="list-style-type: none"> Recognising unhealthy relationships Love & control Domestic abuse/violence Unwanted attention Drugs & Alcohol 	Risk of harm (them & us) <ul style="list-style-type: none"> Physical harm Psychological harm Online abuse How to protect others 	Our Society - Democracy <ul style="list-style-type: none"> Meaning of democracy The government Voting Parliament & law making Political parties Councillors & MPs 	Kindness & our thoughts (them & us) Careers <ul style="list-style-type: none"> The power of our minds Controlling our thoughts Self esteem Esteeming others Keeping a healthy mind Careers
8	Respect (them & us) Careers <ul style="list-style-type: none"> Respecting others How to disagree How to debate How to be different How to speak up Careers 	Relationship & Sex Education (part 1) <ul style="list-style-type: none"> Puberty Periods Relationships Sex & Conception Contraception Teen Pregnancy 	Mental Health (part 1) <ul style="list-style-type: none"> Anxiety Body image Resilience Stress Self-esteem Self-confidence Making choices 	Our society - Values <ul style="list-style-type: none"> British Values Citizenship Tolerance Monarchy Criminal justice system The Court system 	World Religions (part 2) <ul style="list-style-type: none"> Buddhism Sikhism Cults & religious leaders Religious Festivals Religious Pilgrimage 	Acts of Kindness (them & us) <ul style="list-style-type: none"> Harmful actions Cyber bullying Power of words Developing empathy Recovering from harm
9	Our society - Crime & Punishment <ul style="list-style-type: none"> Young offenders Knife crime Acid attacks Anti-social behaviour Radicalisation & Extremism 	Healthy Relationships (part 2) <ul style="list-style-type: none"> Family types Conflict Domestic abuse Forced marriage Friendships Break ups 	Relationship & Sex Education (part 2) <ul style="list-style-type: none"> Consent FGM LGBT Pornography 	Mental Health (part 2) <ul style="list-style-type: none"> Self-harm Social Anxiety Eating disorders Grief Suicide 	First Give <ul style="list-style-type: none"> First Give planning 	First Give Careers <ul style="list-style-type: none"> First Give presentation Careers

PE Curriculum Maps 2020-2021

Key Stage 3

**This document outlines the proposed curriculum based around current guidelines with regards to ensuring the safety of our pupils during this time. The curriculum will be subject to on-going review throughout the academic year.*

YEAR 7

Transition Curriculum - Thursday 3rd September – Friday 18th September 2020

As of Monday 21st September 2020

7x	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Girls 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Mixed	Athletics	Netball	Cricket	Hockey	Summer Sports

7z	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Girls 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Mixed	Athletics	Netball	Cricket	Hockey	Summer Sports

7y	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Girls 1	Athletics	Netball	Cricket	Hockey	Summer Sports
Mixed	Athletics	Netball	Cricket	Hockey	Summer Sports

YEAR 8

8x	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Girls 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Mixed	AdiFit	Cricket	Netball	Athletics	Summer Sports

8z	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Girls 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Mixed	AdiFit	Cricket	Netball	Athletics	Summer Sports

8y	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Girls 1	AdiFit	Cricket	Netball	Athletics	Summer Sports
Mixed	AdiFit	Cricket	Netball	Athletics	Summer Sports

YEAR 9

9x	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	Cricket	AdiFit	Hockey	Handball	Summer Sports
Girls 2	Cricket	AdiFit	Hockey	Handball	Summer Sports
Mixed	Cricket	AdiFit	Hockey	Handball	Summer Sports

9z	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1&2
Boys 1	Cricket	AdiFit	Hockey	Handball	Summer Sports
Girls 2	Cricket	AdiFit	Hockey	Handball	Summer Sports
Mixed	Cricket	AdiFit	Hockey	Handball	Summer Sports