KS3 CURRICULUM













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ENGLISH

CURRICULUM INTENT

In English, we aim to develop pupils' love of literature, doing all we can to ensure our students become readers for life. We promote high standards of language and literacy, providing students with the reading, writing and oracy skills that ensure they will be able to demonstrate a strong command of the spoken and written word in any sphere, taking their place as both global citizens and members of their own communities, as well as that of the College.

We believe that reading should be wide, varied and challenging. Students will read whole books, read key passages in depth, and read for pleasure as well as information. As part of the curriculum they will read diverse texts, from 8th Century Beowulf to 21st Century Blackman. They will be given many opportunities to not only make connections between texts and concepts, but also between the historical eras from which texts originate. Students will have frequent opportunities to develop their skills in writing, including developing the resilience to write at length – both formally and imaginatively.

Our students will be able to demonstrate conscious control of their speech, adapting it for context and audience. They will explore the ways in which spoken language underpins both reading and writing.

YEAR 7 UNITS OF STUDY

MYTHS AND LEGENDS

Students begin by studying an exciting collection of origin stories from across time and cultures, before moving on to explore the epic poem that tells the story of Beowulf, the monster slayer. As a part of this unit of study, students will trace the origins of modern English, and learn how to write like an Anglo-Saxon.

PRIVATE PEACEFUL BY MICHAEL MORPURGO

Students will learn the fundamentals of narrative structure and World War 1 context, how to read for meaning and create inference as they follow symbols and motifs throughout the text. Students will be introduced to 'What, Where, How, Why' analysis as they grow in confidence with literary, analytical writing.

STORIES OF SURVIVAL

In this unit, students will read a range of super-engaging survival stories: first person accounts of incredible feats of survival. Whilst delving into non-fiction writing techniques, students will learn that surviving against the odds can mean many things. Starting with the inspiring true story of Malala Yousafzai, students will complete their studies being able to identify the features of powerful rhetorical writing, and start to craft their own.

ROMANTIC POETRY

This unit of learning gives students an introduction to the Romantic genre, with links to local context through an in-depth study of the poet John Clare. Students will learn to read poetry for meaning through imagery and inference. Inspired to write creatively themselves, students will learn to control rhythm and rhyme as they respond to the natural world around them.

A MIDSUMMER NIGHT'S DREAM

In Term 5, as the fresh green leaves begin to adorn the trees around the Catmose Campus, students will take on Shakespeare's great comedy. Students will again return to the theme of language development over time as they learn to read Shakespeare, understanding how his work is still relevant today. They will secure foundational knowledge of theatrical conventions such as the monologue, the aside, and the significance of costumery.

LITERARY SHORTS

As Year 7 draws to a close, students will enjoy the

English and Media Centre's collection of literary short stories. On their highly enjoyable, foundational tour of a range of genres from horror to mystery, students will develop their ability to grapple independently with the stories, while building a repertoire of skills and knowledge about how stories work that can later be transferred to their study of literature for examination purposes. They will begin to think comparatively about fiction texts, learn how writer's develop characters and story arcs, and all-importantly, learn how to write an essay.

YEAR 8 UNITS OF STUDY

THE GOTHIC GENRE

Students begin the year by becoming immersed in the Gothic genre. They first learn about the origins of gothic and then begin to explore gothic conventions used by a range of gothic writers. Students read extracts from the Castle of Otranto, Dracula, and Coraline to name a few to help them to understand and analyse how gothic writers create mood, tension, fear, suspense and uncertainty. As part of this scheme of work, students will expand their vocabulary to help develop their creative writing skills. This unit prepares students to plan and write their own Gothic description.

FRANKENSTEIN - PHILIP PULLMAN PLAY

In this unit, the main aim is for students to develop an understanding of the conventions of a play by reading and interpreting a dramatic play. By taking part in shared dramatic readings, students will grow their confidence in oracy and have an enjoyable experience of this seminal text. By the end, students should understand how stagecraft creates meaning and be able to write their own playscript.

