



KS3 CURRICULUM



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ENGLISH

CURRICULUM INTENT

"A book is a device to ignite the imagination."

Students will study a broad range of prose, poetry and drama in KS3 alongside non-fiction texts such as articles, letters and speeches. Our aim is to enthuse students with a love of literature and the complexities and potential of the language. Our curriculum covers great writers from across the breadth of history and the full range of human experience; we want our students to understand how language can be a tool for creating compassion and comprehension, as well as a weapon that must be respected. As well as reading and writing, we expect students to develop their spoken language skills, both individually and as part of a group; each year students will undertake a range of individual and group tasks that develop confidence in speaking passionately to both their peers and adults.

Units of study are centralised around a 'core text' or 'core anthology' allowing teachers to interleave language and literature skills that will help to prepare students for GCSE study, whilst also encouraging students to consider the text in the wider light of its social, historical and literary context. Students are also encouraged to read widely in their own time and teachers will have regular discussions with their classes about their personal reading.

YEAR 7 UNITS OF STUDY

UNIT ONE

CORE TEXT: THE OTHER SIDE OF TRUTH by BEVERLEY NAIDOO

Reading the whole text is vital for students in Year 7 so that they expand their understanding of narrative structures and develop their abilities to predict and evaluate characters' action based on a detailed knowledge of that character. Students will study the novel *The Other Side of the Truth*, by Beverley Naidoo, following the journey of two children, Sade and Femi, who are forced to leave their home country under frightening circumstances. Sade and Femi find themselves alone in a new, often hostile, environment. Seen through the eyes of Sade, the novel explores what it means to be classified as 'illegal' and the difficulties which come with being a refugee. Students will consolidate the reading skills learnt at primary school, as well as learning the new structures needed for deeper analysis of texts.

UNIT TWO

CORE TEXT: MYTHS AND LEGENDS

Students learn about a range of Greek and Roman myths that underpin modern literature. Students learn to examine the moral and mythical interpretations of the tales, and connect them to various modern reimaginings. This unit helps students to recognise literary references in other texts, broadening their understanding of intertextuality across the canon of English literature, as well as how to apply common references in their own persuasive writing.

UNIT THREE

CORE TEXT: A MIDSUMMER NIGHT'S DREAM BY WILLIAM SHAKESPEARE

Students will learn about the conventions of Shakespearean comedy whilst exploring the story of 'A Midsummer Night's Dream'. Students will approach the text as a drama piece and will have many opportunities to perform sections of it, considering elements of stagecraft such as costume, staging and direction. Students will also learn how to engage with and interpret Shakespearean verse, developing their own persuasive writing style as they interrogate the importance of Shakespearean study in the 21st Century.

UNIT FOUR

CORE TEXT: GHOST AND MYSTERY STORIES

This unit introduces students to the study of pre 20th Century texts at Catmose. The unit includes a range of short Victorian mystery stories including *The Tell Tale Heart* and *Lamb to the Slaughter*, alongside modern ghost stories such as *The Man with the Yellow Face* by Anthony Horowitz. Students learn to connect elements of genre across texts from different time periods, as well as develop the analytical skills established in Unit One.

UNIT FIVE

CORE TEXT: POETRY OF NATURE AND ROMANTICISM

Students will be introduced to the concept of Romanticism by studying a range of Romantic poets with a main focus on the poetry of John Clare, looking closely at the different stages of his writing and how his poetry reflected the changes in his personal life. Students have the opportunity to visit John Clare Cottage and Helpstone village where John Clare grew up and lived, and use this visit to enhance their understanding of his inspirations and ideals.

YEAR 8 UNITS OF STUDY

UNIT ONE

CORE TEXT: PRIVATE PEACEFUL BY MICHAEL MORPURGO

Students will read this modern novel set both before and during the trench warfare of World War One. Students will develop their understanding of narrative structures, begun in Year 7 in their study of *The Other Side of Truth*, explore and evaluate the dual narrative structure as they follow the stories of Tommo and Charlie Peaceful as their rural lives are torn apart by war.

UNIT TWO

CORE TEXT: CONFLICT AND RELATIONSHIP POETRY

Students will be introduced to a range of poets and poetic form in this unit. Having just read *Private Peaceful*, a novel exploring the impact of warfare on individuals, relationships and communities, this will enhance their understanding further by studying a range of war poetry allowing students to compare different perspectives of war, as well as analyse a range of poetic features and explore their impacts.

UNIT THREE

CORE TEXT: ESSAY WRITING

In this unit, students will revisit and develop their knowledge of the characteristics of non-fiction text types and purpose which they will have explored at KS2. They will then be introduced to the form and conventions of essay writing and develop an understanding of how they can use language to convey their point of view. All will write an essay on their chosen topic by the end of the unit which will also help to develop their research skills.

UNIT FOUR

CORE TEXT: GOTHIC LITERATURE ANTHOLOGY

Students will study a range of Gothic texts and conventions. Students will conduct an in-depth study of Gothic fiction, with a focus on analysis of language, setting, character and genre developments. Students will use their analyses of *Dracula*, *Frankenstein*, *Wuthering Heights* and *The Raven*, among others, to develop and evaluate their own descriptive and narrative writing based on the conventions of the Gothic genre.

UNIT FIVE

CORE TEXT: LORD OF THE FLIES

Students read and study William Golding's 1954 novel *Lord of the Flies*. Students begin to further develop their analysis of symbolism within a text as well as understanding the importance of studying context, whilst still reading and exploring the narrative of this Nobel prize-winning classic modern novel about children stranded on an island.

ENGLISH

YEAR 9 UNITS OF STUDY

UNIT ONE

CORE TEXT: NOUGHTS AND CROSSES (PLAYSCRIPT)

Students will read and study Malorie Blackman's seminal text, that explores representations of race, teenage love, revenge and violence in a dystopian world. Students will look closely at the way in which the novel has been dramatized, using both the original text and film adaptations to analyse and evaluate its success. Students study of the modern play introduces concepts and dramatic techniques that will be developed in the year 10 study of *An Inspector Calls*.

UNIT TWO

CORE TEXT: DYSTOPIAN LITERATURE

Students will read a range of extracts from texts of writers exploring issues of race, perception and global community. Students use this as a stimulus to focus on a range of creative writing skills – including their development of technical accuracy across a range of sentence forms and constructions. This unit aims to introduce students to a range of globally significant writers who offer varied cultural and political perspectives of issues that students will recognise to previous study.

UNIT THREE

CORE TEXT: NEVER LET ME GO by KAZUO ISHIGURO

In reading this powerful novel, students explore the issues of identity and belonging, the struggle to find a place in a bleak and hostile society and, underneath all of the turmoil, the things which offer us the brightest hope. They will develop deeper analysis skills in their reading as well as developing how to articulate an argument about controversial issues raised in the novel.

UNIT FOUR

CORE TEXT: ANTHOLOGY OF POETRY OF DIFFERENT CULTURES

Students will develop an informed, personal and critical response to language, form and structure of poetry. This unit will seek to develop students' ability to approach poetry independently, drawing on their knowledge of poetic forms and conventions begun in earlier years. Poets featured include Norman MacCaig, Nissim Ezekiel, R.S. Thomas and John Deane. A range of cultures are drawn on, including Irish, Welsh, Indian, and Australian experiences. Alongside this, students will study a range of narrative concepts unit that uses the ideas in the poems as prompts for narrative writing. This builds on earlier work completed on simpler narrative frames such as Todorov, moving towards and understanding of Stephen Booker's Seven plots model.

UNIT FIVE

CORE TEXT: FAME AND FORTUNE ANTHOLOGY

Students use a range on non-fiction resources to develop their opinions on the roles of fame and fortune, both in the modern day and through history. Reviewing their knowledge of persuasive writing techniques and structures, students work towards a formal debate at the end of this unit, where they work in teams to argue for or against a proposition in an Oxford style debate.

ACCELERATED READER

YEAR 7 & 8 (ALL STUDENTS) AND SELECTED YEAR 9 STUDENTS

We use the Renaissance Accelerate Reader programme to foster and nourish our students' reading, providing them with incentivised reading activities, alongside dedicated time in lessons to read privately. AR lessons are quite different to those in the regular curriculum as teachers will facilitate private reading of appropriately levelled books by creating and maintaining a purposeful reading environment within their classroom or the library. Teachers will also encourage students to take AR quizzes and speak to individual students about their books. We also use this time to promote our own love of reading and teachers may give examples of their own reading in order to inspire their classes.

WIDER READING AND THE LIBRARY

ALL YEARS

Alongside each unit of study there is a wider reading list that comprises a range of fiction and non-fiction texts selected to encourage and develop a student's understanding of the unit they are currently studying. Where possible, the wider reading lists includes links to online or free versions of texts, and audio versions that students are able to access without charge. At the moment these lists are used by teachers to encourage individual interests in their students. During lockdown, we sent these lists home to parents to encourage and support students in their wider reading whilst they were having less school contact, and this has continued through the publication of the Christmas Reading Lists to parents and students.

The library team runs a 'Book of the Month' reading challenge that introduces students to new and seminal literature. Our student librarians are instrumental in this process, regularly reviewing new publications and advising the librarian about their suitability. In addition, the library runs a very popular 'Christmas read' and 'Summer read' lottery that allows students to select a wrapped book to read over the holidays. The library regularly refreshes its themed displays, often in line with the tutorial focus for the term.

SPELLINGS

YEAR 7 AND 8

Students in Year 7 and 8 receive weekly spelling tests based on the NC regular and irregular word lists generated to support students in KS3. Students are tested in class to ensure consistency and fairness.



ENGLISH

COVID -19 ADJUSTMENTS 2021/2022

- English curriculum restructured in Year 11 to adapt to changes in the Literature exam. 19th Century text removed from the programme of study so that students could consolidate texts already studied. Time gained will also allow for evaluation and intervention of poems studied during lockdown, as well as increased focus on Unseen Poetry which will now have greater weight in the final mark.
- Increased reading time in Year 7 and Year 8 including the use of a class reader for tutorial is desired
- Sourcing of online versions of texts to support students who are studying from home - access through SMHW.
- Sourcing of audio-books and online readings of core texts to support students who struggle to read independently, this is as a direct result of feedback from the Year 9 focus group who read 'The Sign of Four' during lockdown and found it challenging.
- Review and restructure of curriculum plan during lockdown. More challenging units in KS3 moved to allow time for enabling units to teach skills to be taught first. For example, in Year 8 and 9 the Shakespeare units have been moved to Terms 4 and 3 respectively, so that analysis skills can be taught through novel study, then applied to the more challenging language and content of the Shakespeare plays.
- Development of discrete writing units in all year groups to allow time to develop writing stamina and resilience, as well as give students increased opportunity to draft, edit and redraft their writing.
- Development of writing units to include grammar for writing skills in all years. For example, in Year 10 the Dystopian language unit will be taught as paired lessons - lesson 1 focussing on comprehension and analysis of writer's craft, then lesson 2 applying the same approach to students' own writing.
- Revision and teaching of core skills for writing with a focus on grammar for writing - this was identified as a particular problem during lockdown as many students were completing work on computers and so spelling/grammar was being corrected automatically.
- Weekly spelling programme running through Year 7 and 8 and linked vocabulary lists for all units in KS3 and 4 – supported by Wordshark for students with lower prior attainment and challenge words for those with higher prior attainment
- Elective time used in Terms 1 and 2 to address gaps in literature, afterschool intervention in terms 1 and 2 to address gaps in language

MATHS

CURRICULUM INTENT

Mathematics at Catmose College, irrespective of natural ability, is about enjoyment, broadening the concept of mathematics and making progress. At KS3 level we aim to create a broad, balanced and comprehensive awareness of the subject, relative to everyday life, and its associated applications. Students are encouraged to develop a mastery of shape and space, algebra, handling data and number (with a particular emphasis on ratio and proportion to reflect the new focus on this at GCSE level). Using and applying mathematical procedures in context is planned into lessons at every opportunity and we aim to make the importance and value of mathematics apparent to students through our delivery of the KS3 curriculum. Problem solving skills are implemented at the earliest opportunity and the schemes of work include the appropriate balance between extending new mathematical techniques and the necessary application to problem solving.

