

# The Key Stage 3 Curriculum

2022

Unlocking the potential of each and every child



Founded 1895  
The Peterborough School





# Contents

## Introduction

Structure of the Curriculum

Independent Learning at Home (Homework)

Individual Learning

Able, Gifted and Talented

## Subjects

English

Mathematics

Science

Geography

History

Religious Education

Modern Foreign Languages

French

German

Spanish

Art and Design

Design and Technology Subjects

Design and Technology

Food Technology

Textiles

Computing

Drama

Music

Physical Education

PSHE

PLTS



# Introduction

We are committed to providing a broad and balanced academic curriculum, which rests on a tried and tested- blend of tradition and modernity. The curriculum develops essential academic skills such as literacy, numeracy and digital fluency, while promoting an enquiring mind and a capacity to think rationally. Pupils are given opportunities to be creative, innovative and enterprising in all the major curriculum and intellectual disciplines. Our main focus is to equip pupils with the skills and attributes that will stay with them for life, and enable them to be happy and successful adults.

The academic curriculum in Years 7 - 9 is built around a diverse core of subjects and activities. Subjects are drawn from academic disciplines such as the creative arts, science and technology, sports, modern foreign languages, humanities, mathematics and English. In this way, pupils are able to experience a variety of subjects, which they are later able to choose from in order to shape their own academic programme and influence their future in a meaningful way.

In today's global society it is important that pupils have this breadth to start with. Education is about fun and inquiry as much as hard work and challenge, because enjoyment and success normally leads to better learning; and we are confident that the Key Stage 3 curriculum promotes these attitudes and attributes.

Our Key Stage 3 curriculum is the solid foundation upon which our GCSE and A-Level programmes run. These in turn provide the basis for choosing university courses and ultimately future careers. The shape and structure of our Key Stage 3 curriculum is therefore carefully designed with the future life of the pupil in mind; to unlock and their potential and support them in leading happy, meaningful, and purposeful lives.

We see our curriculum as more than the sum of its parts; the wider 'curriculum' extends far beyond the classroom to include the many clubs and activities that run at lunchtime and after school, the local and foreign trips at weekends and in the holidays, and the habits of thought that characterise our School ethos.

Please do not hesitate to contact me should you have any queries about our programme of study at Key Stage 3 and beyond.

# Structure of Curriculum

All pupils study a common curriculum during Key Stage 3. This curriculum builds directly on the work carried out in Key Stage 2 and is based largely on the National Curriculum for England.

In Year 7, the core curriculum consists of PSHE, English, Mathematics, Science, Computing, French, Spanish, Geography, History, Religious Studies, Art, Drama, Music, PE, Computing and Creative Technologies, which include Music, Design & Technology, Food Technology and Art Textiles. In addition, students have Form periods, attend Chapel once a week and have Citizenship and Careers lesson once a week (in Year 7 only).

Overleaf is a breakdown of the number of periods per fortnight in each of Years 7, 8 and 9.

The rest of this booklet consists of a detailed account of each subject. If you require further information please contact us.

Subject	Year 7	Year 8	Year 9
English	6	6	6
Mathematics	7	9	8
Science	6	7	9
Art	3	3	3
Computing	2	2	2
French	4	3	3
German	/	3	3
Geography	3	2	2
History	3	2	2
PE and Games	4	4	4
Religious Studies	1	1	1
Spanish	4	3	3
Technology	4	4	4
PSHEE/ Chapel	2	2	2
Drama	1	1	1
Personal Learning and Thinking Skills	1	0	0
	50 periods	50 periods	50 periods

# Independent learning at home (Homework)

## **A few words of advice given to pupils about the completion of independent learning (homework):**

- Keep your equipment and books where you can find them.
- Try to concentrate on your work and not let yourself be distracted every few minutes.
- Try to work in a quiet place away from the TV or computer.
- Sit comfortably at a desk or table and make sure your working area is well lit.
- Try not to let work pile up. You will be issued with an independent learning timetable, which tells you which night of the week you need to do a particular piece of work. If you are given several days to complete it, do not leave it until the last minute.
- Ensure you meet subject teachers' requirements, and try not to let outside school activities and commitments interfere with your studies.
- Set yourself a sensible work target and reward yourself after it is finished.
- Above all, try to use your planner effectively to organise your workload.

## **Independent learning (homework) guidelines:**

**Year 7** 1 hour

**Year 8** 1 hour 15 minutes

**Year 9** 1 hour 30 minutes

These timings are approximate and there will be occasions when independent learning takes a shorter or longer period of time. English and Maths work should be approximately 30 minutes duration and other subjects should set independent learning of approximately 20 minutes.

At the start of each academic year, all pupils are issued with an independent learning timetable that their form tutor will go through with them in the first week of term. This timetable sets out which night of the week each individual piece of work is to be completed.

The intention of independent learning is that it provides an opportunity for reflection on the work done in lessons and preparation for those to come, in the peaceful environment of home, free from distraction.

There may be times when a pupil is very busy in the evening with fixtures or rehearsals, or family activities, and in these circumstances we do allow pupils to work in the Library at lunchtime. Pupils should ask for their tutor's permission to do this at morning registration and a slip, giving pupils' names is sent to the Librarian, who is responsible for the Learning Resource Centre, on a daily basis.

If, for any reason, pupils are not able to complete their independent learning they should speak to their subject teacher or Form Tutor.

Pupils' work is assessed on a regular basis throughout the year with classwork and independent learning exercises being marked by the teacher. End of topic assessments take place regularly and there are end of year examinations in the summer term.

At the end of the academic year pupils sit examinations in each subject. This examination covers all of the work studied in the year. Additional guidance and support is given to pupils by subject and subject staff to help them prepare for these examinations.

# Individual Learning

Students with additional learning difficulties are supported and encouraged by all staff but with an oversight by the Individual Learning Department. We work with students with additional needs, such as dyslexia, dyspraxia, ADHD and ASD, to enable them to unlock their full potential.

We aim to ensure that all pupils receive the support they need, when they need it, to make the most of a broad and balanced programme of study within the framework or curriculum they are partaking in. The department seeks to fulfil its statutory duty with regard to the Updated Code of Practice for Special Educational Needs.

Pupil Profiles are prepared for pupils and shared with parents, and an SEN List recording all the pupils and students in the school with a recognised support need is kept to inform all staff.

The Pupil Profile acts as a 'pupil voice' and guideline for staff concerning the teaching and learning needs of pupils with special needs across the School. Pupil

Profiles are reviewed regularly by the Individual Learning Department and Class or Form Teachers. Identification of pupils with special needs is made as early as possible on entry to the School by a variety of methods – Preparatory / Primary school liaison; cognitive ability testing; monitoring of progress; close liaison with departments and teaching staff; discussion with individual pupils and consultation with parents.

Students are encouraged to become independent and confident lifelong learners by nurturing their self-esteem and knowledge of themselves as learners. We work closely with students to identify their strengths and individual learning styles. We help them to develop strategies to maximise success and minimise barriers to learning.

# Able, Gifted and Talented

Able, Gifted and Talented (AG&T) pupils are identified via robust evaluation systems that have been assessed and validated as part of the NACE Challenge Award. These pupils are encouraged to enrich and extend their intellectual skills.

This may be through the normal school curriculum, by personalising and extending learning or by the many extra-curricular opportunities and provision we offer or guide pupils towards.

Each year departments review and update a register on those students who show a particular ability within their curriculum area. They use subject specific criteria to help make their judgements as accurately as possible.

Events relating to AG&T will be communicated throughout the year, including the dates of any relevant workshops or forums. These are events focused particularly at engaging AG&T students in debates on current affairs or topics of interest. However, we hope that students who have been identified will be proactive in their approach and show independent skills to investigate opportunities that are outside of the school environment.