CONFLICT POETRY

Students will be exposed to a range of poetic forms in this unit. They will apply their prior knowledge of Romantic poetry and Private Peaceful studied in Year 7. The main aim of this unit is for students to develop their analytical skills and use of poetic terminology. Students will experiment with creating their own poetry, making choices about word choice, form, rhythm and rhyme for effect.

ANIMAL FARM

In Term 4, students read George Orwell's novella, Animal Farm. Students will identify layers of meaning in the text through character descriptions and track how characters change over time in the novella. Students will also explore the effect of language devices on the reader and be able to use language techniques within their own writing for effect.

THE POWER OF THE MEDIA

This unit is relatable for students as it is topical and directly links to current affairs. The Power of The Media unit exposes students to a range of non-fiction texts. Students will critically analyse sources and develop their inference skills. Students will also be able to understand the difference between fact versus opinion. Within this scheme, students will be given opportunities to write in different forms of non-fiction using a range of DAFOREST techniques to persuade their reader/ audience.

SHERLOCK HOLMES

To end their Year 8 English studies, students explore the mystery genre. Within this unit, students gain brilliant contextual knowledge of London and crime in Victorian England. This lays a great foundation for the contextual knowledge that students need prior to their study of A Christmas Carol at GCSE. Students also build their character analysis skills, as well as inference and deduction skills.

ENGLISH

YEAR 9 UNITS OF STUDY

NOUGHTS AND CROSSES

Students begin Year 9 by studying a stage adaptation of Malorie Blackman's Noughts & Crosses. Through the play, students will develop their understanding of stagecraft and dramatic structure, building a wider vocabulary of subject specific terminology. They will explore how writers use character, theme, and dramatic techniques to communicate ideas and consider the social and historical context that shapes the play.

ROMEO & JULIET

Students will develop their confidence in reading Shakespeare through an in-depth study of Romeo and Juliet. They will explore the play as a whole, using their prior knowledge of the five-act structure, whilst developing their ability to analyse Shakespeare's language, characters, and themes. Students will explore ideas surrounding fate, morality, and gender, making connections between the play's context and its continuing relevance.

DYSTOPIAN WRITING

In this unit, students will explore the conventions of dystopian fiction through a range of challenging extracts. They will examine how writers construct unsettling worlds and create atmosphere through description, imagery, and sensory detail. Students will develop greater control over sentence structure and learn to 'show, not tell', before applying these techniques to their own dystopian writing.

LORD OF THE FLIES

Students use a range on non-fiction resources to Students will apply their existing knowledge of literary analysis to William Golding's Lord of the Flies. As they explore the novel, students will consider how writers use symbolism and recurring motifs to communicate ideas and messages. They will develop their ability to track patterns of language and meaning throughout a whole text, whilst considering the wider social and historical context in which the novel was written.

RELATIONSHIPS POETRY

This unit prepares students for the study of poetry at GCSE by revisiting and extending their knowledge of poetic terminology. Students will explore a range of poems about relationships, developing their ability to discuss how poets use language, form, and structure to convey ideas. They will begin to use more sophisticated KS4 subject vocabulary and learn to make connections between poems in preparation for GCSE comparison essays.





ACCELERATED READER

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

At Catmose College, we believe that reading for pleasure is the bedrock of success in English as well as across the wider curriculum.

Each week in Years 7 and 8, students will have a timetabled lesson devoted to reading. In this lesson, they will be asked to read their personal reading book for an extended period of time, as well as completing book quizzes on the Renaissance AR platform. Each successfully completed quiz contributes to their grand total of words read, with milestones of 500,000, 1.5 million and 3 million words recognised with our highly coveted bronze, silver and gold owl badges. Teachers will maintain a calm, settled environment conducive to good reading, as well as spelling tests that support the main unit of study for the term. Students will be encouraged to keep a personal record of what they are reading which parents and carers can check in with should they wish to do so, offering continued support and encouragement from home.

STAR TESTS

Students will complete four reading age tests per academic year in Years 7 and 8. This will generate a report which will be sent home to parents and carers. The Star Test results enable teachers to check on student's progression and identify any emerging issues as soon as possible. Working together, teachers and families support students to form a reading habit that will hopefully last a lifetime.