Assessment and monitoring of student progress is an essential part of the mathematics course at Catmose College. Students will be tested on a regular basis and given constructive feedback on what they have learnt and what they have to do to reach and exceed their target grades. However, we also understand that the mathematics we teach is not just for assessment purposes and we are developing opportunities to enable students to experiment with applying their learnt knowledge in an informal way through the implementation of termly investigations. Students will be expected to manipulate problems to make them look familiar so taught procedures can be applied and interpreted. Students will also be expected to display their findings in a concise manner and communicate this to others.

YEAR 7 UNITS OF STUDY

TERM 1

Use and understand place value including ordering numbers and the use of inequalities.

Rounding and estimation.

Appropriate and accurate use of a calculator.

Using formal written methods for addition and subtraction including working with decimals and in a problem-solving context.

TERM 2

Changing place value by multiplying and dividing by powers of ten.

Interpret and compare numbers in standard form where the power of 10 is a positive number

Using formal written methods for multiplication and division including in a problem-solving context.

Calculating with powers and roots.

Using the hierarchy of operations confidently with and without a calculator.

Understanding and finding prime numbers, factors and multiples.

TERM 3

Read and write fractions and use equivalent fractions to simplify, compare and order.

Convert between fractions, decimals and percentages.

Addition and subtraction of fractions, including mixed numbers.

Fractions of quantities and problem solving using fractions.

TERM 4

Understand and use the data handling cycle.

Identify continuous and discrete data.

Collect, organise and interpret data in the form of frequency tables, two-way tables, bar charts, pictograms and line graphs.

Find the median, mean, mode and range from a set of data.

Use the four operations with negative numbers.

MATHS

TERM 5

Introduction to algebra. Understand that a letter could represent an unknown, variable or constant and use the correct algebraic notations.

Forming algebraic expressions including from a worded problem or pictorial representation; manipulating expressions into their simplest form.

Identify expressions, equations, formulas and identities, substituting these into a worded or algebraic context.

Use algebraic methods to solve simple linear equations.

Generate terms in a sequence from a term-to-term or position-to-term rule.

Find the position-to-term rule for a linear sequence.

TERM 6

Derive and illustrate properties of 2D shapes including triangles, quadrilaterals and circles.

Categorise 2D shapes systematically using tables, grids and Venn diagrams.

Apply the properties of angles at a point, on a straight line and vertically opposite angles.

Derive and use the sum of angles in a triangle.

Understand and use angle properties on parallel lines including alternate, corresponding and supplementary angles.

YEAR 8 UNITS OF STUDY

TERM 1

Calculate with proper and improper fractions including multiplication and division.

Calculate more complex fractions of quantities.

Solve fractional increase and decrease problems.

Interpret percentages as fraction or decimal operations.

Express one quantity as a fraction of another.

Calculate percentages of an amount including percentage increase and decrease problems.

Use the language of probability accurately and appropriately. Identify likelihood on a probability scale and as a proportional value.

Generating a sample space diagram for combined events and calculating associated probabilities.

TERM 2

Identify properties of and describe results of translations, rotations and reflections.

Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes using appropriate language and the probability scale

Understand that probabilities of all possible outcomes sum to 1.

Generate theoretical sample space diagrams and use these to calculate theoretical probabilities.

TERM 3

Substitute and evaluate more complex expressions or formulae, including scientific formulae.

Creating equivalent expressions by expanding linear binomials.

Creating equivalent expressions by factorising.

Solving linear equations including those with brackets and fractional coefficients.

TERM 4

Understand and use vocabulary of inequalities. Represent an inequality both algebraically and graphically.

List integers that satisfy an inequality. Solve simple linear inequalities.

Change the subject of simple formulas.

Calculate and solve problems involving area and perimeter including circles, composite shapes and trapeziums.

TERM 5

Read, write and manipulate ratio using equivalent ratios.

Solve problems using ratio and proportions including in context.

Solve problems involving direct and inverse proportion (informal methods only).

TERM 6

Construct and analyse stem and leaf diagrams.

Find the mean, median, mode and range from a stem and leaf diagram or non-grouped frequency table.

Understand and identify properties of 3D shapes.

Calculate the volume and surface area of a cube, cuboid or other prism, including solving problems in a given context.

Construct and interpret plans and elevations of 3D shapes.

YEAR 9 UNITS OF STUDY

TERM 1

Confident evaluation of the four operations with integers and decimals including negative numbers.

Identify and classify quadrilaterals.

Identify, progress and describe linear, geometric, quadratic, Fibonacci and recursive sequences.

Collect and organise discrete and continuous data.

Identify and visualise 3D objects including nets and elevations.

TERM 2

Read and write fractions and use equivalent fractions to simplify, compare and order proportion.

Use the hierarchy of operations confidently with and without a calculator.

Identify expressions, equations, formulas, identities and substitute into these in a worded or algebraic context.

Change the subject of complex formulas.

Read, write and plot co-ordinates in two, and three, dimensional space. Find mid-points and solve geometric problems using co-ordinates.

Collect, organise and proportionally interpret discrete bi-variate data in a two-way table.

TERM 3

Area and perimeter of common 2D shapes (triangles, parallelograms, trapezia) including investigating the unique properties of circles.

Powers and roots beyond squares and cubes.

Measure of location and spread including calculating from a frequency distribution.

Reading and writing numbers in unit context.

TERM 4

Drawing, identifying and solving problems with linear graphs.

Represent proportions using fractions, decimals and percentages including making sense of recurring decimals.

Calculate volume and surface area of standard prisms extending to pyramids, cones, spheres and frustums.

Interpret and sketch/draw graphs modelling real contexts (i.e. charge graphs, conversion graphs or graphs representing changes of time).

Rounding and estimation.

TERM 5

Discover and apply Pythagoras' theorem in 2D and 3D space.

Use of error intervals in calculating upper and lower bounds.

Represent, describe and interpret relationships between continuous bi-variate data.

Estimate, measure and calculate (with worded reasoning) angles using basic angle facts extending to angles between parallel lines.

TERM 6

Use the 4 operations with algebra. Simplify expressions including factorising and expanding complex polynomials.

Calculate with percentages.

Use and interpret scaled drawings.

Solve linear equations and simultaneous equations. Solve problems by interpreting worded or geometric problems as equations.

Represent frequency distributions in diagrammatic form.

SCIENCE

CURRICULUM INTENT

In science lessons we aim to exploit our students' natural curiosity for the world around them, and prepare them to progress confidently into their GCSE studies with the right core knowledge and skills. The national curriculum provides us with a clear view of the content and skills that our students should encounter, where our job as a science team is to convey the scientific knowledge in stimulating and relatable ways, and develop every student's ability to explore links between different aspects of the curriculum, model key ideas and develop an understanding of the social and economic implications of science, in addition to knowing how to work like a scientist.

Our key stage three programme is a spiral curriculum, as this supports our students in becoming resilient in being able to connect seemingly discrete ideas to unfamiliar contexts and more challenging content. It enables students to develop confidence in using the specialist language of science, such as the correct use of technical vocabulary, including scientific nomenclature and units, and mathematical representations. We ensure that practical work is a regular feature of our course, as it:

- Develops the investigative skills including investigation questions, and analysing, interpreting and evaluating data.
- Enhances practical skills such as confidently using equipment to make measurements and assessing risks
- Improves knowledge and understanding, giving an insight into how scientists think.

Our classes are usually taught by two teachers, where each teacher focuses on a different topic within science. To allow students to truly gain a deep understanding of knowledge and be able to develop higher-order skills through mastery, our topics are approximately 6 weeks in length. Every lesson contains content and skill objectives.

Students will be assessed using a range of checkpoint tasks, with different topics that utilise a combination of the following:

- Examination questions: sat in lessons under examination conditions, focusing on content and application of knowledge;
- Method writing: students choose apparatus to enable them to test a hypothesis, including planning control variables and estimating risks;
- Analysis: students present and analyse data, draw conclusions, discuss limitations of results, critique claims, justify opinions, examine consequences, and interrogate sources;
- Mathematical questions: students perform calculations linked to the topic, applying mathematical knowledge to understanding of science.

The topic detail is based on the National Curriculum and B.E.S.T research and resources.

YEAR 7 UNITS OF STUDY

SO YOU WANT TO BE A SCIENTIST?

Students will investigate the differences between substances and mixtures, and will devise experiments using simple techniques for separating mixtures into their constituent parts. Students will also learn about the difference between elements and compounds, with a first look at the periodic table. Finally, during this topic, students will study solubility and the factors that affect the behaviour of solids in liquids.

FORCES AND ENERGY

Students will be reintroduced to the idea of simple forces. They will build on their prior learning from KS2 to explain how forces affect either the motion of an object and/or its shape. Students will go on to work with systems of forces, describing the effect they will have on an object if the forces are balanced or imbalanced. Students finish this topic by studying energy stores, energy transfers and how a "heating" can change the state of a substance.

CELLS TO ORGANS

In this topic, students will find out what it is that classifies things as dead or alive! Students study the structure of simple cells and learn how to use a light microscope to investigate the differences between both animal and plant cells. Students then will investigate how the shape and size of cells helps them perform their specialised functions, which leads to discussing diffusion and the cell membrane. Armed with knowledge of cells, students can now be introduced to organ systems such as the skeletal and muscular system.

CHEMICAL CHANGE

Students explore chemical formulae, allowing them to understand the composition of matter. Reacting ratios are investigated, enabling students to grasp the precise proportions in which substances combine in chemical reactions. The module delves into the distinction between chemical and physical changes. Students also learn about oxidation and thermal decomposition, offering a comprehensive understanding of the transformative processes that govern the world of chemistry.

EARTH'S RESOURCES

Students will be introduced to the idea that substances can move between Earth's atmosphere, hydrosphere, geosphere and biosphere as part of large-scale systems. This leads students to being able to observe that even though rocks and landscape around us appear unchanging and permanent there are actually many layers of processes to be measured and understood. From weathering, laying down of sediments and the longer-term processes changing rocks underground, students will gain knowledge in the context of building sustainable and environmentally stable futures.

SOUND, LIGHT AND HOW WE SEE

The idea of waves is useful because it is the key to explaining how energy can be transferred from one object to another object by radiation, even when the objects are not touching. Waves carry information that can be detected by humans or manufactured detectors. Understanding waves helps us to communicate, explore the universe, and transfer energy to where we want it to go.

INTERDEPENDENCE

Students will start this topic looking at food chains, food webs and populations within ecosystems. As their understanding grows, they will move onto studying competition and interdependence. They will also look at the human impact on ecosystems including studying bioaccumulation and how our actions can have inadvertent side effects on different populations.