Within the core curriculum students are given regular opportunities to complete tasks that will stretch all abilities. This may be through open tasks that allow a range of responses, the type of questions being asked, or by completing slightly different homework tasks.

We do not believe that ability and potential is fixed, but that students can grow if they are encouraged to build on their natural aptitudes. If your son or daughter is identified as being able in a subject area you will receive a letter that identifies which subject(s) this covers. Students are then able to register with a number of organisations which exist to provide help, advice, activity days as well as receiving support and advice within the school.





Subjects



# English and English Literature

**Head of Department:** Mrs J Roberts

The Key Stage 3 English course focuses on the key skills of:

## Reading

## Writing

## Speaking and Listening

The course aims to enable students to become increasingly perceptive readers and proficient users of English.

The scheme of work for Key Stage 3 builds upon literacy work covered in Key Stage 2, revising and consolidating existing skills and developing new skills which prepare students for their GCSE studies at Key Stage 4.

To this end, the course provides opportunities and guidance for students to:

- read and respond to a range of literary texts
- decode and analyse a range of media and non-fiction texts
- develop information retrieval skills
- build confidence and skill in speaking and listening
- practise and improve vocabulary, spelling, grammar and punctuation
- write for a range of purposes and for different audiences
- work with increasing independence

During each year of Key Stage 3, classes study a number of units of work which focus on developing key skills while introducing students to a wide range of literature and non-fiction texts. Some units of work may take a specific novel or literary genre as their focus while others may be concerned with developing particular skills, such as writing to argue, persuade or advise. Alongside the development of technical accuracy, creativity is encouraged as students learn to write and speak with a clear sense of audience and purpose; the prescribed reading introduces students to a challenging and enriching range of texts.

In Year 9, students will develop reading and writing skills required for GCSE. They will also study a selection of GCSE Literature texts.

These units of work combine to form a carefully balanced programme which provides a solid preparation for English and English Literature studies at GCSE.

In Years 7 and 8, students use English exercise books for class work, homework, drafting work and grammar exercises. These books are marked regularly, work is corrected and advice given. In addition, each unit includes assessed work, which is kept in the student's portfolio. Assessed work is used by the teacher to track progress and set targets. In Year 9, students use English folders.

Homework is varied in nature, covering all aspects of Reading, Writing and Speaking and Listening. Extended work pieces may cover several homework sessions, but in all cases, deadlines are clearly set. Work completed at home will usually link with class work and will be used to support, enhance, develop or test understanding.

# English and English Literature

## Curriculum Overview

The following unit titles provide an overview of the schemes of work covered in English in Key Stage 3. In each year of the Key Stage, the depth of study and difficulty of texts increases.

	Topic
Year 7	Analysis of a modern novel 'A Monster Calls'
	Study of media or non-fiction texts
	Modern and pre-twentieth century poetry and drama
	Thematically linked literary and non-literary texts
	Information retrieval
	Literary exploration of a theme
	Development of grammar, spelling and punctuation skills
Year 8	Analysis of a modern novel 'Private Peaceful'
	Examination of literary genres : Gothic and Detective fiction
	Study of media or non-fiction texts
	Modern and pre-twentieth century poetry, including Shakespeare
Year 9	Study of a GCSE Literature text 'An Inspector Calls'
	Analysis and writing of non-fiction and media texts
	Modern and pre-twentieth century poetry from the GCSE anthology
	Preparation for study at GCSE

# Mathematics

**Head of Department:** Mrs M Silvester

## Introduction

The key aims of our curriculum for Years 7, 8 and 9 are:

to improve numeracy skills

to introduce and develop algebra

to use and develop deductive reasoning in geometric contexts

to facilitate data handling

to use and apply mathematics and thinking skills

to promote efficient use of ICT, including appropriate use of calculators

Teaching programmes meet the requirements of the National Curriculum and cover all aspects of the Key Stage 3 programmes of study. In particular, we aim:

to promote continuity and progression between Key Stage 2 and Key Stage 3

to enable students to progress through all topics, laying a strong foundation for studying the subject at

GCSE.

There are two or three teaching groups within each year group; students are organised into sets during Year 7 though movement between sets occurs regularly in Years 7 and 8 according to ability.

Students receive at least seven periods of Mathematics a fortnight each year in KS3.

In practice, the strategy is formal and teacher led; each class is taught as a whole and has a common homework. Students are expected to work individually when doing set exercises but group work does take place, especially when doing investigations. Lessons are structured to allow access to more challenging work for the more able students and there is always scope for these students to be further stretched by homework assignments. Care is taken to ensure that the individual learning needs of each pupil are catered for.

Homework tasks aim to both consolidate the classwork and to provide an opportunity to stretch the gifted and talented student. Homework is always marked and the student's score is recorded in the individual teacher's mark book. Credit is always given to the working of a problem as well as the solution, especially as student's experience of algebra increases. Though errors are always corrected the aim is to encourage the student rather than to give excess criticism.

There are four Mathematics teaching rooms, one set up as a permanent computing suite, all equipped with interactive smart boards, and as many lessons as possible are taught in these rooms so that teaching materials are readily available. The School ICT Suite is available when required and all students are taken for timetabled lessons in the ICT suite as needed. We aim to start on the GCSE Course towards the end of the Summer term in Year 9.

# Mathematics

## Curriculum Overview

	Topic		Topic	Further notes
Year 7	Four rules of number and order of operations	Year 9	Estimation and approximation	
	Fractions, decimals and percentages		Four rules of fractions	
	Use of letter symbols to represent variables and algebraic operations		Construction and solution of linear equations	
	Coordinates and graphs of simple functions		Sequences	
	Use of metric and imperial units		Use of gradient and intercept for straight line graphs	
	Geometry of lines, points and triangles		Interpretation of graphs	
	Use of geometrical instruments		The Volume of a Prism	
	Comparison of two simple distributions and use of statistical averages		Solution of geometrical problems for lines, triangles and	
	The probability scale from 0 to 1		Statistical enquiry using graphs, tables and charts	
	Solution of word problems		Rules of probability for two successive events	
	Symmetry and simple transformations		Reverse percentages	
An introduction to sets	Congruence and similarity			
Year 8	Ratio and proportion	Simultaneous equations	Extension material for the more able	
	Percentage increase and decrease	Trigonometry		
	Formulae and equations	Measures of speed		
	Graphs of linear functions	Rules of indices		
	Area and volume	Algebraic products		
	Geometry of polygons. Introduction to geometrical proof	Conditions for congruent triangles		
	Ruler and compass constructions	Changing the subject of a formula		
	Construction of graphs and charts, on paper and using ICT	Geometrics proof		
	Pythagoras' Theory	Start on GCSE Course		
	Circumference and area of a circle			
	Transformation and Enlargements			

# Science

**Head of Department:** Mr S Law

## Introduction

The emphasis on the teaching of Science at Key Stage 3 is on 'How Science Works'.

This approach means pupils will:

- Develop their understanding of scientific ideas
- Work out scientific ideas for themselves using results from practical investigations
- See how Science is used in everyday life
- Think about how we can use Science for good

Pupils are given opportunities where appropriate to develop their ICT skills and to consider the social and ethical implications of Science. The topic content broadly follows the National Curriculum though it is compressed to allow for the introduction of GCSE Physics, Biology and Chemistry specifications to be taught in Year 9.

The OUP Science Works Scheme is used in all three Sciences. This is a comprehensive course containing details of experimental procedures and differentiated tasks for each topic.

It also has a particular emphasis on 'How Science Works' – a key area of study in Key Stage 4. The scheme is of course, supplemented by any additional experiments/procedures deemed suitable to extend and challenge the pupils' ideas within Science.