MATHS

CURRICULUM INTENT

Mathematics at Catmose College, irrespective of natural ability, is about enjoyment, broadening the concept of mathematics and 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.



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 including manipulating expressions into their simplest form.
- Identify expressions, equations, formulas, identities and substitute into these in 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 systematically using tables, grids and Venn diagrams 2D shapes.
- 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 and angles in a quadrilateral.

MATHS

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

- 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.
- Identify properties of and describe results of translations, rotation and reflections.
- Construct and analyse pie charts.

TERM 3

- Substitute and evaluate more complex expressions or formulae, including scientific formulae.
- Creating equivalent expressions by expanding linear binomials.
- Creating equivalent expression by factorising.
- Solving linear equations including those with brackets and fractional coefficients.

TERM 4

- Understand and use vocabulary of inequalities. Represent an inequality 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 proportion 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.
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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 interpreting scaled drawings.
- Solve linear equations and simultaneous equations.
- Solving 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 KS3 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 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 pure 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. During this topic, students will study solubility and the factors that affect the behaviour of solids in liquids. This will develop method writing skills as part of planning an investigation to compare solubilities of different substances.

STAYING ALIVE

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 animal and plant cells. Students will then investigate how the shape and size of cells helps them perform their specialised



functions, which leads to discussion of 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.

MAY THE FORCE BE WITH YOU

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 or shape of an object. 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 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. Students finish this topic by studying energy stores, energy transfers and how heating can change the state of a substance.

CHEMICAL CH CH CHANGES

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 learn about oxidation and thermal decomposition, offering a comprehensive understanding of the transformative processes that govern the world of chemistry. Students also look at the rock cycle, from weathering, laying down of sediments and the longer-term processes changing rocks underground.

WHEN I GROW UP

Students will learn about the process of growth in animals along with different life cycle stages. They will then explore asexual and sexual reproduction including the menstrual cycle, gestation periods and birth. Finally, they will dissect a flower to investigate its reproductive systems, then look at seed dispersal and germination.

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.

SCIENCE

YEAR 8 UNITS OF STUDY

INHERITANCE AND HEALTH

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. Students then begin to explore what is meant by health and how to recognise signs of health and disease. They look at non-communicable and communicable diseases and the risk factors that contribute to them to build on students' understanding of organs from the "Staying Alive" topic in Year 7.

SPACE FORCE

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 "May the force be with you" topic. Students move on to look at how levers work, understanding moments in more detail and applying their knowledge to more complex situations like see-saws. This topic also explores the vast wonders of our solar system. Students will start by looking at the Earth, Moon and Sun, and 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.

NEVER TRUST AN ATOM

Students will build on their knowledge of the Periodic Table from Year 7, exploring the reactions of groups of elements, such as the Alkali metals and the Halogens, and how some metals can be extracted by reduction. Students will look at how the model of the atom has changed over time based on new evidence and experiments.

INTERDEPENDENCE AND BIOMIMICRY

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. Finally, students will study the importance of biomimicry in their everyday lives.

ELECTRICITY AND MAGNESTISM

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 investigations to find how different components affect the current in a circuit. Students will then look at the differences between series and parallel circuits before exploring the concepts of electric fields and static electricity. 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 forces, using the idea of field lines to explain observations and predict how magnetic objects behave when placed in a magnetic field.

CHEMISTRY OF 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, with a focus on water treatment and metal recycling.



YEAR 9 UNITS OF STUDY

CHEMICAL REACTIONS

Students will be introduced to energy changes in reactions, with the terms exothermic and endothermic, considering how these reactions are used in everyday 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.

BIOCHEMISTRY

Students will build upon their knowledge of aerobic respiration to explore when organisms switch to anaerobic respiration. They will look at several organ systems within the human body, including the endocrine and nervous systems. Students will learn that plants continuously respire, producing the glucose required for this by performing photosynthesis. They will use their knowledge to describe how plants obtain the resources for this process, and suggest how different factors affect photosynthesis.