YEAR 8 UNITS OF STUDY

INHERITANCE AND VARIATION

Students begin this topic by studying the human genome and its role in the inheritance of characteristics. This will lead students to investigate variation in other species of animal and what evidence we have to support the changes of species in the fossil record. Finally, students will tackle the classification of organisms, laying the foundation for their work later in Key Stage 3 on adaptation and evolution.

MOVING BY FORCE

This builds on the Year 7 topic on forces. Students explore the sister topic of force and energy exploring the impact of forces on motion. Students will study speed and acceleration focusing on what factors influence the motion of an object through investigation. This topic integrates graph drawing and interpretation skills alongside investigation skills as they explore drag and free fall through parachutes.

EARTH, SUN AND SOLAR SYSTEM

This topic explores the vast wonders of our solar system. Students will start by looking at the Earth, Moon and the Sun at the influence of gravity along with how the Earth's tilt effects the seasons. The topic then expands to look at the wider universe along with the historical impact of scientists such as Galileo on our early understanding of the solar system.

GROWTH AND REPRODUCTION

Students will learn about the process of growth in animals and plants along with different life cycles. They will then explore asexual and sexual reproduction including gestation periods and birth.

SCIENCE

UNDERSTANDING CHEMICAL REACTIONS

Students will perform reactions using metals, such as oxidation and metal-acid reactions, arranging metals into a reactivity series based on experimental results. This will develop word equation and method writing skills as part of planning an investigation to compare how well indigestion remedies work.

WHAT IS HEALTH AND DISEASE?

Students begin this topic exploring what is meant by health and how to recognise signs of health and disease. They look at non-communicable diseases and the risk factors that contribute to them to build on student's understanding of organs from Year 7. This lays the foundation to exploring these concepts in more detail in later years.

SIMPLE ELECTRICAL CIRCUITS

Students will explore the concepts of potential difference and current through this topic. They start looking at simple circuits and understanding circuit diagrams before expanding into investigation so find how different components affect the current of a circuit. Students will then look at the differences between series and parallel circuits before exploring the concepts of electric fields and static electricity. This topic lays the groundwork for the electromagnets topic in Year 9.

MORE ABOUT FORCE

This topic builds on the force and space topics earlier in Year 8. Students begin looking at mass and weight before going deeper to understand the unseen forces that act on objects. They will explore the impact of these unseen forces on the motion of objects building directly on ideas and investigations from the Moving by Force topic. The topic moves to then look at how levers work building to understanding moments in more detail and applying their knowledge to more complex situations like sea saws.

CELLULAR BIOCHEMISTRY

Students will build upon their knowledge of aerobic respiration to explore when organisms switch to anaerobic respiration, by investigating fermentation of yeast, then comparing the types of respiration to each other. Students will learn that plants continuously respire, producing the food/glucose for this by performing photosynthesis. They will use their knowledge to describe how plants obtain the resources for this process, and suggest how factors affect photosynthesis.

MAKING IMAGES AND WAVES

Students will be introduced to the oscilloscope, where they will be able to visualise changes in pitch and volume, whilst appreciating how sound is reflected, transmitted or absorbed by different materials. Students will also use ray diagrams to model how light passes through the lenses and transparent materials, and show how light reflects off mirrors, forms images and refracts.

EVAPORATION AND THE ATMOSPHERE

Students will investigate the contribution that natural and human chemical processes make to our carbon emissions, making links to the evidence that scientists have for human activity causing global climate change. We will also look at how we use the Earth's resources, especially focusing on metal extraction.

YEAR 9 UNITS OF STUDY

Reactions – chemical energy and types of reaction

Students will be introduced to energy changes in reactions, with the terms exothermic and endothermic, considering how these reactions are used in products. They will also learn about other types of reaction such as combustion and thermal decomposition. A key idea of the conservation of mass will also be covered here.

Electromagnets – electromagnets and magnetism

Students will investigate ways to vary the strength of an electromagnet, and consider the use of electromagnets and permanent magnets in devices such as bells, circuit breakers and speakers. Students will appreciate magnetic force, using the idea of field lines to explain observations and predict how magnetic objects behave when placed in a magnetic field.

Energy – work and heating & cooling

Students will understand how the transfer of energy when a force moves an object as work, appreciating how levers work to support activities. Students will also investigate how to prevent heat loss by conduction, convection and radiation.



COMPUTER SCIENCE

CURRICULUM INTENT

In Computing, we intend to build up both skills and knowledge, with one complementing the other wherever possible. Computer Science and ICT have large components built around using practical skills, such as programming, website creation, spreadsheet development and graphic design. Many students, particularly those who choose a computing qualification at GCSE enjoy the problem solving elements these skills require. Giving students the freedom to experiment, make mistakes and learn from those mistakes is at the core of the computing curriculum. Students should never be afraid to try something – when solving problems, failure is always an option, as long as we learn from it.

Computing courses also have a strong theory component – where knowledge and understanding is required, rather than practical skills. For these lessons, we aim to make the content as relatable and interesting as possible. Where independent, flipped-classroom research is appropriate, it will be used, and students should expect to present their work to the class regularly, demonstrating their understanding to their peers.

KS3 SCHEME OVERVIEW

At KS3, each year's curriculum is split into 6 units, roughly coinciding with the terms. Each unit focusses on either a practical skill or a knowledge topic, alternating throughout the year. To encourage independent learning, all KS3 lessons are supplied in advance on the school VLE, with resources specifically designed to be used independently. Each lesson is divided up into colour-coded tasks:

- **Green tasks** are support tasks, these are not routinely assessed by the teacher, but support the content, these tasks include taking notes, worked examples, practise questions and research.
- **Blue tasks** are diagnostic tasks, these are assessed by the teacher and used to determine if the lesson has been successful, there is generally one blue task per lesson and it can consist of a quiz, submitted notes or an assignment.
- **Red tasks** are extension tasks, these are generally optional for those who are seeking to further their knowledge and require independent research, or thinking beyond the level required for the blue tasks.

All VLE resources are designed to be used by students – if a student is absent, they are expected to use the VLE resources to complete the blue task before the next lesson. The units covered across the three years are chosen to support Computer Science and ICT at KS4, as well as provide skills that will support their work across other subjects and in their day-to-day lives. Topics with a particularly important role to play in the GCSE are visited in multiple years to consolidate and extend the understanding and ensure that students who choose Computer Science at GCSE have the best possible foundation.

YEAR 7 UNITS OF STUDY

- **Unit 1: ICT Basics (Skills)** This unit will ensure students are able to use all the tools that will be required of them during their studies across the school including email and various web services, and create basic office documents
- **Unit 2: Digital Citizenship (Theory)**) During this unit, students will learn the importance of managing their digital footprint and operating safely online.
- **Unit 3: Programming (Skills)** During this extended unit, students will apply their problem-solving skills to a series of projects, building up to creating a spaceship battle game
- **Unit 4: Binary and Logic (Theory)** During this unit, students will learn how different number bases work, learn how to count in binary, and create logic circuits using AND, NOT and OR operators.
- **Unit 5: Cryptography (Skills)** During this unit, students will learn encryption systems and apply a range of encryption cracking techniques to take on various code breaking and problem-solving challenges.

YEAR 8 UNITS OF STUDY

- **Unit 1: Computer Networks (Theory)** This unit explores how computer networks, including the Internet, are constructed and work.
- **Unit 2: Spreadsheets – Formulas and Functions (Skills)** This unit teaches students how to use formulas, functions and a few other advanced features of a spreadsheet.
- **Unit 3: Computational Thinking (Theory)** This unit explores methods of problem solving including abstraction and decomposition of problems.
- **Unit 4: Programming (Skills)** This unit introduces students to console-based programming including iteration using Python to create art using a turtle.
- **Unit 5: Cybersecurity (Theory)** This unit teaches students about the dangers of the online world and what systems exist to protect companies and individuals from those dangers.
- **Unit 6: HTML (Skills)** This unit teaches students the basics of formatting websites using HTML, including the foundations of graphic design.

YEAR 9 UNITS OF STUDY

- **Unit 1: Professional Business Documents (Skills)** This unit teaches students how to use the more advanced features of Word and PowerPoint, including styles, mail-merge and interaction and how to ensure their work looks professional.
- **Unit 2: Data Representation (Theory)** This unit covers how data is represented digitally, including numbers, text, graphics and sound.
- **Unit 3: Programming (Skills)** This unit teaches students the more advanced programming techniques including the use of variables, procedure, selection and iteration.
- **Unit 4: iDEA (Qualification)** During this double unit, students will have the chance to complete the internationally recognised iDEA Bronze award, with some progressing to Silver.
- **Unit 5: Hardware (Theory)** During this unit, students will learn how computers work, and will disassemble and re-build their own computer.

HISTORY

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

THE BATTLE OF HASTINGS 1066

The course begins with a look at the terms; history, chronology and sources. It then goes on to explore England in 1066 and the three contenders for the English throne. The Battle of Hastings is analysed in detail, with students asked to explain why William of Normandy was victorious. The second part of the unit is concerned with studying England under William, looking at rebellions, the feudal system, the Domesday Book and early castles. During Year 7, the relationship between the church, the crown and the nobility is a recurring theme.

THE MIDDLE AGES

The Year 7 History course then goes on to look at life during medieval times. Topics include: farming, the church, Henry II, John I, Magna Carta and Crusading. The course then goes on to look at the Black Death and medicine in the Middle Ages. This work forms core content for the Year 7 Key Assessment.

THE TUDORS

In the Summer Term students move onto Henry VIII, with a specific focus on his relationship with the Church. The Protestant Reformation, the monasteries and his six wives all make interesting topics for debate. The year ends with a look at the reign of Edward VI.

YEAR 8 UNITS OF STUDY

ELIZABETHAN ENGLAND

Year 8 build on their knowledge of the Tudors to discover what life was like in Elizabethan England. Elizabeth's appearance, religious settlement, and relationship with Mary, Queen of Scots, are all examined, culminating in an in-depth study of the Spanish Armada.

THE INDUSTRIAL REVOLUTION

This topic involves students examining how the country became one they would recognise today. We examine changes to Britain's transport infrastructure, the types of jobs people performed, and how the government made improvements to public health.

SLAVERY AND ABOLITION

Pupils develop a chronological understanding of slavery, recognising that sadly slavery is something that has occurred throughout human history. We then move on to the main focus of the module; the transatlantic slave trade. Pupils investigate conditions on the middle passage, discover what happened to slaves when they reached the Americas, and what plantation life was like. Finally, we examine the abolition of slavery, recognising the role played by Abolitionist politicians and the slaves themselves.

EMPIRE

Students will explore the concept of empire and the reasons why Britain wanted one. An in-depth study will be completed exploring how Britain managed to gain control of India, evaluating the impact of colonial rule and how India eventually gained their independence. At the end of this unit students will evaluate whether the British Empire was a force for good.

YEAR 9 UNITS OF STUDY

WORLD WAR ONE

The causes of the First World War are explored, examining both long term and short term causes. The horrors of trench warfare, the weapons of war and the Battle of the Somme are all covered, while an in-depth study of Haig's leadership offers the chance for students to refine and develop their essay technique.

WOMEN'S SUFFRAGE

A popular module, the pupils examine the British political system and determine just when Britain became a democracy. Victorian attitudes to women and women's suffrage are explored through contemporary sources, while the arguments made for restricting the vote are explored. Students make an independent investigation into the different groups campaigning for women to have the vote, while the role of Emily Davidson in the debate is also examined.

SECOND WORLD WAR

This unit will focus on pivotal causes of and events within the Second World War, starting with Hitler's Foreign policy and appeasement. Using various media, pupils will explore Dunkirk, the Battle of Britain, War in the Pacific and the atomic bomb.