Pupils in Year 7 have six periods a fortnight of Science, which includes topics in Biology, Chemistry and Physics. In Years 8 and 9 each of the three Sciences is taught separately.

There are regular pieces of independent learning set each week in Year 7 - 9. These afford pupils the opportunity to consolidate the concepts learnt in lessons and also give them scope via project work to develop skills to enable independent learning.

'Thinking Science' will be introduced to Year 7 students. The thinking science lessons (2/3 per term) are designed to give students the ability to reach sound conclusions based on observation and information, assessing the authenticity, accuracy and worth of knowledge and apply everything they already know and feel to evaluate their own thinking.

In Year 7, tests are taken at the end of each unit and in Year 8 and Year 9, after each topic a module a test is taken so that the progress of each pupil can be closely monitored throughout the year. An examination on all the topics covered in that year is taken as part of the school end of year examinations.

# Science

## Curriculum Overview

	Biology Topic	Chemistry Topic	Physics Topic
Year 7	Cells, Tissues & Organs	Acids & Alkalis	Forces
	Reproduction & Variation	Particles	Space
	Food for Thought	Separating Things	Heating & Cooling
		Chemical Reactions	Light
Year 8	Getting Energy	Elements & Compounds	Applications of Physics
	Getting Sick	Rocks	Speeding Up
	Getting Complex	Chemistry in Action	Electricity & Energy

# Geography

**Head of Department:** Mrs L. Wisdom

## Introduction

Geography develops a sense of place and understanding of relative location within a global context. An awareness of the fragile nature of the environment and of the influential role of humans in environmental change are key issues that will be covered in Key Stage 3.

Pupils develop their use of maps, to extract and present information, and fieldwork techniques to investigate human and physical environments. In addition, they will learn to represent statistics and how to interpret graphical, visual and statistical information. The selection of information from a wide range of resources is a key skill to develop as are the social skills fostered through participation in discussion, role play, co-operative tasks and problem solving.

Within the course we are keen to develop pupils' attitudes towards the societies being studied. We encourage consideration for the points of view of others and a concern for the quality and value of a variety of environments, and an appreciation of the role of conservation. Pupils will develop an awareness of the effect of individual action and individual responsibility; how different communities and cultures operate in our own society and elsewhere in the world.

A wide variety of approaches to learning are used in Geography lessons. These include and are not exclusive to: teacher-led, open and guided, prompted discussion;

individual and group work tasks; debates; role play; empathy and participation exercises; round robin activities; guided research using literary and ICT resources; presentations; selected educational texts; news reports and clips; fieldwork and projects; worksheets and textbooks.

Homework is set each week and is used extensively to support and enhance the content of the curriculum. Following fieldwork, more extensive 'project based' exercises are set, but this is also structured. Performance is assessed in a variety of ways, all pieces of written work are marked and at least half-termly assessments are set across the year groups.

The curriculum overview over the page documents the Key Stage 3 course structure. The curriculum includes a variety of human, physical and environmental topics, geographical skills and fieldwork to provide a basis for successful future study at GCSE and A Level.

# Geography

## Curriculum Overview

	Topic	Further Notes
Year 7	What is Geography?	An introduction to the study of Geography, the different types and why it is important.
	Map Skills	The use of OS maps including direction, grid references, use of a scale and contour lines.
	Rivers	Processes, landforms and management.
	The Geography of Food	Factors influencing the different types of farming in the UK and across the world.
Year 8	Managing Resources	Introduction of the key concept sustainability.
	Coasts	Landforms, processes and human activity in the coastal zone.
	Inspiring Places	Individual place studies to develop an appreciation of the diverse world around us.
	<i>Awe and Wonder: At any time during the year exciting things can happen across the globe. These events may be added to a programme of study as stand-alone lessons.</i>	
Year 9	Hazards	Volcanoes, earthquakes and tsunamis. The causes, effects and responses to these hazards.
	Urban Spaces	How we use our urban environment. Sense of place local study.
	China	Population and development.
	Microclimates	Fieldwork based on hypothesis testing around the school grounds.
	<i>Awe and Wonder: At any time during the year exciting things can happen across the globe. These events may be added to a programme of study as stand-alone lessons.</i>	

# History

## Curriculum Overview

**Head of Department:** Mrs L Wisdom

### Introduction

At Key Stage 3 we build on the knowledge and understanding of the past gained during Key Stage 1 and Key Stage 2. The syllabus focuses on the History of Britain between 1066 and 1900 and World History in the Twentieth century. This then creates a sound basis for their study of the subject at GCSE.

A variety of approaches and teaching and learning strategies are used in lessons. The emphasis is on helping the pupils to develop good work habits and to become independent learners. Each pupil has access to core textbooks, glossaries, internet resources and teacher-sourced information. Activities include worksheets, textbook exercises, and research tasks, pupils making oral and written presentations to the class, role plays and drama.

Homework is set mainly as a tool for reinforcement of concepts and work already covered or as preparation for the next topic. This is not always written work; it might be a piece of reading, a research task or even model making!

	Topic	Further Notes
Year 7	Britain in 1066 Life in Medieval Towns Health and Medicine	Cross curricular links to: RE, PSHE, Literature and ICT.
Year 8	England from 1558 The Industrial Revolution The Slave Trade Victorian Britain	Cross curricular links to: RE, Literature, Geography, Citizenship and ICT.  Includes a visit to the Black Country Industrial Revolution Museum.
Year 9	The First World War The Early 20 <sup>th</sup> Century and WW2 Into the Modern World	Cross curricular links to: RE, Literature, Citizenship, Geography and ICT.

# Religious Studies

**Head of Department:** Mrs A Buxcey

## Introduction

The School curriculum for Key Stage 3 in Religious Studies makes provision for learning opportunities which aim to:

- develop knowledge and understanding of all major world faiths
- help pupils explore religious practices and issues within various faiths
- introduce pupils to different creeds, values and traditions and the influence these have on decisions made by individuals, families and communities
- create a safe and encouraging climate in which difficult questions may be asked about death and the meaning and purpose of life
- develop in each pupil a sense of identity, belonging and a capacity to make reasoned and informed judgments on religious and moral issues
- stimulate a spirit of intellectual enquiry through the use of distinctive language, controlled discussion, reading, listening skills and empathy
- provide opportunities for educational visits to local places of worship with access to informed explanations
- ensure that the practice of Religious Studies teaching will not deliberately persuade change in pupil belief nor compromise the integrity of existing belief by promoting the virtues of one religion over another
- cultivate an interest in the spiritual and the sacred

A range of teaching strategies will be used including: reading, teacher outline and explanation, group work, project work, research, discussion, debate and educational visits.

During learning activities, skills in oral fluency, literacy, communication and Computing will also be developed. Pupils will find out about world religions and belief and benefit from an opportunity for stillness, thinking and reflection.

Homework is regularly set and monitored at an appropriate level of difficulty to consolidate class work and prepare for new topic study.

# Religious Studies

## Curriculum Overview

	Topic	Further Notes
Year 7	Why study RE?	An exploration of the usefulness of the subject.
	Islam	Beliefs, actions, scripture and Hajj
	Hinduism	Beliefs, actions, important legends and festivals
Year 8	Judaism	Beliefs and festivals, daily life and food, history
	Christianity	The life of Jesus, Holy Week, Christian worship and scripture.
	Sikhism	Beliefs and actions - God and scripture, gurdwaras and the Gurus.
Year 9	Rites of passage	Reflection on rites of passage across many different faiths and in secular traditions
	Evil and Suffering	Range of human suffering, how religions and secular communities deal with suffering, world faith response, the philosophical Problem of Evil
	Buddhism	The life and achievements of Siddhartha Guatama, meditation, denominations and the role of women in different communities

# MFL: French, German and Spanish

**Head of department:** Mrs A Paleocca

## Introduction

Thanks to new technology and improved travel, communications and employment opportunities, the world has become a much smaller place. It is crucial, therefore, that we learn to speak with and understand each other. This can only be done effectively by learning other languages and appreciating associated cultures.