MAKING IMAGES AND WAVES

Students will be introduced to the oscilloscope, where they will be able to visualise changes in the pitch and volume of sounds, whilst appreciating how sound is reflected, transmitted or absorbed by different materials. Students will use ray diagrams to model how light passes through lenses and transparent materials, and show how light reflects off mirrors, forms images and refracts. 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 Computing 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 5 or 6 units, roughly coinciding with the terms. Each unit focuses 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 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: Animation (Skills) This unit teaches students to animate using pixel art. Students will focus on project planning, types of animation and specific animation technique such as timing, squash and stretch and tweening.



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: Data Representation (Theory) This unit covers how data is represented digitally, including numbers, text, graphics and sound.
- Unit 2: Programming (Skills) This unit teaches students the more advanced programming techniques including the use of variables, procedure, selection and iteration.
- Unit 3: Hardware (Theory) During this unit, students will learn how computers work, and will disassemble and re-build their own computer.
- 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: 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.

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 in1066 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 learning about the Tudors with a specific focus on the relationship with the Church. Students begin learning about Henry VIII, the Protestant Reformation and his relationship with his six wives. They extend their knowledge of the Tudors by learning about Henry VIII's children, Edward VI, Mary I and Elizabeth I. They conclude the year learning about the impact of Elizabeth I's reign including her relationship with Mary Queen of Scots and how she achieved victory against the Spanish Armada.

YEAR 8 UNITS OF STUDY

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

Students 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. Students 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.

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.



YEAR 9 UNITS OF STUDY

WOMEN'S SUFFRAGE

A popular module, the students 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.

RISE OF HITLER AND LIFE IN NAZI GERMANY

Building on students' knowledge from the end of year 8, students learn about the treatment of Germany through the Treaty of Versailles and the effect this had on the German population. This leads to students beginning their case study on a different country, learning about Hitler's rise to power and his subsequent impact on the population. Students evaluate a variety of sources on lives of women, children and "undesirables" in Nazi Germany.

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, students will explore Dunkirk, the Battle of Britain, War in the Pacific and the atomic bomb.

POST WAR WORLD

In this module students evaluate the impact of the Second World War and the Cold War that emerged as a result of its impact. In a series of case studies students will explore topics such as the development of nuclear weapons, the Space Race between the USA and USSR, and the reasons for the building of the Berlin Wall.

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

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.

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 United Nations. The end of the unit focuses on migration, particularly the Syrian refugee crisis within Europe and opportunities and challenges arising from migration in Brazil.

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 a 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.

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. Sudents complete a decision-making exercise based on extending coastal management strategies along the Hunstanton coastline.



YEAR 9 UNITS OF STUDY

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 typhoons are so devastating. The following themes are covered: How do typhoons form? What are the impacts? How can countries prepare for typhoons?

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.

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 Muhammad. 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.

HINDUISM

To conclude year 8 students further their understanding of Eastern religions with an exploration of Hinduism. In this module they will learn about the different Gods and their meanings before exploring the views of reincarnation and the afterlife in Hindu culture. Students conclude year 8 investigating a variety of Hindu festivals and the reasons of why they are significant.



YEAR 9 UNITS OF STUDY

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.

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.

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?

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.

RELATIONSHIP BETWEEN HUMANS AND ANIMALS

In the final term, 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.

FRENCH

CURRICULUM INTENT

YEAR 7 UNITS OF STUDY

TERM 1 & 2

During terms 1 and 2, students will undertake one term of French, focusing on the basics of the language. They will learn to greet and introduce themselves, giving their name, age, birthday and where they come from. Key language-learning skills, including recognising cognates and reading for gist, will be introduced alongside French phonics and pronunciation.

At the end of term 2, students will choose to continue studying either French or Spanish.

TERM 3

Students will build on previously developed language skills, revisiting connectives, pronunciation rules and French structures. They will learn to describe personal qualities, family and friends, and express and justify basic opinions about school subjects. They will also explore tenses by comparing their current personal qualities with those they had when younger.

TERM 4

Students will learn to describe local attractions and amenities and discuss weekend activities. They will develop their ability to express and justify opinions about their region, including likes and dislikes. They will also learn to give and understand directions around town, useful when visiting French-speaking countries or directing French people in the UK.