USA - THE 'ROARING 20S'

The final terms of Year 9 are spent in preparation for the GCSE course. Here we explore the founding of the USA, looking at the different waves of immigration and what each added to the 'melting pot' of America. We examine reasons for the economic boom in the 1920s, recognising the huge wealth of resources at America's disposal, as well as identifying other causes such as the growth of hire purchase, advertising and new methods of production. We also take a look at the social side of America in the 1920s. We look at how Americans spent their leisure time and examine the rise of Hollywood. The role of women in society is also explored, as is the discrimination facing Native and African Americans.



GEOGRAPHY

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

DEVELOPING MAP SKILLS

The course starts with a look at the term 'geography' - what does this subject cover and what makes a good geographical question? It then goes on to look at Oakham and the surrounding areas, with a focus on map skills, population, greenbelt vs brown belt, urban growth and town planning.

RIVERS AND FLOODING

In this unit students examine the water cycle and relief rainfall. They then go on to study the long profile of a river, waterfalls, why rivers meander, and the causes of flooding. The unit finishes with a case study which looks specifically at a UK flood event and flood management.

CLIMATE CHANGE

Students take a look at how the planet is changing, making specific reference to the causes and impact of this. They then go on to look at mitigation strategies and sustainable technology - competing in a Dragons' Den style competition.

WATER STRESS

During this unit students will explore rainfall patterns and water stress in the UK. Students will investigate the issues surrounding sufficient water and will complete a decision-making exercise on the New Havant Thicket Reservoir.

YEAR 8 UNITS OF STUDY

NATURAL HAZARDS

Students initially explore the distribution of earthquakes and volcanoes identifying the reasons why some areas experience more tectonic activity than others. Students then focus on two recent earthquakes and investigate their causes and impacts, examining reasons why some earthquakes are more devastating than others. The end of the unit focuses on the characteristics of volcanoes and why people live in volcanic landscapes.

POWER and BORDERS

During this unit students study the dynamic nature of the world political map and fragile states. Students will look at contemporary patterns of conflict and their causes. Students then investigate an area of conflict at greater depth before exploring the role of global governance e.g. the UN. The end of the unit focuses on migration, particularly the Syrian refugee crisis within Europe and opportunities & challenges arising from migration in Brazil.

TROPICAL RAINFOREST ECOSYSTEM

Students look at the key characteristics of ecosystems and how they are interrelated. The unit then focuses on the tropical rainforest biome, exploring why it is considered one of the most diverse ecosystems in the world. The unit finishes with sustainable management of the tropical rainforest.

DISTINCTIVE COASTS

In the last unit of the year students explore what makes coastal landscapes distinctive by studying a range of human and physical features. Following a fieldwork day, students complete a decision-making exercise based on extending coastal management strategies along the Hunstanton coastline.

YEAR 9 UNITS OF STUDY

DEVELOPMENT

Students initially explore representations of Africa and investigate how these representations affect peoples' sense of place. Using a range of development indicators, students explore how and why development varies within Africa. The end of the unit investigates whether there is a link between development and disease and questions to what extent disease can be eradicated?

SOCIAL INEQUALITIES

This unit enables students to complete local fieldwork to explore whether social inequalities exist in Oakham. The unit begins with defining what is meant by social inequalities and exploring how social inequalities can be measured. Students will analyse primary and secondary data before reaching a conclusion.

EXTREME WEATHER

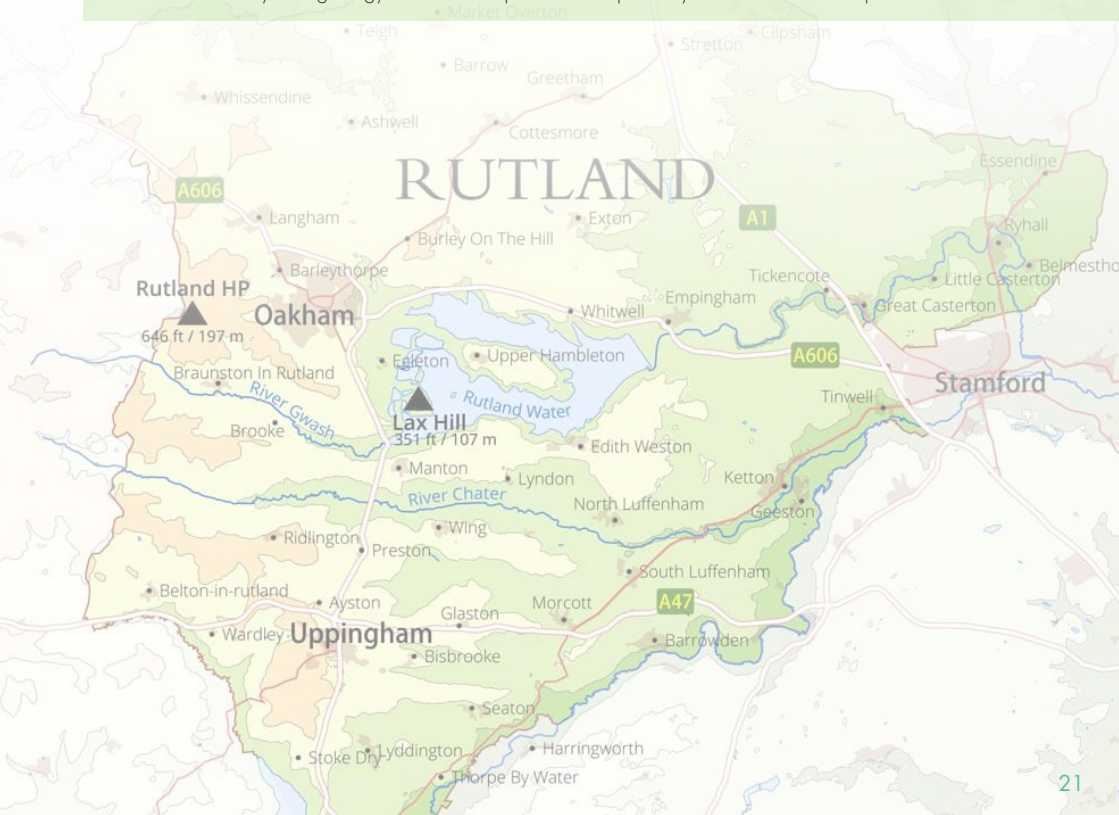
The global atmospheric circulation system and extreme weather forms the start of this unit. The unit then adopts an enquiry approach to examine why typhoon Haiyan was so devastating. The following themes are covered: how do typhoons form? What were the impacts? How prepared was the Philippines? How has the Philippines recovered from typhoon Haiyan and prepared for future typhoons?

IMPACTS OF GLOBALISATION

Students initially investigate positives and negatives associated with globalisation. Students then analyse the economic growth of China and how global competition has caused de-industrialisation in some parts of the UK. Finally, the concept of rebranding and regeneration is studied, considering how brownfield spaces can be revitalised.

GEOLOGY

Initially the geology of Britain will be studied, developing an understanding of how distinctive landscapes in the UK are influenced by their geology. Students complete an in-depth study of limestone landscapes.



RELIGIOUS STUDIES

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

WHAT IS RELIGION?

What is religion and what makes someone religious? In the first two lessons these two questions are studied. The unit then goes onto look at Creation, The Fall, Noah and the flood, Abraham and the covenant, Slavery in Egypt, the Ten Plagues and the Ten Commandments.

SIKHISM

This unit endeavours to explore the fundamentals of Sikhism by looking at the 5ks, a Sikh God, the Gurdwara, The Golden Temple and Charity. Students will address the importance of these concepts in the Sikh community and in the UK.

JUDAISM

The unit begins with a look at Judaism and its main teachings. It then goes on to consider the different strands of the Jewish faith; the Torah, Synagogues and Shabbat Mitzvot. Key questions such as – should society have a day of rest? and why do Jews keep Kosher? The significance of Jerusalem is also introduced.

LIFE OF JESUS AND SEARCHING FOR GOD

This unit explores who Jesus was, his life and his importance for Christians. The unit looks at Christian beliefs in connection to Jesus such as Christmas, Baptism, Parables and Miracles. The unit continues to look at the concept of God, how Christians see God and how some Christians might prove that there is a God

YEAR 8 UNITS OF STUDY

PREJUDICE AND DISCRIMINATION

The course starts by understanding what is meant by the terms prejudice and discrimination and addresses a variety of examples throughout history and society. The term continues through an exploration of religious and non-religious beliefs about equality followed by an in-depth study of the work of Martin Luther King and the importance of Human Rights.

ISLAM

The unit begins with an introduction to the Origins of Islam and the importance of Prophet Muhammed. It continues by addressing each of the 5 pillars of Islam sequentially; what they are, how Muslims observe them and their importance to Muslims and the wider world.

SUFFERING

In this unit students address the concept of suffering; what it means to suffer and the different types of suffering in the world. The unit continues to look at Christian responses to suffering, the importance of Jesus Christ, sin, salvation and how religious and non-religious people can help people. Lastly, students explore the Buddhist interpretation of desire and how it results in suffering and how we can overcome this.

WAR, CONFLICT AND PEACE

The unit begins by looking at violence; what it means to be violent and what examples of violence exist in the world through the lens of current affairs. The unit explores the concept of war, different types of war and possible justifications for war from both non-religious, political and Christian interpretations. Lastly students will focus on religious resolutions to war and how religion can potentially inspire peace.

ETHICS

This unit initially considers the importance of critical and logical thinking. Through the identification of popular logical fallacies, students are able to explore how to argue effectively and how to identify problems with difficult ideas. The unit continues with Ethics; the study of morality and what we, as people, should do. Ethics aims to explore four main ethical theories of Utilitarianism, Kantian Ethics, Natural Law and Virtue Ethics

YEAR 9 UNITS OF STUDY

CHRISTIAN BELIEFS AND TEACHINGS

The course begins looking at the origin of the universe including a scientific interpretation and a religious one. The course then continues to explore the fundamental beliefs of Christianity which includes how Christians might define God and this role, different Christian denominations, The Trinity, The Ten Commandments and The Lord's Prayer.

RELATIONSHIP BETWEEN HUMANS AND ANIMALS

Students explore the ethical concerns around concepts such as vegetarianism, animal captivity and animal testing from both a Christian and non-religious perspective with reference to religious teachings and the Bible.

JUDAISM AND THE HOLOCAUST

The unit begins with an introduction to the origins of Judaism including fundamental Jewish beliefs and concepts. The term continues with an historical exploration of the Holocaust, how it happened, why it happened and the effects this had on Jews and their religious beliefs.

MORAL DILEMMAS

The course facilitates discussion and analysis of real-world, ethical issues, such as abortion, euthanasia and fertility treatment through both a Christian and non-religious perspective. Students explore questions like: What do biblical teachings suggest about these issues and how do these contrast with what our society thinks about them?

BUDDHISM BELIEFS, TEACHINGS AND PRACTICES

The unit begins with an introduction to the origins of Buddhism and discusses fundamental Buddhist beliefs about the world such as how we can overcome suffering and how we can live peacefully. The course concludes with an examination and experience of core Buddhist practices such as meditation and mindfulness.

POVERTY

The final term looks at the relationship between Christian beliefs, non-religious beliefs and different forms of poverty, hunger and disease. The term explores how Christians should, and have, responded to these issues and how the Bible informs decisions when caring for others, using money and giving to charity. This topics focuses on inspirational Christian role models such as Mother Teresa and Oscar Romero.