Key Stage 3 Modern Foreign Language study is essentially communicative in nature and is multi-skilled. It centres on developing the tools of practical communication around the four skills of listening, speaking, reading and writing, with special emphasis in Key Stage 3 on the passive skill of listening and the active skill of speaking. The study of French and Spanish will also help pupils to improve their communication skills, develop their literacy skills, deepen their understanding of English and develop an understanding and appreciation of different countries and cultures. Language learning also develops self-confidence.

In Year 7 pupils start to learn French or Spanish and will have developed a good knowledge and understanding of a range of basic topic areas centred around *personal and social life* and *everyday activities* by the end of the year.

They will be able to talk and write in simple sentences to give and ask for simple information within these topic areas.

They will have a sound knowledge of topic related vocabulary at a basic level and will be starting to manipulate simple grammatical structures. They will be able to read familiar French and Spanish texts with increasingly accurate pronunciation and intonation.

Year 8 builds further on these language skills and vocabulary knowledge, both passive and active. Some of the foundations of grammar (for example, the Perfect Tense) will be introduced and pupils will develop a growing cultural and geographical awareness of the target-speaking lands.

Consequently, they will be ready to undertake a GCSE course in French and/or Spanish. Students will be able to understand a wide range of information within the topic areas studied and they will have rehearsed a number of key grammatical concepts required for GCSE. Language learning skills and the ability to use reference resources will be well developed.

The study of languages in KS3 equips students for the increased rigours of language study at GCSE. The textbook resources are richly supplemented by teacher-produced materials and other internet and paper resources.

Independent study is set once a week and is varied in nature, ranging typically from vocabulary learning, grammar drills, creative writing, reading comprehension exercises and preparation for the regular end of unit tests, which usually include individual speaking tests. Assessment of each of the four language skills is continuous. There are regular end of unit tests (approximately one every half-term) which assess all or a combination of the four language skills. There is also a cumulative end of year examination.

# MFL: French

## Curriculum Overview

Year 7	Topics	Grammar Focus
Autumn Term	<p>Introducing yourself</p> <p>Countries, languages, nationalities</p> <p>Numbers 1-31, ages</p> <p>Months of the year, birthdays</p> <p>Physical descriptions</p> <p>Favourite objects</p> <p>Francophone countries</p> <p>Personality</p> <p>Family</p> <p>School subjects and opinions</p>	<p>Nouns and articles</p> <p>The present tense of <i>avoir</i> (1<sup>st</sup> to 3<sup>rd</sup> person)</p> <p>Adjectives</p> <p>In + countries (<i>au, en</i>)</p> <p><i>C'est, il est, c'est quoi?</i></p> <p>The present tense of <i>être</i> (1<sup>st</sup> to 3<sup>rd</sup> person)</p> <p>Adjective agreement</p> <p>Possessive adjectives <i>mon/ma/mes, ton/ta/tes</i></p> <p>Comparisons using <i>plus/moins</i></p> <p>Connectives</p>
Spring Term	<p>School</p> <p>Where you live</p> <p>Youth Club</p> <p>Pets and colours</p> <p>Wild animals/favourite animals</p> <p>Food items</p>	<p>Present tense of regular <i>-er</i> verbs and irregular verbs <i>aller, faire, avoir, être</i>.</p> <p>Adjective agreement, position of colour adjectives</p> <p>Perfect tense <i>j'ai visité, j'ai vu</i></p>
Summer Term	<p>Food items</p> <p>Food and drink preferences</p> <p>Restaurants and ordering food</p> <p>Quantities and recipes</p> <p>Numbers 40-300</p> <p>Opinions on art</p>	<p><i>Je voudrais</i> + noun, <i>j'avais, c'était</i></p> <p>Partitive articles: <i>du, de la, del, des</i></p> <p>Present tense of <i>manger</i> and <i>boire</i></p> <p>Negatives <i>ne.. pas, ne ...jamais</i></p> <p><i>Pouvoir</i> + infinitive</p> <p><i>J'aime/j'adore/je préfère/je déteste</i> + infinitive</p> <p><i>Il faut</i> + noun/infinitive</p>

# MFL: French

## Curriculum Overview

Year 8	Topics	Grammar Focus	Year 9	Topics	Grammar Focus
Autumn Term	Places in town	<i>Il y a, il n'y a pas de/d'</i>	Autumn Term	Comparing France and Britain	Using <i>On</i>
	Leisure activities	Prepositions		Describing a country	Comparatives and Superlatives
	Giving and asking for directions	The imperative		Famous French people	Asking Questions
Arranging to go out	<i>Vouloir and pouvoir</i> + infinitive	Transport and new technology		Using <i>qui</i>	
Using place prepositions	Reflexive verbs: <i>se lever, se coucher</i>	Cartoons		Direct object pronouns	
Spring Term	Clothes, Weather, Hobbies, Telling the time, Music	Possessive adjectives <i>son/sa/ses</i>	TV	<i>Faire</i> + infinitive and <i>rendre</i> + adjective	
	Holidays and essential items	Present tense: <i>choisir, finir, prendre</i>	Music	<i>Ce que</i>	
	Dream holidays/past holidays	The near future <i>je vais</i> + infinitive	Cinema		
	Festivals	<i>Je voudrais/j'aimerais</i> + infinitive	Reading		
	Sports	In + countries/cities: <i>en, au, aux, à</i>	Advertising		
Summer Term	Parts of the body/injuries	Perfect tense with <i>avoir</i>	Spring Term	Old and new technology Social networking sites Gadgets	Adjectives (agreement and position)
	Sports personalities	Perfect tense of <i>aller</i>			Verb + preposition + infinitive
	Sports personalities	<i>Depuis</i> + present tense			Impersonal structures
	International events	<i>Pouvoir</i> + infinitive	Summer Term	Relationships with parents Pocket money and chores Teenagers' problems and pressures Life in the past Street children	<i>À</i> + definite article
	My country	<i>J'ai mal au/à la, à l'/aux</i>			Pronouns <i>me, te</i> and <i>se</i>
Daily Routine	Comparisons using <i>plus/moins</i>		Modal verbs <i>devoir, pouvoir, vouloir</i>		
What you did yesterday	Near future		The imperative		
What you are going to do to help others	Reflexive verbs		Imperfect tense		
What you are going to do to help others	Perfect tense with <i>avoir</i> and <i>être</i>				
Africa	<i>Avoir faim/soif/peur</i>				
	Using <i>On</i>				
	Comparatives and Superlatives, Asking Questions, Using <i>qui</i>				

# MFL: German

## Curriculum Overview

Year 8	Topics	Grammar Focus
Autumn Term	Weather	<i>wenn</i> clauses modal verbs Time – manner – place Perfect tense <i>haben / sein</i>
	Arranging to go out	
	Money and quantities	
	Ordering food and drink	
	Weekend plans	
Spring Term	Saying what you did last weekend	Adjectival agreements Question words Using <i>weil</i> Modal verbs Reflexive verbs Separable verbs
	Describing physical appearance	
	Talking about character	
	Talking about parents and friends	
	Saying what you have to do and what you are not allowed to do	
Summer Term	Daily routine	<i>für + acc, von + dat</i> Present and perfect tense Using <i>seit</i> Compound nouns Imperatives
	Household chores	
	Pocket money	
	Parts of the body	
	Illness and injury	
Summer Term	Healthy living	