TERM 5

Students will learn to describe pets, revising adjectival agreements and personality traits. They will discuss animals in greater detail using colours and size and learn "Je voudrais" to express which pets they would like in the future. Students will also study a French film, applying vocabulary and skills learnt throughout the year to describe characters and express opinions about scenes.

TERM 6

Students will study food and drink, developing vocabulary and expressing likes and dislikes. They will create café role-play scenarios, exploring language useful for holidays in France. The remainder of the term will focus on revisiting core grammar and structures and embedding vocabulary. Students will also study a French film to develop cultural awareness and higher listening skills.

YEAR 8 UNITS OF STUDY

TERM 1 & 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 & 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 & 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 and revise key terms from Year 7

YEAR 9 UNITS OF STUDY

TERM 1

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 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 use familiar vocabulary to 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 media 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 family, 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 learnt 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 9 UNITS OF STUDY

TERM 1

During this term students will build on their knowledge on holidays from Term 6 in Year 8. 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 reunificalion. 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

During terms 1 and 2, students will undertake one term of Spanish, focusing on basic language skills to introduce themselves, including their name, age, location and feelings. They will learn days, months, birthdays, hobbies, opinions and classroom items, including describing what they have in their school bag.

At the end of term 2, students will choose between French and Spanish.

TERM 3

Students will learn sentence structures to describe hair, eyes and personality, allowing them to describe themselves and others. They will explore adverbs of frequency, vocabulary-learning strategies and independent learning. They will also extend their written Spanish, learning how verbs and pronouns work.

TERM 4

Students will discuss spare-time activities and sports using jugar and hacer, developing justified opinions using porque. They will build on their knowledge of the regular present tense, discuss weather and use when and if constructions. They will also develop longer sentences and use comparatives.

TERM 5

Students will consolidate their learning and develop key exam skills. They will explore present tense verbs, practise phonics and reading aloud, focusing on pronunciation and intonation. They will develop translation skills, produce longer written pieces and improve accuracy through dictation. The term will end with role-play speaking practice and a Spanish film to develop cultural awareness and listening skills.

TERM 6

Students will consolidate their learning and develop key exam skills, focusing on present tense verbs, phonics, reading aloud, pronunciation and intonation. They will practise translation into and out of Spanish, develop strategies and produce longer written pieces, improving accuracy through dictation. The term will end with role-play speaking practice and a Spanish film to develop cultural awareness and listening skills.

YEAR 8 UNITS OF STUDY

TERM 1 & 2

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 & 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 extracurricular 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 & 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

Describing daily routine, relationships with friends and family, comparing and contrasting different routines, discussing environmental issues, and debating potential solutions to global issues. This unit is useful as it is imperative that pupils are able to discuss their daily routine. This is a common speaking topic and will be useful when the pupils go on the Spanish exchange and need to communicate with their exchange partner. This unit also discusses the important area of the environment and what we can do to protect it.

TERM 6

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 stuaying the culture of Spain, moving on to study Peru land in doing so will study the impertect 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.

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.

Alongside the Art and Design 13-week rotation, we have devised a programme of one hour's lessons to enhance making, thinking and the understanding thereof historical art and design movements. This will enable full coverage of 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 year long 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 c raft 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 - appliqué, 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 & DT
The 7 formal elements	Drawing work focusing on the 7 areas	Art & DT
Biomimicry	Understanding properties	DT
Drawing & Modelling	Drawing insects, proportion and scale. 3D modelling card and wire relief	Art
Smart materials & AI Drawing (digital)	Function of materials. Chocolate bar	DT Art & DT

Year Topic/Brief/theme	Skills	Art & DT
Graphics and Marketing	Plastics/forming/CAD /Pitch	Tech
Paradigms in art	Understanding ancient art movements and influences (objects and architecture). Greek & Roman	Art

YEAR 8 UNITS OF STUDY (Groups rotate around 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 artists, 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 order to prepare 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 appliqué, running stitch, back stitch, cross stitch and 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 7 Skills weekly lessons, year overview