FRENCH |

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

During terms 1 to 3, students will undertake one term of French which will focus on the basics of the language allowing them to greet and introduce themselves to new people, giving their name, age, birthday and where they come from. Skills needed for their language learning are introduced, such as recognising cognates and reading for gist. They will be introduced to French pronunciation in the form of phonics.

At the end of term 3, students will choose to continue studying either German, French or Spanish.

TERM 4

This term, students will build on the language skills developed during the previous terms and will be reminded of the important connectives, pronunciation rules and structures in French. They will learn about personal qualities and to talk about family and friends. They will also be able to express and justify basic opinions starting with their likes and dislikes about school subjects. Students will start to explore tenses through comparing their current personal qualities to when they were younger.

TERM 5

During term 5, students will learn how to say what attractions and amenities there are in the local area and what they can do at weekends. Students can develop their knowledge of expressing and justifying opinions to say what they like and dislike about their region. They will give and understand directions around town which will be useful for holidays in French-speaking countries or when directing French people in the UK.

TERM 6

During this term we concentrate on saying what pets they have, allowing them to revise adjectival agreements and personality traits. They will be able to discuss animals in greater detail using colours and size. Students will be introduced to "Je voudrais" to say which pets they would like in the future.

Students will also study a film in French, using the vocabulary and skills learnt during the year to describe characters and express opinions about the scenes.

YEAR 8 UNITS OF STUDY

TERM 1 and 2

This term students will look at various aspects of their own and French people's lifestyles. Students will talk about clothes and give opinions on styles, talking about the types of clothes you wear on different occasions and seasons linking to weather. Students will build on previous free time knowledge, speaking about activities they do – this time with more complex phrases, opinions, and tenses. There will also be an opportunity to listen to French music and French people's music preferences.

The festive period will give students the opportunity to further develop their knowledge about Christmas and New Year.

TERM 3 and 4

This term students will focus on the topic of holidays. They will learn about where they can visit in France, linking it to the core vocabulary such as 'à la montagne', 'à la mer', 'à la campagne', and talk about which kind of accommodation they would like to stay in and what to consider when booking it.

They will have the opportunity to develop their knowledge of free time activities as well as weather and clothes vocabulary to write an extensive text about their holidays.

They will learn about traditional holidays as well as more creative ideas which students might see in films or cartoons. Students will talk about holidays they normally go on, as well as holidays they will or would like to go on in the future using the near future tense and the previously learnt phrase 'je voudrais'. The perfect tense

will also be introduced. In Term 6, students will recap some of this vocabulary while watching the film 'Le Petit Nicolas en vacances'.

TERM 5 and 6

Students will discuss healthy living in this term, specifically focusing on physical activity and sports. Students will master their knowledge of opinions and tenses (near future, conditional through the phrase *je voudrais* and the perfect tense) to discuss which sports they like to partake in.

We will learn the key vocabulary relating to the body - body parts, illnesses, and injuries as well as what to say when you need to go to a chemist or doctor.

Students will read about famous sports personalities, biographies about themselves revising key terms from Year 7 regarding personality traits.

YEAR 9 UNITS OF STUDY

TERM 1

With students' personal interest in media, we start this year discussing TV, music, films and books. This will provide students with the chance to form more complex opinions and justifications about a topic which includes vocabulary from previous terms. Students will develop their cultural knowledge studying about French cartoons and comics. Students will develop their knowledge of the perfect and near future tenses further with familiar verbs.

TERM 2

This term, students will be talking about healthy eating and lifestyles and how diet and their lifestyle choices affect their health. We will talk about resolutions to be healthier using the simple future tense as well as develop knowledge of regular and irregular perfect tense verbs. There will also be time given to consolidate key phrases from Year 8 reviewing vocabulary about body parts, illnesses, and physical activity.

During the festive period, students will learn use familiar vocabulary learn how to navigate a Christmas Market in a French-speaking country.

TERM 3

Students will, this term, learn about technology, discussing their new and old phones, activities you can do on their phones, computers, or tablets. Students will use their knowledge to express complex opinions about these activities as well as continue mastering the tenses introduced in previous terms. Students will look at the pros and cons of new technology such as the dangers of social networks and what to do if there are any problems. Students will learn how to give a phone number in French revising numbers 1-100.

TERM 4

This term, students will talk about how teenagers cope with family life and the pressures that they can be under. Chores and pocket money will be discussed. Students will speak about what life is like now for teenagers comparing it to the life of a teen from 60 years ago.

They will revise food vocabulary to discuss a trip to a restaurant with their families, learning how to complain about a meal in a French-speaking restaurant.

TERM 5

As students approach their GCSEs, we would like to give students the opportunity to learn how to talk about their studies and future careers. They will talk about jobs and the qualities needed for certain full/part-time jobs and recapping tenses to talk about their current ambitions as well as their childhood career ambitions. Students will learn how to word a formal letter in French and write their own letters of application for their dream job.

TERM 6

To finish students' time studying French at Key Stage 3, they will have the opportunity to recap the topic of holidays, focusing on holiday destinations, accommodation, weather, and activities on holiday. This will incorporate the three tenses learn over the years. Students will learn how to buy a transport ticket in France such as for the Métro in Paris.

To end the year, students will study the well-known film 'Les Choristes'.

GERMAN

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

TERM 1, 2 and 3

During terms 1 to 3, students will undertake one term of German which will focus on the basics of the language allowing them to greet and introduce themselves to new people, giving their name, age, birthday and where they come from. Students will also learn numbers 1 - 1000 to help them with a range of contexts.

At the end of term 3, students will choose between German, French and Spanish.

TERM 4

Students will talk about the different people and animals around them, learning to describe their personality traits and how to describe what they look like. When they begin talking to a German friend, their family and pets may be one of the first things they may want to discuss along with the next topic of free time.

TERM 5

Students will be able to speak about what they do in their spare time. They will specify when they do the activities, their opinion and, drawing from knowledge from last term, add who they do it with. Activities will consist of sport, watching TV and listening to music. They will meet some German celebrities along the way and have the chance to listen to German music.

TERM 6

This term, students will look more in-depth at the cultures of German-speaking countries. They will speak about celebrities from German-speaking countries, building on knowledge of appearance, personality types and opinions from terms 4 and 5. Students will prepare themselves for visiting cafés and similar establishments in German-speaking countries, learning how to order food, focusing on ice cream.

YEAR 8 UNITS OF STUDY

TERM 1 and 2

Following on from learning about family members, free time activities and now with the ability of expressing complex opinions, students will learn about School. This will be useful for when they start to engage with our partner school in Germany. They may also have an older brother or sister who is hosting a German exchange student and may wish to discuss their favourite subject and the subjects they are least interested in, as well as describing their teachers and what clubs they go to in College.

At the end of term 2, students will develop their cultural knowledge, focusing on customs in December and January in German-speaking countries. This will include developing transactional knowledge on how to buy food and drink or presents at a typical German Christmas market.

TERM 3 and 4

Students will explore the topic of food in Germany and have the opportunity to practise some useful transactional vocabulary for when they go to shops, restaurants, cafes or food trucks. This will lead onto ordering various meals (starters, mains, desserts) at a restaurant. The topic will recover knowledge on numbers for prices and develop their knowledge of polite German. Students will learn about the food traditions that they have in Germany and how Germans like to eat seasonally, for example Spargelzeit. Students will also have an insight into healthy eating suggesting what one should and shouldn't eat to stay healthy.

TERM 5

At the start of term 5, students will meet famous authors and learn about well-known fairy tales in Germany. We will encounter the Brothers Grimm again learning about the German names for the different fairy tales.

Following on from fictional tales, students will learn about Anne Frank and her diary. This cultural knowledge will serve students well when learning about WWII in their history lessons. This will also be a good opportunity to learn about how Germany has changed over the years.

TERM 6

Students will focus on discussing holidays in preparation for the summer. They will talk about popular holiday destinations and trends in German speakers' holiday preferences, including available activities, travel and accommodation choices and the weather forecast. Students will focus on the future tense to talk about future holidays. They will have the opportunities to research holiday destinations in German speaking countries and use previously learnt vocab to express preferences. Students will practise their transactional skills, consolidating their knowledge of ordering food focusing specifically on ordering food in a restaurant.

YEAR 9 UNITS OF STUDY 2021/22

TERM 1

Students will term will build on their knowledge on holidays from Term 6 in Year 8. This term they will focus specifically on past holidays, revising and creating past tense sentences about popular holiday activities (previously learnt in term 5). Students will practise their transactional skills, learning how to get around a German train station and how to buy tickets.

TERM 2

By the end of term 2, students will be able to list the rooms in their house as well as start to use prepositions and the cases system to describe what furniture is in them. Knowledge of the past and future tenses will be reinforced by talking about where they used to live and will live in the future expressing preferences using the conditional. Students will mention the activities they do in their house focusing specifically on chores. This unit prepares the students for meeting other young German people – this is especially valuable for those who wish to take part in the German Exchange. At the end of this term, we will look at German Christmas markets and develop transactional knowledge on how to buy food and gifts for friends and family.

TERM 3

This term will focus on developing knowledge in English and German on how to live a healthy life. We will discuss the reasons why you eat certain food types and which free time activities are healthy or unhealthy. Students will also build on their grammatical knowledge discussing reflexive verbs (for daily routine verbs) and modal verbs to show for example what they should and should not eat. Transactional vocabulary will be linked to the modal verb *wollen* so students can ask friends to go out somewhere.

TERM 4

Students will discuss fashion trends in Germany and learn how to talk about their own style. This will be an opportunity for students to practise using their known transactional vocabulary to be able to go clothes shopping when in German speaking countries as well as speak about what they will wear to parties and special occasions. Knowledge of colours and sizes will be developed as well as tenses knowledge focusing on the present tense of irregular verbs. Clothes will be linked to free time activities learnt in previous terms.

TERM 5

This term, students will discuss media focusing on TV, Film, Music and social media. We will explore the various TV shows in Germany and they will be able to find music artists from genres that they are personally interested in. Students will spend time looking at the advantages and disadvantages of the internet and how to stay safe whilst online which links to the topics studied in PSHE. To practise knowledge of tenses, students will compare old and new technologies. The term will end focusing on what students could do to help others by volunteering. We will look at several charities in German-speaking countries.

TERM 6

This term will focus on Berlin. Students will learn about many aspects of the city, researching the sights to see as well as its very interesting history. This topic links well to the German A level course where we study all about the differences between East and West Germany before and after German reunification. Students will be asked to plan a holiday to the city looking at flights, hotels, and how they would navigate using their transactional knowledge to help them.

SPANISH |

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

TERM 1, 2 and 3

During terms 1 to 3, students will undertake one term of Spanish which will focus on the basics of the language allowing them to introduce themselves – name, age, where they live and how they are feeling. They will learn the days and months and be able to say when their birthday is. We will learn some simple hobbies and be able to express opinions. Students will learn classroom items and be able to say what they have in their school bag.

At the end of term 3, students will choose between German, French and Spanish.

TERM 4

This term, learning the sentence structures for describing hair and eyes will mean that we can talk about ourselves in more detail and be able to describe what others look like. Students will also learn some personality traits and adverbs of frequency, the different ways of remembering vocabulary, develop independence as a language learner and start to extend their written Spanish to include more detail. This means that they will be introduced to verbs and pronouns and how they work.