Year 9	Topics	Grammar Focus
Autumn Term	Describing a holiday you have been on (transport, accommodation, activities, opinions)	Perfect tense Imperfect tense <i>dieser, welcher</i> <i>mein + accusative</i>
	Train and bus travel, buying tickets, asking for and giving directions, describing clothes, lost property office	
Spring Term	School subjects; likes, dislikes and comparisons, school uniform, differences between school in Germany and Britain, careers	Making comparisons <i>ich trage + accusative</i> Future tense <i>ich möchte + werden</i> Relative clauses <i>in + dative</i> Imperfect tense
	Birthdays and other celebrations and festivals, party invitations and making excuses	
Summer Term	Talking about where you live and giving opinions, life in the town v life in the country	Adjectives and the accusative Negatives <i>weder ... noch</i> Modal verbs in the imperfect tense
	Environmental problems Talking about a future visit and a past visit to Berlin, writing a formal letter, planning a trip; Zürich and Vienna	

# MFL: Spanish

Year 7	Topics	Grammar Focus	Year 8	Topics	Grammar Focus	
Autumn Term	My Life: Introducing yourself Personality Physical descriptions Family Months of the year, birthdays Countries, languages, nationalities Numbers 1-31, ages Likes and Dislikes	Spanish pronunciation Adjectives rules (-a/-o) Present Tense of the verbs <i>tener, ser</i> Using numbers and the alphabet Giving opinions with <i>me gusta + infinitive</i> Giving opinions with <i>me gusta + el/la/los/las</i> Writing short texts Listening / Reading comprehensions	Autumn Term	Past holidays What you did on holiday Describing typical day on holiday What was it like? Give presentation about your holidays Technology—mobile phones Types of music TV What you did yesterday	Preterite tense <i>ir</i> Preterite Tense –ar verbs Preterite Tense –er and –ir verbs Preterite Tense of <i>ser</i> Revising Present Tense Giving range of opinions Comparatives Using Present and Preterite Tense together Writing longer texts Listening / Reading comprehensions	
	Hobbies Weather School Family in more detail Where we live	Present Tense of the –ar verbs Using <i>cuando</i> Using predictions Possessive adjectives Present Tense of –er verbs Taking part in longer conversations Listening / Reading comprehensions		Spring Term	Food/Drink Describing mealtimes Ordering meals Party Food Give account of a party Arranging to go out Making excuses Getting ready to go out Clothes Sporting events Fancy dress outfit	Wide range of opinions Negatives <i>Usted/ustedes</i> Near Future Three Tenses together <i>Me gustaría + infinitive</i> <i>Querer / poder</i> Reflexive verbs “this/these” Using three Tenses together Writing longer texts Listening / Reading comprehensions
	Describing your town or village Telling the time Ordering food and drinks in a café Weekend activities	Present tense verbs in the 3rd person Present Tense of <i>estar</i> Present Tense of –ir verbs Present Tense of <i>querer</i> Using the near future tense Using two tenses together		Summer Term	Describing holiday home Describing holiday activities Asking for directions Talking about summer camp Describing World Trip	Comparatives Superlatives Imperative Using three Tenses together Tackling challenging listenings Writing longer texts Listening / Reading comprehensions

# MFL: Spanish

Year 9	Topics	Grammar Focus
Autumn Term	<p>Talking about things you like</p> <p>Talking about your week</p> <p>Talking about films</p> <p>Talking about birthday celebrations</p> <p>The world of work</p> <p>What job would you like to do?</p> <p>What you did at work yesterday</p> <p>Describing your job</p>	<p><i>Gustar</i> + nouns in Present Tense</p> <p>Regular verbs in Present Tense</p> <p>-ir in Present Tense, Near Future</p> <p>Understanding longer spoken texts</p> <p>Reading / Listening comprehension</p> <p>Using <i>tener que</i></p> <p>Adjective Agreement</p> <p>Present and Preterite Tense together</p> <p>Reading / Listening comprehension</p>
Spring Term	<p>Talking about diet</p> <p>Active lifestyle</p> <p>Daily routine</p> <p>Ailments / illnesses</p> <p>Talking about getting fit</p> <p>Talking about children's lives</p> <p>Children's rights</p> <p>Talking about journey to school</p> <p>Environmental issues</p> <p>Raising money for charity</p>	<p>Using negatives</p> <p>Stem-changing verbs</p> <p>Reflexive verbs</p> <p><i>Se debe / no se debe</i></p> <p>Developing conversations, 3rd person Singular of regular verbs</p> <p><i>Poder</i></p> <p>Imperatives, Comparatives</p> <p>1st person Plural of regular verbs</p>
Summer Term	<p>Meeting and greeting people</p> <p>Talking about a treasure hunt</p> <p>Describing a day trip</p> <p>Buying souvenirs</p> <p>Final day of visit</p>	<p>Making yourself understood</p> <p>Expressions with <i>tener</i></p> <p>Superlative</p> <p>Preterite of irregular verbs <i>Tú</i> and <i>usted</i></p> <p>Using three Tenses together</p>

# Art & Design

**Head of Department:** Mr A Harwin

## Introduction

Art and Design at Key Stage 3 pupils are given opportunities to gain technical skills and develop their creativity. They will explore and develop ideas by studying the work of other artists and designers from various times and cultures and by studying the visual world around them, different images, objects and environments. They will investigate a range of methods and materials and work to create artworks that realise their intentions. They will be expected to evaluate their own and others' work, suggesting paths for further development.

The Key Stage 3 programme develops skills begun at Key Stage 2 and creates the skills base needed for further study at GCSE and A Level. Pupils become familiar not only with methods and materials but also with studying the work of others, vital at examination level. Art at Key Stage 3 (as with GCSE and AS/A2) is practical and project based; work is usually individual but may be created through group work.

Pupils have access to a wide range of materials and equipment; enabling them to become familiar with various paints and dry drawing materials, clay and other three dimensional materials, printmaking and collage materials and also good access to the department's two banks of computers, enabling research as well as image manipulation and painting software.

Homework is generally set weekly, but in some instances may take the form of a rolling home project. Homework may be research, collecting or specific drawing tasks. Separate attainment and effort marks are given for individual set tasks during and at the end of a

project; written comments are used to give specific feedback and to set targets. A percentage mark is given for the end of year examination.

It is our aim to foster a real appreciation of the visual arts that hold such a central role in our culture, and an opportunity to develop skills much needed in the creative industries. Whether it be the design of everyday objects, paintings of the Old Masters or controversial works of contemporary art, an understanding of visual language gives us the ability to better understand and appreciate the world around us.

Students at KS3 will usually undertake at least three units of work per year, examples of which are given below. Projects are built around resources that ensure a broad coverage of knowledge, skills and techniques. Individual teachers will tailor the projects to suit the needs of their students and to make best use of their specialist areas.

## Curriculum Overview

	Topic
Year 7	Tone and form
	Line and linear drawing
	Colour
Year 8	Reflections
	Tile sets / Natural form pots
	Fruit cross-sections / Food
Year 9	Masks
	Insects
	Tone and landscape
	Identity – portraits
	Music

# Technology Subjects

**Head of Department:** Mr A Harwin

## Introduction

Exciting new technologies that are under development today are likely to have a profound effect on our lives in the near future. Indeed, we may be on the threshold of a new technological revolution spearheaded by developments in artificial intelligence, genetic engineering or nanotechnology. The advance in technology is rapid and increasing each year. It is vital therefore that pupils understand the processes that take place in this part of the curriculum.

Technology prepares students to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for students to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.

They combine practical skills with an understanding of aesthetic, social and environmental issues, function and industrial practices.