Year Topic/Brief/theme	Skills	Art & DT
Art movements Arts & Crafts Bauhaus-Modernism	Understanding 19th- 20th Century art movements Responding to styles through lettering Furniture design	Art & DT
Food Science & Nutrition	Theory, practical experiment Life stages. Meal planning & budgeting Nutrition values	DT
Graphics	Typography and Branding-logo	Art
Sustainable energy sources	Renewable energy challenge, design and model making/ upcycling	DT
Architecture	Understanding design movements/into to architect 3-point perspective Paper house construction	Art & DT
History of photography Paradigms in art	Timeline -Photography technical understanding Art historical movements -Renaissance	Art

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 & DT
Design Challenge Trainer	Trainer – Ethics/History/Branding Collage Artist/mixed media nets basic	Art & DT
Anatomy	Observational drawings of skulls, bones using mixed media	Art
Design challenge	Client brief, needs of user, specification Design work. Net making Folding & Joining techniques	DT
Graphics	Logo re-design & marketing	Art & DT
Illustration	Music CD, branding, layout and presentation	Art & DT
Paradigms in art Contemporary	Modern Art, Curator and Careers	Art

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.


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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. Advertising and graphic techniques, thinking about target audience and visual merchandise. 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 Affinity tools (e.g. liquify 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 centred 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 Affinity software. They will learn how to use DSLR cameras, studio lighting and consider techniques including the depth of field. In Affinity 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 Years 7,8 and 9, students will receive one lesson of music and drama per week throughout the year, combining the two disciplines that make up Performing Arts.

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, main choir and chamber choir, brass ensemble, jazz band, flute ensemble, a woodwind ensemble, concert band, string ensemble, and a 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 a Shakespeare play, Christmas assemblies and 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 and manipulation of musical elements, taught under the MAD T-SHIRT acronym. Students will learn the basics of music theory, looking into different note types and note lengths (crotchet, quaver, semibreve, minim etc.) and apply this in a practical fashion, creating music using body percussion, developing knowledge of keyboard notes and treble clef notation through use of glockenspiels and keyboards. At the end of term 2, students will complete a theory assessment and also perform the piece Ode to Joy which they will learn on keyboards.

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 be given a login to Bandlab Education, the cloud-based Digital Audio Workstation (DAW) and will create their own version of a piece of music using MIDI files, manipulating these by looping and adding in automation to change elements such as tempo and dynamics. They will continue to develop their music theory knowledge and their listening skills to gain an understanding of different genres and structure, whilst also learning about the different instrument families and characteristics of instruments.

TERMS 3 AND 4 - STORYTELLING & DEVISING (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 from Year 7. They will be introduced to a range of keyboard instruments, from organs and harpsichords, to celestes synthesisers. Students will build on their knowledge of notation by learning bass clef notation and will apply this by learning how to play the Pirates of the Caribbean theme and will 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. They will have access to differentiated sheet music which will cater for all students, to ensure that they are being appropriately challenged. 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 and vocal skills. They will be assessed on their performance as well as an evaluation of their own and other's work.

TERM 3 - MUSICAL THEATRE (DRAMA))

Students will explore a variety of musical theatre styles and performances, including Bugsy Malone, Matilda and Shrek. Students will have two weeks on each musical looking at specific elements such as singing, dance, choreography and acting. Working in groups the students will use all of their performance skills to showcase the different musical styles.

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 on cubase. Students will learn about common chord sequences and how these can be used to build a composition, 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 4 - HARRIET TUBMAN (DRAMA)

Students will explore the life and work of Harriet Tubman. They will experiment with a variety of drama techniques such as choral speech, choral movement, mime, narration, split scene 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 evaluate their own and other's performance work.

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, 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 & 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 and communicate meaning to an audience. Students will explore the use of music and soundscapes to add tension to their performance. Students will explore the use of music, soundscapes and lighting states 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 – THEATRE IN EDUCATION (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 create their own performance on keyboards and other instruments through the use of leitmotifs used in the James Bond film franchise.

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 storylines, 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 from artists including Ed Sheeran and Jess Glynne to create a remixed piece. The remixes will be assessed at the end of the term.