TERM 5

Students will learn how say what they like to do in their spare time, including what sports they play using the verbs jugar and hacer and extending the use of justified opinions using porque. They will develop knowledge about the regular present tense, building on what they have done last term predominantly giving more detailed opinions on these activities. They will discuss the weather, using 'when' and 'if' constructions. In order to extend their grammatical knowledge, they will make longer sentences and use comparatives.

TERM 6

This term will focus on where students live, i.e., their area, the type of house they live in and the rooms in them. They will be able to speak in more detail, discussing the furniture in these rooms. Students will have the opportunity to look at authentic property adverts from Spain. Towards the end of the year, they will experience watching a film in Spanish for the first time and completing work on this in the way of using their opinions to describe likes and dislikes on certain scenes and use descriptions of people to create profiles for the characters.

YEAR 8 UNITS OF STUDY

TERM 1

During Term 1, students will build further on their knowledge to talk about the town or city they live in. Students will be learning the different places in a town, what they normally do in their towns. They will also be introducing two new tenses in discussing future plans and describing how areas have changed from the past. Students will be able to compare the town and countryside, learning more complex structures and practice using the imperfect tense to say what their town was like in the past. Students will consolidate the structures learnt in previous terms to express their opinions and justify them. Transactional vocabulary will focus on giving directions and forming questions to ask friends to go out in town.

TERM 3 and 4

The focus of this term is school. Students will be learning the school subjects and also be able to give more detailed opinions, describe a timetable, tell the time, describe the school environment and talk about extracurricular activities. Students will be using future expressions and getting used to reading a literary text. They will describe extra-curricular activities that they do and discuss future plans regarding jobs. Students will

also learn to order food from a canteen or café during their lunch break. Students will be very confident now with expressing and justifying opinions. They will also be introduced to the near future tense *tensing voy a*.

TERM 5 and 6

They will then go on to study how to describe a healthy lifestyle. They will talk about what we eat and drink and bring in some cultural knowledge of eating out in Spain. Students will give their opinions on food and drink, be able to order food in a restaurant and discuss what makes a healthy diet. Linked to this they will be learning parts of the body and be able to say what hurts when they are feeling unwell and discuss health problems and treatments at a pharmacy or when visiting the doctor – particularly important for when they go on holiday to a Spanish-speaking country.

YEAR 9 UNITS OF STUDY

TERM 1

The internet and social media will be the main focus this term, to discuss TV programmes, films at the cinema and musical tastes. Students will also be learning some jobs and be able to describe a job, introducing another future tense.

TERM 2

This term students will learn to describe what they wear and describe fashion in greater detail. They will be able to talk about shopping on the high street and visiting a shopping centre. There will be a focus on writing skills and tenses so a considerable amount of time will be used to introduce, practice and consolidate grammar.

TERM 3

Students will finish off the shopping topic by dealing with problems when shopping and discussing hypothetical situations for example what you would do if you won the lottery, therefore using the conditional tense. Students will go on to describe their morning routines using reflexive verbs as well as describing afternoon and evening routines. They will talk about relationships with family and friends.

TERM 4

Students will continue to consolidate the different routines and family relationships studied last term and use them to combine the different activities from each, being more adaptable with the language. They will really focus on the differences between reflexive verbs and the usual verbs they have been used to seeing, and to use the verbs in the third person. Students will compare routines using certain prepositions and verbs.

TERM 5

Students will be introduced to the topic of Environment in talking about global issues and discussing possible solutions. This will lead to learning about the cultural aspects of the Hispanic world, focusing on Texas, Madrid, Barcelona and Mexico.

Students will continue with studying the culture of Spain, moving on to study Peru (and in doing so will study the imperfect tense) then Cuba and using reflexive verbs in different tenses. They will use all of their knowledge over the last two terms to plan a trip across South America combining tenses.

TERM 6

Students will study two films, learning how to review them using all the grammatical skills they have acquired this year. This will provide valuable opportunities for listening to native speakers. They will compare the two films and using complex opinions to form their own reviews with an emphasis on persuasive writing.

ART & DESIGN



CURRICULUM INTENT

The wide and varied curriculum enables students to develop knowledge, understanding and practical skills in art, digital art, 3D studies, photography and textiles. As part of their experience, students will have the opportunity to work with professional artists, designers, and experience workshops and performances throughout their time at the College. In Year 9, students undertake the 'Arts Challenge' as part of unit 1 for Arts Award. If they wish they can progress on to unit 2 during the Electives in term 4 and 5 to complete this externally recognised qualification.

Alongside the Art and Design 13-week rotation, we have devised a program of one hour's lessons to enhance, making, thinking and the understanding of historical art and design movements for enhanced coverage for the DT and Art National Curriculum. This also gives students the opportunities to access local and national competitions.

YEAR 7 UNITS OF STUDY

Groups rotate around approx. 13 weeks for each rotation

On the yearlong theme of nature, year 7 students build upon prior knowledge learnt at KS2 by using a wide variety of different media and techniques. Observational drawing, analysing artists, creative designing and making, mirror the requirements at KS4 and 5. The broad theme allows all learners to personalise their work, explore styles and build confidence. The Burghley House trip in June encourages students to appreciate historical Art and Craft artefacts and work with a practising sculptor. Beyond this, house and regional competitions are targeted to develop 'working to a brief' situations.

THEME: NATURE

PAINTING AND DRAWING: Observational drawings of thistles, seeds, conkers and other seasonal natural forms from primary observations are used to develop skills with materials and techniques (line – pen, tonal pencil, coloured pencil, mono printing, collage, and watercolours).

TEXTILES: Students research 'Nature' as a theme, looking at the way textile artists use materials to create their work. Their aim is to design and make a cushion, exploring a wide range of techniques - applique, running stitch, back stitch etc. They also consider the properties of fabric and how to prepare their fabric for stitching.

3D: Students research images of 'The Green Person' and design their own piece based on initial ideas. Students produce samples of techniques e.g. shaping, forming and joining to experimental clay leaves. Using a growing skill base of ceramic techniques students make their own Green Person, learning how to prepare clay, roll it out, slip it together and model detail.

YEAR 7 Skills weekly lessons, year overview

Year Topic/Brief/theme	Skills	Art & Tech	Internal/External
The 7 formal elements	Drawing	Art & Tech	Internal
Drawing insects	Drawing	Art & Tech	Internal
3D modelling	Card and wire relief	Art & Tech	Internal
Rotary/Rutland Art comp	Entering an Art competition	Art	External competition

Year Topic/Brief/theme	Skills	Art & Tech	Internal/External
Biomimicry	Understanding properties	Tech and Art	Internal
Superhero - Design fiction	Proportion	Tech and Art	Internal
Smart materials	Understanding properties	Tech	Internal
Card automata	Card modelling	Tech	Internal
Mechanisms & linkages	Understanding movement	Tech	Internal

YEAR 8 UNITS OF STUDY

Groups rotate approx. 13 weeks for each rotation

In year 8, themes are broadened giving students more scope to work in the different fields of art, craft and design. In turn, this also begins to prepare them for option choices at KS4 in Art, Graphics and Photography. The projects offer both breadth and depth, allowing for such skills as independent research, analysing artist, crafts persons and designers. Critical evaluations of their own work and others' can develop key communication skills. Like year 7, house and regional competitions are targeted to develop 'working to a brief' situations in preparedness for arts career development.

PAINTING, DRAWING AND DIGITAL: Students will explore the theme of Architecture. Using primary photography and digital manipulation they will examine the use of line, tone, texture, shape and pattern, drawing on the work of Graham Holland.

TEXTILES: Using the portraiture as a theme, students are given the opportunity to research and design a cubist style stitched face outcome. They will be consolidating and building upon the skills used in Year 7 with applique, running stitch, back stitch, cross stitch, embellishment being covered.

3D: Students research contemporary ceramists with an animal theme to create a 'functional' outcome. During the project they build upon Year 7 skills, e.g. rolling out, adding texture, joining, using moulds and embellishing and applying and understanding glazing.

YEAR 8 Skills weekly lessons, year overview

Year Topic/Brief/theme	Skills	Art & Tech	Internal/External
Design styles, Morris	Design Movements	Tech and Art	Internal
Bauhaus and Pop art	Art Movements	Tech and Art	Internal
Rotary Art	Entering an Art competition	Art	External, local competition
History of Photography	Timeline and technology	Tech and Art	Internal
Card engineering	Card mechanisms	Tech and Art	Internal
Rutland Art (optional)	Entering an Art competition	Art	External, local competition
Renewables	Sustainable energy	Tech	Internal
Architecture	Modelling, perspective	Tech and Art	Internal
Packaging - net	3D visualisation	Tech and Art	Internal
Art history	Beyond the Greeks	Art	Internal

ART & DESIGN

YEAR 9 UNITS OF STUDY

TERM 1 AND 2

ART, TEXTILES & 3D:

During the initial 6-7 lessons, students will gain a deeper understanding of portraiture for: proportion, facial features, tonal marking, continuous line, and use collaging techniques amongst others to create mini outcomes. During term 2, students set themselves a personal challenge relating the theme of 'portraiture' by creating a piece in their chosen material/media which stretches their abilities and assists decision making based upon interests. E.g. digital, fine art, textiles, mixed-media, photography. The final outcome is produced over a longer duration creating a sustained outcome, mirroring the process for GCSE and BTEC qualifications in KS4.

TERM 3 AND 4

6-week skills rotation

Students will start to enhance their practical skills ready for GCSE/BTEC Art and Design, Photography or Graphics. The four main areas of focus in each rotation are;

- A01 Looking at others work
- A02 the manipulation of imagery
- A03 Developing ideas
- A04 Creating outcomes

Each area will be run by a specialist teacher, e.g. Fine art, Textiles, Digital.

TERM 5 AND 6

During this two term project on the theme of 'Home' Students will;

- Take primary photographs relating to the theme
- Explore and research others' work
- Develop drawing/media skills
- Use further exploration chosen media
- Enhance presentation of their work and form their own opinions of artist work

Year 9 Skills weekly lessons, year overview

Year Topic/Brief/theme	Skills	Art & Tech	Internal/External
Design Ventura	Team work for design	Tech	External
Anatomy -Skull/bones	Drawing proportions	Art and Tech	Internal
Still life arrangement	Photography and painting	Art	Internal
Rotary art	Entering an Art competition	Art	Local competition
Energy	Developing sustainable	Tech	Internal
Art movements	Curator beyond the Greeks	Art	Internal
Sustainability	Minerals, 6 R's	Tech	Internal



Values of KS3 curriculum

Students; engagement and pleasure, self-critical and enquiring, confident and independent.
Uptake and preparedness for GCSE or BTEC and KS4
Success with house and external competitions, local and national.

DESIGN & TECHNOLOGY

CURRICULUM INTENT

Students in Year 7 are taught by the same member of staff throughout the year and in Year 8 & 9 we use a carousel system. This enables students to experience activities in Product Design, Food Preparation & Nutrition and Graphic Products. We aim to promote students' knowledge, skills and understanding of a wide range of specialist materials, tools, equipment and processes. Students are encouraged to develop their creativity, independent learning and thinking skills by designing and making a range of exciting projects.

Students' skills are developed to a high standard, enabling them to demonstrate the necessary knowledge, understanding and practical skills required to achieve high quality outcomes at Key Stage 4. This is fundamental to our philosophy for facilitating students achieving their maximum potential. Students complete four units of study each year, each unit is 9 weeks long.