They reflect on and evaluate present and past Technology, its uses and effects. Through Technology, all students can become discriminating and informed users of products, and become innovators. The Technology course is divided into four disciplines taught in rotation;

## Computing

## Design and Technology

## Food Technology

## Textiles

In Year 7, Year 8 & Year 9 the pupils are split into four teaching groups who study each subject for approximately sixteen weeks. Each subject will be taught for two periods per fortnight.

During Key Stage 3 pupils use a wide range of materials to design and make products. They work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. They develop their understanding of designing and making by investigating products and finding out about the work of professional designers and manufacturing industry. They use computers and control software, as an integral part of designing and making. They draw on knowledge and understanding from other areas of the curriculum. By the end of the Key Stage 3, pupils will be able to demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products in quantity.

# Computing

**Teacher in charge of subject:** Ms A Kupara

## Introduction

Computing involves information gathering, presentation and technical processing skills, underpinned by an understanding of key concepts related to the nature of information and technology.

It includes a set of technical competencies in common software applications. The aim of the course is to ensure that by the end of Key Stage 3 all pupils can use computers securely, creatively and independently and are confident and independent enough to keep their skills up-to-date. In addition to cross-curricular use of computing in other subjects, pupils have dedicated lessons each week at Key Stage 3. Pupils have one lesson a week for half of the year. Each pupil has their own storage area on the network and cloud-one drive storage. The school allows Internet access with a filter which helps to ensure that unwanted material are not accessed.

The course is delivered within the Computing Suite. When pupils are learning new skills there is a practical demonstration followed by supervised practice. During Key Stage 3 pupils will use a variety of software packages to develop their skills including standard productivity tools as well as specialist software. Performance is measured by continual assessment of both practical work in class and homework.

Pupils are also asked to evaluate their own progress at the end of each module. Homework is usually theory based and pupils will not be disadvantaged if they do not have access to a computer at home.

## Curriculum Overview

In Year 7 all pupils are introduced to the school network. Initially pupils consolidate their keyboarding skills and develop their presentation skills with a variety of presentation software. In addition they learn about control technology and data handling using spreadsheets. They then use Block editors to create simple computer programs and gain an insight into coding and micro bits.

In Year 8 all pupils develop their independent information gathering and presentation skills. The theme is gaming; researching into gaming history, evaluating the impact of gaming on society and coding their own games.

In Year 9 pupils will develop their programming skills in Kodu further, with a focus on understanding algorithms. Projects include – The 'Hacking the code' theme, web design using the HTML encryption description and programming using a higher level language. The course is structured into focused units of work and is aimed at developing higher skill levels in pupils to support more independent and autonomous use of computers. Pupils also gain confidence in knowing when and how to use computers and mobile devices to assist their normal lesson work. Pupils will be able to use the full range of ICT tools available going into Key Stage 4 to help them maximise their time when researching and presenting GCSE coursework.

# Design Technology

## Curriculum Overview

**Teacher in charge of subject:** Miss S Sulkin

### Introduction

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

In Design and Technology, we allow students to work with a wide variety of materials and techniques and produce a number of small take-home products. Alongside this, students are encouraged to stretch their imagination through design, draw from inspirational product examples and solve everyday problems. Knowledge built at KS3 can form the basis of the skills needed to study Design and Technology at GCSE, and Product Design at A-Level.

Separate attainment and effort grades will be given for individually set homework tasks. At the end of projects marks will be awarded for technical knowledge and understanding, product analysis, design and planning skills.

Year	Unit	Description
7	Air rockets	Rockets are designed and launched, we learn about flight, air compression and injection moulding
	Silicone casting	A chocolate mould made by students to teach about categories of plastics and an introduction to casting
	Pewter casting	A small item cast and cleaned up - linking to mechanical and gravity-fed casting systems
	Fidget spinners	Student-designed laser-cut fidget spinners – learning about wasting techniques and bearings
	Die-cut blister-pack	A small item vacuum formed to create a transparent blister pack, a card surround die-cut
8	Laminated wood tea-light holder	Learning about categories of wood - a block cut to shape and a flexible strip of hardwood glued in
	Polypropylene product	Students have the freedom to design, laser cut and assemble something from sheet PP
	Sheet metal phone stand	A piece of sheet non-ferrous metal cut, cleaned and folded - categories of metals
	Docking station	A stereo amplifier kit soldered and assembled and then housed in a method
9	Bagpress clock	Birch-faced ply laminated and glued onto a former to create a curved clock designed by
	Mini acrylic photo frame	Plastic processing discussed and sheet acrylic laser cut, engraved and heat-bent
	LED Moodlight	An open brief based on the use of an LED strip – students given the freedom to create

# Food Technology

**Teacher in charge of subject:** Mrs G Mason

## **Introduction**

During our Food Technology lessons we aim to instil a love of cooking to all, opening a door to one of the great expressions of human creativity. Learning how to cook, a crucial life skill is taught enabling pupils to feed themselves and others affordably and well, now and in later life. Pupils will have an understanding and be able to apply the principles of nutrition and health.

They will be able to cook a repertoire of savoury and sweet dishes using a range of cooking techniques, so they are able to feed themselves and others a healthy and varied diet. Pupils will become competent in a range of cooking techniques, selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients and adapting and using their own recipes.

Hygiene and safety in the kitchen is constantly reinforced together with clearing away and washing up.

Food Technology, a mainly practical subject, is assessed throughout for quality, effort and attainment, and also asks pupils to reflect on their work by self-evaluation.

# Textiles

## Curriculum Overview

**Teacher in charge of subject:** Mrs R Hampson

### Introduction

During Key stage 3 pupils learn the essential core skills that will inspire them to be creative, expressive and innovative young designers. They will combine practical and technological skills with creative thinking to make projects that meet human needs. Pupils will learn to become independent and creative thinkers through design, making and evaluating.

The Key Stage 3 programme of study will build on the skills learnt at Key stage 2 by increasing the range of techniques and knowledge of materials used in designing and developing products. Each year pupils will undertake a 'Design & Make' project. They will follow a skills programme which will include the following: Research skills, Design skills, Problem solving/modelling skills, Decorative Techniques, Construction Techniques, Materials and Components, Tools and Equipment.

Pupils will be taught the importance of health and safety, sewing machine skills, fabric properties, small tools and equipment, processes, hand embroidery skills, decorative techniques, construction techniques and textile recycling issues and key facts. They will be given the opportunity to use a range of materials and processes including the Heat press, Computer Aided Manufacture (CAM) and will use resist methods such as Batik. Pupils will learn about smart and modern materials and the use of electronics in Textiles. Throughout the course, IT will be used for research and connections will be made to current designers and Textile Artists. Pupils will also learn about traditions of textiles from across the world. Pupils are assessed regularly throughout the project and at the end of each 'Design & Make' project. Pupils play an active role in the ongoing assessment and are encouraged to consider both the areas for improvement and the areas that they have done well in.

Year	Unit 'Design and Make Projects'	Description
7	<b>Planner Cover</b>	This project calls for students to design and make a cover for their school planner. Students are introduced to the process of wax Batik. They then use this process to create a decorative piece of fabric to use for their planner cover. Students learn how to use a sewing machine to construct their planner cover and
8	<b>Cushion</b>	During this project students will work through the inherent design process to solve a problem based on creating a culture inspired cushion that is suitable to be mass produced for a global company. Technical skills will build upon those developed in Year 7 and see the introduction of surface decoration techniques such as applique, use of transfer paper and a wider range of machine stitches. All pupils will learn how to use a Computer Aided
9	<b>E-Textiles Product</b>	During this project, students will learn about how electronics can be integrated into textiles products to add functional and decorative effects. They will design and make a small 'light up' E-Textiles product suitable for attaching to an article of clothing. It is intended to be worn by young children for safety purposes and to aid visibility at night. Students will look at current E-Textiles products for inspiration and will sew their own E-Textiles circuits using conductive thread and LED's.

