



### Curriculum Summary KS3 - Unit 2

Subject	7	8	9
<b>English</b>	<p>Journeys: <i>Treasure island</i>. Examining the human need to seek out new worlds and new adventure.</p> <p>How is Billy Bones characterised at the start of the novel?</p>	<p>The Fragile Mind. Investigating the fragility of human psychology through Shakespeare and a range of canonical and contemporary poetry.</p> <p>How does Shakespeare present the idea that Ophelia is mad?</p>	<p>Dystopia: <i>1984</i>. Utilising Orwell's post-WW2 masterpiece, we examine how individual expression attempts to survive in the bleakest of political settings.</p> <p>How did Julia react when Winston said he thought she was a member of the Thought Police and wanted to kill her?</p>
<b>Maths</b>	<p>Introducing Algebra:</p> $2^2 \times 5^2 =$	<p>Algebra:</p> $2a^3 \times 7a^3 =$	<p>Probability and Algebra:</p> <p>There are 15 cats in the shelter. 3 of them are orange, 4 of them are white, and the rest are black. What is the probability of adopting a white cat?</p>
<b>Science</b>	<p>Electricity, plant reproduction and separating.</p> <p>Can you describe how a seed is formed?</p>	<p>Evolution, climate, reactions and magnets.</p> <p>How would you use an electromagnet to move scrap metal?</p>	<p>Energy resources, organisation and bonding.</p> <p>How is food (protein) digested?</p>

*Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.*



<b>History</b>	<p>Students will learn about the Battle of Hastings and what life was like in Medieval Henbury.</p> <p>Why did William win the Battle of Hastings?</p>	<p>Students will learn about the transatlantic slave trade, the age of revolution and the abolition of slavery.</p> <p>What was the impact of the slave trade on West Africa?</p>	<p>Students will learn about the Jallianwala Bagh Massacre, Communist Russia and the rise of the Nazis.</p> <p>What was the Quit India movement?</p>
<b>Geography</b>	<p>Weather and Climate Tropical storms</p> <p>What are the 3 different types of rainfall?</p> <p>Weather and Climate Fieldwork</p> <p>What are the features of microclimates?</p>	<p>Climate change</p> <p>What is the long term evidence for climate change?</p> <p>Ecosystems</p> <p>What is the impact of deforestation?</p>	<p>Glaciation</p> <p>What are the main glacial processes?</p> <p>Global Economy</p> <p>What is globalisation and what is a trans-national corporation?</p>
<b>RE</b>	<p>Hinduism</p> <p>What is Hinduism?</p>	<p>Christianity</p> <p>What do Christians believe about the incarnation?</p>	<p>Christianity</p> <p>What do Christians believe about the incarnation?</p>
<b>MFL</b>	<p>Free time and hobbies</p> <p>What do you like to do in your free time? <i>Qué te gusta hacer durante tu tiempo libre?</i></p>	<p>Home town and region</p> <p>Describe your town. <i>Décris ta ville.</i></p>	<p>Healthy lifestyles</p> <p>What do you do to lead a healthy life? <i>Qué haces para llevar una vida sana?</i></p>
<b>Drama</b>	<p>Greek Myths. Students develop their understand of how theatre first began, and the</p>	<p>Verbatim Theatre. Students will understand the process of making Verbatim theatre, as well as</p>	<p>Professional Play Texts: DNA &amp; Devising 'An Envelope Arriving'. Students build on their</p>

***Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.***



	<p>classic conventions of early Greek theatre to create their own stories.</p> <p>What is the role of the Chorus?</p>	<p>creating their own work inspired by their peers.</p> <p>Where does dialogue in Verbatim theatre come from?</p>	<p>previous knowledge to focus around professional texts. They experience new scripts and texts, bringing pre-made characters to life and developing their performance skills. They will then take this new knowledge to devise their own pieces and characters with more sophistication.</p> <p>What happened to Adam in DNA?</p>
<b>Art</b>	<p>Hundertwasser and Environmental Art: painting, drawing and artist research. Colour theory.</p> <p>Can you name all of the complementary colours for blue, yellow and red?</p>	<p>Gaudi and Architectural forms: developing design work. Painting, drawing, mixed media mosaic and artist research. Natural forms and mixed media.</p> <p>What was the biggest influence on Gaudi's Arts?</p>	<p>Pop Art: drawing and artist research. Mixed media collage art and graphic illustrations.</p> <p>What are the key features of Pop Art?</p>
<b>Music</b>	<p>West African Drumming: <i>Djembe</i></p> <p>Students learn how to read, compose and perform through the use of rhythmic notation, building their theoretical skills alongside their use of pulse, ensemble performance, and understanding of other cultures and historic traditions.</p> <p>How do we form rhythms that fit in with the metre and pulse?</p>	<p>Understanding of harmony: <i>Ukulele</i></p> <p>Students learn how harmony is constructed across a range of songs through ensemble performance, building their fine motor skills around the complexity of chords, strumming and picking patterns on the ukulele. Students learn how to read a range of graphic notation such as tablature and chord diagrams, building theoretical skills alongside performance.</p> <p>How can we use chordal patterns to create a song?</p>	<p>Understanding of harmony: <i>Ukulele</i></p> <p>Students learn how harmony is constructed across a range of songs through ensemble performance, building their fine motor skills around the complexity of chords, strumming and picking patterns on the ukulele. Students learn how to read a range of graphic notation such as tablature and chord diagrams, building theoretical skills alongside performance.</p> <p>How can we use chordal patterns to create a song?</p>

***Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.***



<p><b>Technology</b></p>	<p>The environment: developing our knowledge and understanding of the environmental impacts of products and designs including life cycle analysis and fast fashion.</p> <p>How can you reduce the environmental impacts of fast fashion?</p>	<p>Environmental awareness project: we will learn about the importance of recycling and waste management through the work of Rod Hunt. We learn about biodiversity and ecosystems and the impact renewable energy sources can have in sustainability.</p> <p>What is recycling important?</p>	<p>Hand drawn engineering project: we will understand how to produce hand-drawn engineering drawings, apply specific drawing conventions and use layouts recognised within the engineering industry, following British Standard 8888.</p> <p>What should be included in an engineering drawing?</p>
<p><b>PE</b></p>	<p>Girls - Students will learn the fundamental movement skills needed to play football. They will also be introduced to some tactical awareness activities based on attacking and defending. Students will be introduced to the different positions on the pitch and their key responsibilities.</p> <p>Boys - Students will learn the fundamental movement skills needed to play football. They will also be introduced to some tactical awareness activities based on attacking and defending. Students will develop their knowledge about the specific positions on the pitch.</p> <p>Mixed - Students will learn the fundamental movement skills needed to play badminton and volleyball. They will also be introduced to basic tactical</p>	<p>Girls - Students will develop the fundamental movement skills needed to play football. They will further develop their tactical awareness for attacking and defending. Students will further develop their knowledge of different positions on the pitch and their key responsibilities.</p> <p>Boys - Students will develop the fundamental movement skills needed to play football. They will further develop their tactical awareness for attacking and defending. Students will consolidate their knowledge of the different positions on the pitch.</p> <p>Mixed - Students will develop the fundamental movement skills needed to play badminton and volleyball. They will develop basic tactical</p>	<p>Girls - Students will solidify their knowledge and ability to demonstrate the key movement skills needed to play football. They will be introduced to more tactical play to gain an advantage in different attacking contexts. Students further develop their knowledge of different positions on the pitch and their key responsibilities.</p> <p>Boys - Students will solidify their knowledge and ability to demonstrate the skills needed to play football. They will develop their tactical knowledge to gain an advantage in different attacking and defending contexts. Students further develop their knowledge of different positions on the pitch and their key responsibilities.</p>

*Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.*



	awareness related skills based on attacking and defending. Students will be introduced to basic rules of both games.	awareness based on attacking and defending play. Students will develop knowledge of the rules of both games.	Mixed - Students will solidify the skills needed to play badminton and volleyball. They will further develop their tactical awareness based on attacking and defending. Students will be able to recall the rules of both games and start to combine their tactical awareness with basic play.
<b>Computing</b>	Programming: students are using how to create Flowcharts using Flowol and to demonstrate the programming constructs.  What are the three programming constructs?	Data: students are learning how to effectively use a spreadsheet including formulas, functions and conditional formatting.  Why do we use conditional formatting?	Network Threats: students are learning about the different threats that can be found on a network.  What types of threats exist when using a network?
<b>PSHE</b>	Students will think about their short and long term goals and what setbacks they may have in achieving these goals as well as how to deal with those setbacks. They will learn about social risks that may arise in their lives and the benefits of making healthy choices in these areas. They will learn about indicators of anxiety and stress and some ways to combat these feelings. They will learn about the importance of a balanced diet, sleep and physical activity in keeping your body and mind healthy. They will look at the reasons some people may choose to misuse substances and the laws around substance misuse.	Students will identify their own long term goals and consider how these may change. They will be taught how their online identity can affect their long term goals. They will learn about what financial decisions they may face in their life including about debt. Students will learn about how you earn money in the UK and how money earned can be budgeted. Students will learn about how to manage stress and what situation may cause stress. They will learn about physical wellness including oral hygiene, disease, vaccination, antibiotics and substance misuse. Students will also learn about the laws around substance misuse and possession.	Students will learn about how to make SMART targets for themselves in regards to their long term goals. They will learn about the importance of resilience in regards to mental health and how the media and social media can have an impact on our mental health. Students will learn about substance misuse and the laws regarding substance misuse as well as where to get help and what a support plan may involve. Students will learn about how people can be groomed and exploited with a focus around child criminal exploitation, knife crime and radicalisation. Students will also learn about female genital mutilation, breast ironing and

*Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.*



	What are your long term goals?	How can you manage stress?	honour based abuse. Students will explore what it is to be a good citizen who contributes to society and about first aid which means they can contribute to society in emergency situations.  What does the word radicalisation mean?
--	--------------------------------	----------------------------	---

*Every child will climb their own personal mountain to the very best universities in the country or careers of their choosing.*