YEAR 7 UNITS OF STUDY

PRODUCT DESIGN:

Students undertake two design and make activities, producing a 'Block Bot' and a solitary bee house. Students first learn about workshop safety and develop design ideas using isometric drawing. They develop an awareness of the properties, characteristics and uses of timbers. Students select and use tools, techniques and machinery to manufacture the Block Bot before testing and evaluating their outcome. They consider wider sustainability issues to produce a solitary bee house, appropriate for intended use and environment that is batch produced using jigs and templates.

GRAPHIC PRODUCTS:

Students produce a series of designs for their own brand of chocolate bar, analysing existing products. Key Photoshop techniques, including the use of layers will be learnt to produce their designs. They will use 2D Design to realise designs for a chocolate mould. The mould will be batch produced through vacuum forming and students will cover the theory of the vacuum forming process.

FOOD PREPARATION & NUTRITION:

Students learn about safety and hygiene in food preparation. They work on activities related to the Eatwell Guide, dietary needs and practicing basic skills when cooking and preparing a range of healthy dishes including fruit salad, bread rolls, scones and stir fry. Students will conduct an investigation into enzymic browning.

DESIGN SKILLS:

Students learn some of the core design skills needed for the subject, including one and two point perspective. They learn about forces and structures considering dynamic and static loads, types of forces, types of structures and reinforcing structures. They will also learn about beams and bridges and undertake a series of modelling exercises to build and test structures and bridges. Students will also be introduced to TinkerCAD 3D CAD software through a series of exercises and a design challenge.

YEAR 8 UNITS OF STUDY

PRODUCT DESIGN:

Students design, model and make a USB powered light for an identified target market. They develop a specification to inform the design of a functional, appealing product that responds to the design brief before using a range of ideation techniques to generate creative design ideas. Students then develop and communicate designs using annotated sketches, models and computer-based tools before evaluating, testing and refining these ideas.

GRAPHIC PRODUCTS:

Students will research the Pop Art movement and commercial printing processes. They will use this research to design their own typography using more advanced Photoshop tools (e.g. liquefy tool, marquee tool). They will write their own design specification for a packaging of fast food and use their design work to prototype packaging solutions using given/designed nets to produce finished 3D outcomes. Designs and outcomes will be evaluated against the specification.

FOOD PREPARATION & NUTRITION:

Students work on preparing higher skilled dishes such as curry or cheesecake and design their own pizza and make their own dough. They will conduct investigations into the conditions needed to activate yeast and consider the bread making process in detail. Students consider food provenance and investigate food miles and the environmental impact of the ingredients used in dishes.

DESIGN SKILLS:

Students design and prototype a product to meet the needs of an elderly user in a user centered design task. They will research ergonomics and anthropometrics completing some primary data collection. They analyse existing products and develop design ideas informed by their research. Students use sketch techniques and sketch models to test and develop designs before producing a final CAD model using Tinker CAD. Students are also introduced to orthographic drawing.

YEAR 9 UNITS OF STUDY

PRODUCT DESIGN:

Students undertake two design and make activities, producing a headphone wrap and a passive amplifier. They develop a specification before using a range of ideation techniques to generate creative design ideas. Students then develop designs and models whilst learning about the properties, characteristics and uses of common polymers. For the passive amplifier students undertake research including analysis of existing products and learning how passive speakers amplify sound. This research is used to generate ideas before moving to develop these further using models. Students are encouraged to use traditional hand skills with CAM processing as appropriate for their own design.

GRAPHIC PRODUCTS:

Students design a magazine front cover. Students are guided through organising their own photo shoot to create original images to produce their magazine front cover in Photoshop. They will learn how to use DSLR cameras, studio lighting and consider techniques including the depth of field. In Photoshop they will build upon prior learning using new tools (e.g. quick mask, curves, hue and saturation). They will also use 2D design and the laser cutter to produce a point-of-sale display for the magazine.

FOOD PREPARATION & NUTRITION:

Students work on activities related to seasonality and sustainability factors including food miles. Students will also undertake a food preparation task where they design and plate a dish with a focus on the presentation. Other dishes will include a lasagne and a shortcrust pastry tart.

DESIGN SKILLS:

Students will design and produce a prototype lighting product to solve a problem they identify and produce their own design brief. They will consider iterative design and how designers work through several versions of a concept to realise a final product. They undertake research relevant to their projects, identify clients and analyse existing products. Students are encouraged to design and model in a way that suits them best, using strategies that work to avoid design fixation, focusing on the design process and progress as well as inspiring outcomes.

PERFORMING ARTS

CURRICULUM INTENT

In Performing Arts, students are able to take part in a number of opportunities, and we aim to provide a comprehensive musical and drama education that allows our students to be successful in all areas of the subject.

In Year 7 and 8 all students will receive two lessons of performing arts per week, but this will be a rotation between music and drama subjects.

In Year 9, students will receive one lesson of music and drama per week throughout the year. Here at Catmose College, we have a fabulous suite of computers and music software for our music technology modules; this is the chance for students to create music through ICT. We also have a state of the art Theatre and two Drama rooms.

As well as classroom lessons, there is a large extracurricular programme for students of all musical interests. These include an orchestra, junior and senior choir, brass ensemble, jazz band, flute ensembles, a woodwind ensemble, concert band, string group, keyboard and guitar ensemble. We also have a team of eighteen visiting music teachers who teach either 20 or 30 minute lessons on a wide range of instruments.

We also offer Lamda lessons to students wanting to develop their acting skills. There are a range of drama clubs with opportunities of performing in the annual Shakespeare festival, Christmas assemblies, competitive events as well as the school musical, and a Performing Arts tour for older students.

YEAR 7 UNITS OF STUDY

TERM 1 and 2 - BASIC SKILLS (MUSIC)

Students will gain an understanding of how traditional Western music is formed through the use of music notation. Students will learn the basics of music theory, looking into different note types and note lengths (Crotchet, Quaver, Semibreve, Minim etc). Students will learn about the treble clef and simple 4/4 rhythms. Students will gain knowledge into some of the key musical elements; pitch, dynamics and tempo. At the end of the term, students will gain an understanding of various instruments of the orchestra and learn about instrumental families. Following from this, students will use their music theory knowledge and learn how to read and play keyboard music. Students will sit a theory and performance exam at the end of the term.

TERM 1 and 2 - PANTOMIME (DRAMA)

Students will develop their understanding of pantomimes and the various features that make up a pantomime. They will be able to understand how a script works and develop their physical and vocal skills for their character, learning their lines off by heart. Students will be able to use props and costume to enhance their performances. They will perform their finished piece to their peers as an assessment and evaluate their own and other's work.

TERMS 3 and 4 - MUSIC TECHNOLOGY (MUSIC)

Students will use state of the art equipment within the music department. Individual students will have access to Cubase and they will begin to compose a piece of music with different compositional techniques. They will continue to develop their music theory knowledge and their listening skills to gain an understanding of different styles and genres. Students will understand what is needed to create a composition using pre-existing MIDI and audio loops.

TERMS 3 and 4 - STORYTELLING & DEVSING (DRAMA)

Students will learn about the origins of oral storytelling and experiment with creating soundscapes and atmosphere. They will have a go at improvisation and explore character through the use of vocal and physical skills. Students will look at the techniques of hot-seating and role-on-the-wall. They will work in groups to devise their own story (using a script as a starting point), storyboarding their ideas to help with structure. Students will perform their work to each other and evaluate their own and other's work.

TERM 5 and 6 - MUSICAL THEATRE PERFORMANCE (MUSIC & DRAMA)

Students will visit London for the day to watch a matinee performance of a musical. They will also attend Pineapple Studios for a workshop with members of the cast. Each form from Year 7 will be given a song from that musical to learn in their music and drama lessons, they will work in small groups and as a whole class to create movement and choreography to go with their forms' song from the show. This results in a final performance to parents and primary school pupils.

YEAR 8 UNITS OF STUDY

TERM 1 and 2 – KEYBOARD SKILLS (MUSIC)

Students will have the opportunity to develop their performance skills on the keyboards. They will have access to differentiated sheet music which will cater for all students, to ensure that they're being appropriately challenged. Students will read various notation and be able to perform in pairs and individually. During this unit, students will develop their listening and appraising skills with regular starter tasks to gain a better understanding and appreciation for different styles of music. At the end of the term, students will complete a listening and performance task.

TERM 1 and 2 - IMPROVISATION, STATUS & SCRIPT WORK (DRAMA)

Students will learn the building blocks and technical vocabulary of improvisation. They will learn how to apply status to characters in performance. Students will work in a group to put on a scripted play developing their characterisation through the use of physical & vocal skills. They will be assessed on their performance as well as an evaluation of their own and other's work.

TERM 3 and 4 - MUSIC TECHNOLOGY (MUSIC)

Students will develop the music technology skills that they learned in Year 7. Students will learn how to compose their own piece using different music sequencing techniques, using both click-input and real-time input methods. This will allow students to understand how different parts in a composition work together, as well as learning how to compose a melody line and the accompaniment patterns to compliment. At the end of the term, students will be assessed on their music technology listening skills and composition.

TERM 3 and 4 - ROSA PARKS & SLAVERY (DRAMA)

Students will explore the story of Rosa Parks and the lives of slaves. They will experiment with a variety of drama techniques such as choral speech, choral movement, essence machine, physical theatre and thought-tracking. Students will learn how to use these techniques effectively in performance as they work in groups to devise a piece of drama. They will learn how to identify and write about acting and performance skills.

TERM 5 and 6 – MUSIC AROUND THE WORLD (MUSIC)

Students will increase their knowledge of world music through researching an array of music from different cultures, looking specifically at African, Indian, Caribbean, Brazilian and Chinese music. The students will learn about the key musical features and instruments; they will then play and perform their own compositions based on the different styles of music taught.

TERM 5 and 6 – DARKWOOD MANOR (DRAMA)

Students will explore different ways to create tension and atmosphere in performance while experimenting with physical theatre and narration. They will use a range of physical and vocal skills to create and sustain a character. Students will explore the use of music and soundscapes to add tension to their performance.

PERFORMING ARTS

YEAR 9 UNITS OF STUDY

TERM 1 - 'BLUES' MUSIC (MUSIC)

Students will have a deeper understanding of the genre of blues music and the historical context. They will learn many aspects for their composition, in order to perform at the end of the term for their assessment. The aspects which students will learn are: 'C Blues scale', '12 bar blues', and 'Improvisation' as well as developing their compositional skills.

TERM 1 - PHYSICAL THEATRE (DRAMA)

Students will understand the theatrical style of physical theatre. They will gain knowledge of a physical theatre company such as Frantic Assembly. Students will experiment physically with a range of physical theatre techniques to create different effects for performance. They will learn and be assessed on their knowledge of stage configuration, stage positioning and theatre roles.

TERM 2 - THEME AND VARIATION (MUSIC)

Students will develop their composition skills on Cubase sequencing software. During this time they will learn the key components to theme and variation pieces and they will incorporate them into their compositions. They will use a variety of sequencing tools to complete this, as well as developing their appraising skills. They will be assessed on their composition and listening skills at the end of the topic.

TERM 2 - DEvised PERFORMANCE (DRAMA)

Students will explore a range of techniques such as direct address, audience interaction, multi-rolling and non-naturalistic performance style. They will understand what theatre in education entails and how to include a clear teaching point within a piece of theatre. Students will look at a variety of themes leading up to their own T.I.E. piece which will include exaggerated characters, catchphrases, slogans and statistics. They will perform to an audience and evaluate their work, reflecting on the success of their piece.