TERM 4 - DEVISED PERFORMANCE (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 – EXPLORING SCRIPT (DRAMA)

Students will work in pairs and groups to explore and experiment with a variety of texts and video clips to understand the different genres of performance. They will look at extracts from the plays Waiting for Godot, DNA, Woman in Black, One Man Two Guvnors and 100. Students will understand how to perform a script depending on its genre, from comedy through to serious drama. They will develop characterisation through the use of their physical and vocal skills as well as slapstick. Students will explore the relationships between their characters through the use of proxemics and will have the opportunity to perform to each other at various stages throughout their work.

TERM 6 - ALBUM PROJECT (MUSIC)

Students will explore different notes in the music industry whilst creating their own album.
This group project allows students to compose, remix or perform whilst learning about recording companies roles such as; producer, managers, sound technician and designers. students then present and pitch their ideas to company managers.

TERM 6 - PROJECT - Summer Festival Murder Mystery & Putting on a show (DRAMA)

Students will use and develop their drama skills through either a practical or written project. For the practical project students will understand the elements needed to create a murder mystery story. They will work collaboratively to create an effective storyline using plot structure, motive and red herrings. Students will develop a realistic character throughout the lessons and will perform their piece to the class at the end of term. For the written project students will work collaboratively and aim to broaden their knowledge of theatres and the shows that they accommodate. They will explore this through; research, set design, costume design and marketing amongst other mediums. Students will create a portfolio as they progress through the work, and will present this to the class at the end of the term.

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 key stage 3 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.

Links to National Curriculum

Dance and gymnastics are provided across KS3. The provision of dance and gymnastics are enhanced through the College's Electives programme where all students can opt to complete a term of dance and/or gymnastics.

Across KS3 all groups experience outdoor adventure activities in the form of problem solving tasks and basic orienteering. Year 7 students enjoy the Bushcraft trip and lall students have the opportunity to complete the bronze DofE award from Year 9. Year 8 students will also have the opportunity to take part in an outdoor adventure trip.

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 Key Stage 3 they should have made progress across the 3 areas of assessment performance, tactics & creativity and leadership & behaviour which are central to sport.

The sequence of the programme of study across KS3 and the activities 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. The repeated sports that spiral through the key stage are seen as those which best reflect staff expertise, student interest, available club links and opportunity for students to compete and represent the College. These activities provide a solid foundation for fitness, skills, knowledge and tactics which students can then transfer to others.

All Year 7 groups begin the year taking part in an invasion team sport. This provides a platform to build on, from students' experience in primary school allowing tactics and strategies to be developed in competitive tasks that will support performance across a range of sports. This is followed by a range of fitness tests which, combined with their sport performance assessment, allows staff to set groups to ensure appropriate challenge and support.

EXTRACURRICULAR

The College boasts a rich and varied extracurricular programme, consisting of over 20 activities across the year. These take place before, during and 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.



Years 7 - 9 example termly lessons, year overview

Year groups	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 boys group	Football	Handball/ Basketball	Dance	Rugby	Athletics	3 striking and fielding sports
Year 7 girls group	Netball	Football/ Basketball	Dance	Rugby	Athletics	3 striking and fielding sports
Year 8 boys group	Football	Basketball	Gymnastics & trampolining	Rugby & hockey	Athletics	3 striking and fielding sports
Year 8 girls sport group	Netball	Basketball	Gymnastics & trampolining	Rugby & hockey	Athletics	Football and 2 striking and fielding sports
Year 9 boys group	Football	Basketball	Badminton	Improving fitness & rugby	Athletics	3 striking and fielding sports
Year 9 girls group	Netball	Basketball	Badminton	Improving fitness & rugby	Athletics	3 striking and fielding sports

PSHE

YEAR 7 UNITS OF STUDY

PERSONAL HEALTH
- Transition and safety
- Routines for Learning
- Healthy eating
- You and your weight
- Exercise
- Sleep and mental health
- Puberty
- Sanitary products
- Immunisations and vaccines

DISCRIMINATION
- Your identity
- Your personality
- Who am I?
- Gender identity
- Gender stereotypes
- Racial discrimination
- Being a good neighbour