# Drama

**Head of Department:** Mrs R Shang

## Introduction

Drama at The Peterborough School is characterised by a clear emphasis on drama as an Art form, a cultural form and a means of creative expression. Drama lessons appeal to the student's desire for storytelling, exploration and communicating with others. Here at the School, Drama is also a holistic subject which helps students understand themselves, other people and the world around them; learning through different scenarios that are presented to them in the safe environment of the Drama studio.

Drama lessons are part of the curriculum timetable for Year 7, 8 and 9 where students work practically in groups, exploring drama through a different unit of study each term. Students learn through practical activities which help to develop their creativity, communication and performance skills. The lessons also aim to develop understanding of Drama skills and techniques, introduce students to a variety of performance styles and develop characterisation skills. Students work in groups each lesson helping them to develop teamwork skills, leadership and confidence skills by sharing ideas, creating drama and performing in front of others.

In all year groups, Drama Units of Work are underpinned by both script and devised work whereby students respond to, explore and analyse texts from different periods, genres and styles, gaining an understanding of how plays and drama are structured, what plays communicate and an awareness of different types of theatre. This then helps them to write and devise their own improvisations; working in groups and individually.

Drama also has co-curricular links, feeding into other subjects both as a learning style as well as giving students fundamental life skills they can use in their other subjects; discussion skills, listening skills, group work skills, presentation skills and confidence. The process of creating and performing Drama in terms of devising and improving work involves the skills of listening, speaking, negotiation and co-operation as well as utilising creative, dramatic techniques. These are all important, necessary skills which can help students excel and learn in other subjects as well as helping students develop interpersonal, life skills.

At Key Stage 3 drama work involves the development of many Drama conventions, skills and techniques. These are explored in lessons as fundamental tools for creating interesting and imaginative Drama. These include:

**Structuring Drama**

**Hot-Seating**

**Script Work**

**Naturalism**

**Devised Work**

**Use of voice, movement and gesture**

**Characterisation**

**Technical aspects of Drama**

**Physical Theatre**

**Still Images**

**Use of dialogue**

**Mime and movement**

**Practitioners**

**Different styles of theatre**

# Drama

While Drama is a highly creative, practical subject that allows students the opportunity to express themselves, perform and imagine, there is an academic element to the subject that is important. Homework is given weekly in KS3 lessons, which is designed to support and cement the practical learning undertaken in lesson time. The homework also aims to develop and prepare students for the written exam in the Drama GCSE course. Students undertake tasks which assess their understanding of skills and techniques covered. They also create scripts, costume ideas and performance ideas as well as evaluate and analyse their own work. Therefore, homework tasks help to consolidate learning as well as to prepare students for the academic component of GCSE study.

Other opportunities for students to explore Drama are in built in what we offer here at the School; there are many extra-curricular opportunities on offer in Drama.

Students who show particular enjoyment and talent in the subject can choose to involve themselves in extra-curricular productions such as School play's and the Musical. There is also a weekly Senior Drama Club for students to involve themselves in if they wish to.

Students can also choose to take Speech and Drama lessons to further develop their performance, speaking and confidence skills. If a student enjoys the technical aspect of performance, they can involve themselves in the back-stage crew of our performances, helping with technical elements and stage management to help our productions run smoothly.

During the course of Year 9, students make their option choices for GCSE where Drama is offered. Drama lessons at KS3 provide a fundamental and solid basis from which students can move easily and successfully on to study GCSE Drama.

## Curriculum Overview

What makes Drama special and different as a subject is not only the life skills embedded in it the performance skills it teaches, but also the opportunity it allows for students to develop 'right brain' creativity as well as 'left brain' analytical skills.

This principal is embedded in the Units of Work we teach in the Drama Curriculum. These are reviewed and updated year on year to tailor to the particular students in the year group.

Year 7	Year 8	Year 9
Unit 1 – Introduction to Drama	Unit 1 – Melodrama	Unit 1 – Drama Exploratory Skills
Unit 2 – Scriptwork Roald Dahl	Unit 2 – Scriptwork Skellig	Unit 2 – Scriptwork Walking with Shadows
Unit 3 – Exploration of a Theme – Evacuees	Unit 3 – Verbatim Theatre	Unit 3 – Devised Theatre/ Non-Naturalistic Theatre

# Music

**Head of Department:** Mr R Brain

## Introduction

The purpose of Music at Key Stage 3 is to give students the opportunity to enjoy Music as an artform as well as to develop the analytical skills required to understand it academically. This can be divided into three strands of work:

- Listening and Appraising
- Performing
- Composing

All of these components overlap, and the topics covered are designed to give a taste of the areas of study covered at GCSE. The Key Stage 3 course aims to both prepare students who wish to study Music at GCSE (all of whom must be able to sing or play an instrument to a minimum of Grade 3 level) as well as give all students a rewarding and engaging musical appreciation.

Much of the work is of a practical nature and there is a lot of individual study as well as group work. Content is taught in an accessible way which allows pupils to learn how to listen to music analytically, evaluate this information, and to articulate it. Pupils learn to understand and explore how music is created and performed through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. The course also introduces students to a wider variety of instruments and musical genres including classical music, musical theatre, music for film and entertainment, and popular music.

Performance is encouraged and pupils can either perform on their own musical instruments, or through classroom and school community singing. There are also several opportunities for musical composition around a variety of subjects including topical issues such as climate change.

In the classroom, students make use of a blend of computer-based learning with specialist software as well as paper-based activities. The Music Department houses several individual teaching rooms in addition to a specialised Music classroom containing an IT suite, keyboards, and recording equipment. Homework is set to supplement with the learning of facts or to test information learnt in the classroom.

Assessment is through a variety of class tests and teacher assessments. The opportunity to perform and sing allows students a further method of musical self-expression and achievement. Performance is an essential part of Music and it is important to develop a child's full appreciation of the subject. In addition to regular classroom lessons, students have the opportunity to attend Music Theory Club or to join a music ensemble. If you are interested in your child learn a musical instrument or having singing lessons, please speak to the Head of Music for more information.

# Music

## Curriculum Overview

You have already gained many of the basic skills needed for this course in your music lessons over the last few years.

	Topic	Further Notes
Year 7	<b>The Elements of Music</b>	Introduction to the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. Focus on rhythm, metre and dynamic.
	<b>Composition</b>	Learning how to apply knowledge of rhythm and metre through composition.
	<b>Instruments</b>	Learning about the instruments of the orchestra and of popular musical genres.
	<b>Performance</b>	Classroom based singing activities and use of the electric keyboards.
Year 8	<b>The Elements of Music</b>	Returning to the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. Focus on pitch, tonality, notation, rhythm, and textures, understanding how scales are formed and what moods they have.
	<b>Musical Theatre</b>	Learning about musical theatre productions such as <i>Les Misérables</i> and <i>Wicked</i>
	<b>Composition</b>	Royal Rhapsodies – contrasting musical moods using rhythms including dotted crotchet, generated from verbal phrases, using Theory skills & Body Percussion. Use of the Aeolian on A (white notes) and Pentatonic on A flat (black notes). Use of Ternary form in miniature.
	<b>Performance</b>	Use of Handbells – scalar and chords, rounds.
Year 9	<b>Words &amp; Music</b>	Understanding how words and music link together to form a composition. Lyrics and the interaction between words and music, context. Musical vocabulary including textures, articulation, broken chords, and Dynamics. How to create a chord and using keyboards to compose.
	<b>Composition</b>	Compose a Song or Speech with Instrumental Track or Chant(s) on the theme of Climate Change
	<b>Instrumental Music in Film, TV, Games</b>	More Musical Vocabulary understanding Conjunct / Disjunct, Concord / Discord, Leitmotif, to describe melody and Chromatic, Timbre, Texture, Sound Effects, Syncopation. Compose Character Theme for a Game Character.  Listening: Develop Listening Skills, use of Musical Vocabulary towards GCSE, written responses
	<b>Performance</b>	Performance on electronic keyboard

# Physical Education

**Head of Boys:** Mr A Boxall

**Head of Girls:** Mrs L Lane

## Introduction

At Key Stage 3 pupils will learn how to evaluate and improve their physical performance in a variety of different sports and activities. Connections will be made between developing, selecting and applying skills, tactics and compositional ideas. Pupils will learn the principles of safety, fitness and health with regard to each activity. Pupils will also learn social skills including leadership, co-operation, fair play and teamwork.