TERM 3 - FILM MUSIC (MUSIC)

Students will learn how music can be used to convey a certain concept or emotion, through the medium of film. Throughout the term, students will develop their skills in performing, composition, evaluating, and also their knowledge of music theory. They will learn a number of techniques that are found in film music, and then produce a paired composition to accompany a film scenario that uses these features.

TERM 3 - SHAKESPEARE PERFORMANCE (DRAMA)

Students will dip into Shakespeare to understand the context and history of Elizabethan Theatre. They will understand through exploration some of Shakespeare's key plays, themes and story lines, as well as experimenting with the language. Students will explore dramatic conflict, learning how to do stage combat safely and effectively, and combining these skills with text for performance.

TERM 4 – REMIXING (MUSIC)

Students will continue to develop their Cubase skills, specifically learning more about audio files. Students will study the development of music technology and how it has affected the development of music itself. A greater understanding of modern dance music will guide students into restricting and altering pre-existing music to create a remixed piece. The remixes will be assessed at the end of the term.

TERM 4 – THEATRE IN EDUCATION (DRAMA)

Students will apply their physical theatre skills in a devised project. They will use a variety of stimuli to develop their ideas, create original characters, places and situations through a range of explorative strategies and presentational devices. Students will devise and present a sustained piece of drama to the class, developing their audience awareness. They will become reflective learners by evaluating their own work and the work of others.

TERM 5 – SONGWRITING/UKULELE (MUSIC)

Students will learn about the key features needed to compose lyrics and will learn a four-chord progression used in most pop songs on the ukuleles. They will begin to develop different rhythmic and accompaniment patterns on the ukulele to accompany their lyrics. Students will complete this topic in groups and will learn how to work together to compose and perform their pieces.

TERM 5 – SCRIPTED (DRAMA)

Students will read a specific script as a class and discuss the themes and characters within it. They will act out particular scenes using a range of techniques. Students will develop characterisation through the use of their physical and vocal skills. They will work with others on a given scene for a length of time in order to create a polished performance. This includes learning lines off-by-heart and thinking about the use of props and costume. Students will perform to each other in a final assessment and evaluate their own and other's work.

TERM 6 – MUSIC THROUGH THE DECADES (MUSIC)

Students will build on their knowledge of blues and pop music developed in the previous term, as well as develop their skills in performing, composing and appraising. Students will learn how music changed through the twentieth century by looking at the musical features of music for Rock n Roll, rap and hip hop, techno, and today's pop music. They will produce a number of compositions and performances throughout the term.

TERM 6 - PROJECT - Putting on a show & Script work (100) (DRAMA)

Students will use and develop their drama skills through a series of stand-alone workshops. They will explore the social, historical and cultural elements of specific issues in a variety of texts. Students will develop their understanding and acting skills through discussion, physical exploration and role.



PHYSICAL EDUCATION

CURRICULUM INTENT

The main aim of the Sports Team at Catmose College is to inspire and improve the physical literacy and efficiency of all students whilst providing enjoyment that will help lay the foundations for a lifelong love of physical activity. It does this by following the National Curriculum.

In the delivery of our KS3 schemes of work the sports team aim to provide students with the opportunity to develop in 3 separate areas which in turn are assessed for each sport:

- **Physical performance** - Acquiring and developing skills
- **Understanding of tactics and application of creativity** - Selecting and applying skills and tactics in competitive situations whilst demonstrating effective decision making .
- **Leadership and behaviour** - Evaluate performance, communicate and lead others, demonstrate knowledge of rules and a positive attitude towards sport reflected in effort, preparation and commitment.

These three areas encompass the breadth and depth of skills and expertise required to contribute meaningfully to a range of sporting contexts and roles.

The Sports Team have extremely high standards. We expect our students to work hard during lessons, contribute to the positive and supportive learning environment and bring the correct equipment even if they are not able to take part as a performer.

IMPLEMENTATION & MEASURES OF SUCCESS

We aim to develop skills, knowledge and techniques which enable students to apply them in different activities. They start to make decisions about their performance and take on different roles such as leader, official and coach.

In lessons students are taught a range of sports and this variety provides a fun curriculum that gives all students the opportunity to develop their physical literacy and self confidence. By the time students complete KS3 they should have made progress across the three areas of assessment performance; tactics & creativity and leadership & behavior which are central to sport. These are assessed in check points in each sport and provide an opportunity for students to demonstrate their progress in all areas not just physical performance.

Regardless of the activity taking place teachers work hard to personalize lessons, thus ensuring that every child reaches their potential. During KS3 students will experience a range of teaching & learning styles.

The sequence of the program of study across KS3 and the activities it contains is carefully considered and aims to provide a mixture of new sports each year with a heavy emphasis on consolidation and development of familiar sports whilst also satisfying the national curriculum expectation. Our POS is fluid and changes depending on group dynamics, staffing and areas available. SOW are developed to a high standard to ensure students develop knowledge of core skills and tactics. Staff also have the autonomy to teach core skills and knowledge in ways outside the SOW where they deem fit and necessary.

The College boasts a rich and varied extracurricular physical education programme, consisting of over 20 activities. These take place after College and are well attended. The sports and activities offered reflect the sports the College competes in through the Melton and Rutland Varsity competition as well as those which offer English Schools pathways. The sports which the college competes in at county and national level competitions are netball, rugby, cross country, athletics and gymnastics.

Having been crowned Varsity Champions for eight successive years, students at Catmose really are in a great place to develop their sporting capacity.

PROGRAMME OF STUDY

Across KS3 students may take part in any of the following: Basketball, Rugby, Football, Hockey, Gymnastics, Dance, OAA, Badminton, Handball, Athletics, Rounders, Softball, Futsal, boxercise & fitness

In all activities students will be taught a range of skills, tactics and strategies to overcome opponents with a focus on how to perform skills and why they should be performed in particular situations.

IMPACT MEASURES

We have successfully implemented our Curriculum Intent when we achieve the following:

- 80% of sport lessons are judged good with at least 40% outstanding.
- We maintain 2 viable option sport classes for year 9 to choose as they move into KS4 e.g. GCSE PE & Cambridge National Sport Studies.
- Learning Walks and focus groups show that behaviour is good and that there is a positive learning environment.
- SMHW reports that Sport teachers set timely and appropriate prep.
- The number of students participating in extracurricular activities reaches 70%.
- Students continue to be given the opportunity to compete in all Varsity competitions as well as at least three national competitions



YEAR 7 UNITS OF STUDY

TERM 1: PERSONAL HEALTH

- Routine for Learning.
- Staying safe at Catmose.
- Healthy Eating.
- You and your weight.
- Exercise.
- Sleep and Mental Health.
- Personal Hygiene.
- Puberty.
- Periods – the facts.
- Sanitary Products.

TERM 2: DISCRIMINATION AND THE LAW

- What are drugs?
- What effects do drugs have?
- Smoking facts.
- Smoking vs vaping.
- Immunisations and vaccines.
- Your identity.
- Your personality.
- Who am I?
- Gender. Discrimination.
- Racism.
- Black Lives Matter.
- Being a good neighbour.
- British values.

TERM 3: SEXUAL HEALTH

- Attraction.
- Sex: Facts and Myths.
- Sex and the Law.
- Sex: Rights and Responsibilities.
- Attitudes to sex.
- Safer Sex: contraception and protection.
- Exploring your sexuality.
- First Aid Week.

TERM 4: FINANCE

- Pocket Money.
- Budgeting.
- Saving Up – Go Henry.
- Cost of Living Increase.
- Social Impact.
- Borrowing Money.

TERM 5: MENTAL HEALTH

- Getting ready for key assessments.
- Right and wrong.
- Who do you admire?
- Regrets and saying sorry.
- Friendship and rivalries.
- Worries and anxieties.
- Self-management and what influence our decisions.
- Managing your emotions.
- You and your family.
- Managing grief.
- Dealing with a divorce.

TERM 6: THE WORLD AROUND US

- What is bullying?
- Dealing with bullies.
- Personal safety online.
- Protecting your identity.
- Cyberbullying.
- Speaking your mind.
- Listening and giving feedback.
- Living Planet report intro.
- What is Climate Change?
- Chance to change the future.
- The future we want.

YEAR 8 UNITS OF STUDY

TERM 1: PERSONAL HEALTH

- Routine for Learning.
- Staying safe at Catmose.
- Alcohol: the facts.
- Alcohol: the risks.
- Alcoholism and addiction.
- Blood, organ and stem cell donation.
- Health checks.
- Allergies.
- Looking after your skin.
- Looking after your teeth, ears and eyes.
- Looking after your feet and back.
- Tattoos and piercings.

TERM 2: DISCRIMINATION AND THE LAW

- Becoming an adult.
- Being responsible.
- Problems with parents.
- Laws and rights of children.
- What is stereotyping?
- What is prejudice?
- You and the police.
- Police and military roles.
- Democracy and voting.
- Human rights intro.
- Pressure groups.
- Charities.

TERM 3: SEXUAL HEALTH

- Close Relationships.
- What makes a healthy relationship?
- Unhealthy relationships.
- Dealing with rejection.
- Consent.
- Am I ready to have sex? And having sex: teen experiences.
- STIs and symptoms. Sexual health clinics.
- Child abuse and grooming.
- Sexting and pornography.
- First Aid Week

TERM 4: FINANCE

- You and the bank.
- Earning money, chores, babysitting etc.
- Saving.
- Borrowing.
- Spending wisely.
- Cost of living increase.

TERM 5: MENTAL HEALTH

- Recreational drugs.
- Psychoactive substances.
- How can I tell if a drug is safe?
- Am I addicted to my phone?
- Dealing with anger.
- Dealing with jealousy.
- Dealing with fear.
- Signs of stress.
- What stresses you?
- Coping with stress.
- Meditation.

TERM 6: THE WORLD AROUND US

- What are my aspirations?
- How do I work best with others?
- Interpersonal skills.
- Goal setting.
- How do I plan for my future?
- Disability and learning differences.
- Dealing with ageism.

YEAR 9 UNITS OF STUDY

TERM 1: PERSONAL HEALTH

- Routine for learning.
- Staying safe at Catmose.
- Peer pressure at parties.
- Your online reputation.
- Online literacy and responsibility.
- Heroin and cocaine.
- The impact of drugs.
- Social media and body image.
- Eating disorders.

TERM 2: DISCRIMINATION AND THE LAW

- Youth crime.
- Gangs and knife crime.
- Fake news.
- Radicalisation.
- Racism in education.
- Racism in work.
- Racism in society.
- Revising for key assessments.
- Women's rights.
- Violence against women.
- Forced marriage.
- Honour-based violence and FGM.
- LGBT+ rights
- LGBT+ around the world.
- British values.

TERM 3: SEXUAL HEALTH

- Your developing sexuality.
- Attitudes towards sexuality.
- Understanding gender identity.
- Different types of partnerships.
- What makes a relationship work?
- Pregnancy.
- What to do if you are pregnant.
- Teenage parents.
- Good parenting.
- First Aid Week.

TERM 4: FINANCE AND ENTERPRISE

- Bills and budgeting.
- Financial choices.
- Problem gambling.
- How to manage gambling.
- Opening a bank account.
- Cost of living increase.

TERM 5: MENTAL HEALTH

- Building confidence.
- Self-esteem.
- Coping with challenge.
- Coping with change.
- Wellbeing.
- Mindfulness.
- How your brain works.
- Mental illness.
- Getting and giving help.
- Managing anxiety.
- Managing depression.

TERM 6: OUR WORLD

- Problem-solving.
- Climate change.
- Dealing with climate change.
- Poverty.
- Genetic engineering.
- You and the future.