DRUGS
- What are drugs?
- Drug effects
- Smoking and vaping
- SNUS

SEXUAL HEALTH
- Attraction
- Sex: facts and myths
- Attitudes to sex
- Sex, the law, rights and responsibilities
- Pornography: what it is, staying safe, and understanding unrealistic portrayals of relationships and behaviours
- Contraception and protection
- Understanding inappropriate and harmful online content, including misogyny, violence and weapon-related material

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

MENTAL HEALTH
- Online safety and bullying
- Rights and wrongs
- Who do you admire?
- Regrets and saying sorry
- What makes a good friend?
- How should a friend behave?
- You and your family
- Worries and anxieties
- Rivalries
- Decision-making

THE WORLD AROUND US
- What is bullying?
- Dealing with bullies
- Personal safety online
- Protecting your identity online
- Cyberbullying
- Truth and lies online
- AI and social media: fake accounts, unrealistic content and online influence
- Listening and speaking with others
- Giving feedback
- Climate change
- A chance to change the future

YEAR 8 UNITS OF STUDY

PERSONAL HEALTH
- Routines for learning
- Staying safe at Catmose
- Alcohol and the law
- Alcohol risks
- Alcohol and addiction
- Health checks and vaccinations
- Health checks: cancers
- Allergies
- Skin and sun protection
- Teeth, ears and eyes
- Blood, organ and stem cell donation

MENTAL HEALTH
- Mindfulness
- Types of mental illness
- Living with mental illness
- Managing anxiety
- Smartphone addiction
- AI chatbots: risks of fake intimacy and harmful advice
- Anger management
- Fear
- What is stress?
- Dealing with emotions
- Meditation and calm

SEXUAL HEALTH AND RELATIONSHIPS
- Close relationships
- What makes a healthy relationship
- Unhealthy relationships
- Dealing with rejection
- Consent
- Am I ready to have sex?
- STIs and symptoms
- Sexting and pornography
- Child abuse and grooming
- Becoming an adult
- Being responsible
- Problems with parents

FINANCE
- You and the bank
- Earning money through chores and babysitting
- Saving
- Spending
- Savings vs credit cards
- Debt

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.

DISCRIMINATION, LAW AND EQUALITY
- Laws and rights of children
- Stereotyping and prejudice
- Disability, learning differences and ageism

OUR WORLD
- You and the Police
- Police and military roles
- Democracy and voting
- Pressure groups
- Human rights (introduction)
- British Values and protected characteristics
- What are my aspirations?
- How do I best work with others?
- Interpersonal skills

PSHE

YEAR 9 UNITS OF STUDY

PERSONAL HEALTH
- Routines for learning
- Online reputation, literacy and responsibility
- Digital deception and deepfakes
- Impact of drugs
- Dangers of prescribed drug misuse
- Snus and vaping
- Social media and body image
- Eating disorders

MENTAL HEALTH
- Building confidence
- Self-esteem
- Coping with challenge and change
- Facing challenge
- Managing disappointment
- Supporting wellbeing
- Mindfulness
- Mental illness
- Toxic friendships
- Managing depression
- Anxiety
- Problem solving

SEXUAL HEALTH AND RELATIONSHIPS
- Pornography and its influence on sexual behaviour
- Attitudes towards sexuality
- Seeking support for harmful sexual behaviour concerns
- Developing sexuality
- Understanding gender identity
- Pregnancy and where to get help
- Good parenting

FINANCE AND ENTERPRISE
- Money habits
- Needs and wants
- Making ends meet
- Value for money
- Credit vs saving
- Bank accounts
- Reading a bank statement
- Budgeting when gaming
- Gambling
- Identity theft and fraud
- Online financial harms, scams and sextortion

LAW, EQUALITY AND JUSTICE
- Youth crime
- Gangs and knife crime
- Fake news and deepfakes
- Radicalisation
- Racism in education, work and society
- Women's rights and violence against women
- Forced marriage
- Honour-based violence and FGM
- LGBTQ+ rights
- British Values and protected characteristics
- Computer Misuse Act
- Cybercrime

OUR WORLD
- Limitations of generative AI
- Targeted advertising and information
- Biometric data and privacy
- Business ethics and globalisation
- The Monarchy: context and debate