During the three-year course pupils will increase their knowledge of individual skills, team strategies, rules and regulations, analysing performance and planning for improvement. They will develop an understanding of the various activities through different roles including performer, coach and umpire. They will also develop their understanding of fitness and health and why regular exercise has a positive effect on health, fitness and general well-being. They will acquire the knowledge to assess the risk elements of sport and to work in a safe manner with regard to themselves and others.

The Key Stage 3 programme follows directly on from the practical work covered during Key Stage 2.

All activities are continued and developed according to the individual abilities of the pupil.

The Key Stage 3 programme is a sound base on which to build the requirements for GCSE PE. The AQA course that is followed in Key Stage 4 is 50% coursework, requiring pupils to be assessed in four practical areas. The assessment covers the performing, planning and evaluating skills that have been developed during Key Stage 3.

The 50% theory is based on the health, fitness and safety principles that have also been introduced during the practical sessions throughout Key Stage 2 and Key Stage 3. The majority of the physical education curriculum is taught within school on the field, court area and Games Hall/Sports Facility/Fitness Suite. On occasions pupils will be taken off-site to benefit from specialist facilities eg Peterborough Town Hockey Club to use the AstroTurf, Peterborough Rowing Lake or Peterborough Regional Pool for lifesaving.

At Key Stage 3 the physical education programme is delivered mainly through practical sessions. There is no provision for homework although it is hoped that pupils will be inspired to join the many extra-curricular activities that take place. Performance at Key Stage 3 is assessed at the end of each block of activities. Pupil's performances are measured and timed on a regular basis and pupils are encouraged to set and reach their own targets, whilst working towards achieving their anticipated and challenge grades.

# Physical Education

## Curriculum Overview

Activity	Timetable	Further Notes
<b>Netball</b>	1 period throughout the Autumn and Spring Terms	These games will be developed in small game situations in addition to the full game. All rules and positional play will be covered at all stages with the complexity of tactics, skills and strategies developed according to the ability of the player.
<b>Tennis</b>	1 period during the first half of the Autumn Term and throughout the Summer Term	
<b>Rounders</b>	1 period throughout the Summer Term	
<b>Athletics</b>	1 period throughout the Summer Term	The following events will be practised at each stage of Key Stage 3: - 100m 200m 800m 1500m Hurdles Long Jump High Jump Shot Putt Discus Javelin
<b>Gymnastics/ Trampolining</b>	1 period during the second half of the Autumn Term and throughout the Spring Term	Year 7 - individual skills, balances and dance movements on the floor and apparatus. Year 8 – Pair work skills, balances and dance movements on the floor and apparatus Year 9 – Group work skills, balances and dance movements on the floor and apparatus
<b>Indoor Rowing</b>	Will be taught on various occasions during the each of the Autumn and Spring terms.	
<b>Basketball</b>	1 period during Autumn or Spring Term	These games will be developed in small game situations in addition to the full game. All rules and positional play will be covered at all stages with the complexity of tactics, skills and strategies developed
<b>Dance</b>	1 period during Autumn or Spring Term	Aesthetic performances exploring a range of Dance styles from Contemporary to Ballroom.
<b>Fitness</b>	1 period during Autumn or Spring Term	Healthy, active lifestyle programme based on aerobic and circuit activities
<b>Cricket</b>	1 period during Summer Term	These games will be developed in small game situations in addition to the full game. All rules and positional play will be covered at all stages with the complexity of tactics, skills and strategies developed
<b>Rugby</b>	1 period during Autumn Term	These games will be developed in small game situations in addition to the full game. All rules and positional play will be covered at all stages with the complexity of tactics, skills and strategies developed
<b>Swimming</b>	1 period during Autumn Term (Year 7 & 8 only)	Pupils will develop skill and techniques in a range of contrasting activities and the 4 main strokes.
<b>Football</b>	1 period during Spring Term	These games will be developed in small game situations in addition to the full game. All rules and positional play will be covered at all stages with the complexity of tactics, skills and strategies developed according to the ability of the player.

# PSHE

**Head of Department:** Miss C Johnson

## Introduction

Personal, Social, Health and Economic Education (PSHEE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

Learning opportunities happen across and beyond the curriculum, in specific lessons, assemblies, tutorial programmes, special school projects and other activities and events that enrich pupils' experiences.

During Key Stage 3 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in Key Stage 2, learning new skills to help them make decisions and play an active part in their personal and social life.

They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings.

They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

Personal Social Health and Economic Education is delivered through a variety of routes but mainly during the weekly tutorial session and timetabled PSHEE sessions throughout the year. Weekly PSHEE lessons are taught by form tutors, ensuring that students work with staff that they feel comfortable with. Sessions deal with issues on the PSHEE curriculum, such as: Relationships and Sex Education, Drug Education, Careers, Citizenship and Politics, Business and Finance, Study Skills and personal wellbeing.

The PSHEE curriculum covers a wide area of subjects across PSHEE, and there is progression across the years so that the students can build on their knowledge and understanding as they themselves grow and develop as individuals.

# Citizenship and Careers

**Head of Department:** Dr L Fox-Clipsham

## Introduction

Every Year 7 pupil studies one lesson of Citizenship per fortnight. Citizenship prepares students to become active citizens of democracy. Studying Citizenship allows pupils to apply their learning to real-life scenarios on both a local and global scale.

Citizenship provides the opportunity for students to work individually to develop their own knowledge and also encourages students to work with others and take part in group activities to bring about a change.

By the end of Year 7 pupils will have progressed to understand the relationship between the individual, the law and the state and the nature of identities.

<b>Democracy and Government</b>	Critical thinking
	Identities and mutual understanding
	Local government and public institutions
	The media and public opinion
	The monarchy
	Parliament
	Systems of government
	The UK's relations with Europe, the Commonwealth, the UN and the wider world

<b>Rights and Responsibilities</b>	Dealing with conflict and solving problems
	Freedom of speech
	Global citizenship
	Human rights and responsibilities
	The justice system
	Legal rights and responsibilities
	Local government and public institutions
	The media and public opinion
	National, regional, ethnic and religious identities
	Sustainability
Systems of government	

# Citizenship and Careers

<b>Informed Action and Global Citizenship</b>	Active citizenship Dealing with conflict and solving problems The function and uses of money Global citizenship Identities and mutual understanding Pressure groups Sex and relationships Sustainability The UK's relations with Europe, the Commonwealth, the UN and the wider world	<b>Diversity and Identity</b>	Dealing with conflict and solving problems Global citizenship Identities and mutual understanding Meeting community needs National, regional, ethnic and religious identities Systems of government The UK's relations with Europe, the Commonwealth, the UN and the wider world
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