



Unit 3 Curriculum Summaries

Subject	7	8	9
English	<p>Students will explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so important to us.</p> <p>Q: How does Shakespeare present love in Twelfth Night?</p>	<p>Students will understand how writers examine the concept of identity, how it evolves over time and the impact that society has on it.</p> <p>Q: How do writers explore and express human identity?</p>	<p>Students will explore how great orators can influence, shape and change our world.</p> <p>Q: How do orators make use of rhetoric to shape other people's opinions?</p> <p>Q: What are rhetorical devices and how can I use them to persuade others?</p>
Maths	<p>Students will be reviewing key topics from geometry. Specifically they'll be looking at perimeter, area, drawing and measuring angles. Students will also be revisiting topics from statistics including data representation and averages.</p> <p>Q: What is the formula for the area of a triangle?</p> <p>Q: What things must be included in all bar charts?</p>	<p>Students will be reviewing percentages for the first part of the unit. They will then explore key topics from geometry including; constructions, congruence and similarity. Students will finish by exploring probability.</p> <p>Q: Define congruence.</p> <p>Q: If an event is impossible, where would it be placed on a probability scale?</p>	<p>Students will be advancing their knowledge on volume, surface area, pythagoras and transformations.</p> <p>Q: What is pythagoras theorem?</p> <p>Q: What are the four types of transformation?</p>
Science	<p>Students will be learning about acids and alkalis, Light as energy, properties of metals and non-metals and how feeding relationships in ecosystems link to trends in organism number.</p> <p>Q: What acids and alkalis do we have at home</p>	<p>Students will be learning about digestion and respiration as a chemical reaction, Forces and waves and how we inherit characteristics from parents.</p> <p>Q: What is the route that food takes from the</p>	<p>Students are learning about electrical circuits, how plants and animal 'bodies' are organised, photosynthesis and how particles behave during heating and cooling.</p> <p>Q: What resources do plants need to make</p>

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	and what pH number would they be?	mouth through the digestive system, what are the main features along this route?	food, what is that chemical reaction and where does it take place in the plant?
History	<p>Students are learning about Empress Matilda and then will move onto learning about Medieval Mali.</p> <p>Q: What do you know about Matilda?</p> <p>Q: What were the secrets of the Mali Empire's success?</p>	<p>Students are learning about the abolition of slavery and then will move onto learning about the Industrial Revolution.</p> <p>Q: How was slavery abolished?</p> <p>Q: What was the Industrial Revolution?</p>	<p>Students are learning about the impact of WWII on Britain and then will move onto learning about the Holocaust.</p> <p>Q: How did WWII change Britain?</p> <p>Q: What happened to Lien and her family during the Holocaust? How typical was Lien's experience?</p>
Geography	<p>Students will be completing their Microclimate fieldwork and then moving onto our final topic of Development which will look at development indicators, uneven development, the Democratic Republic of Congo in detail and the concept of Aid to reduce the development gap.</p> <p>Q. What causes uneven development?</p>	<p>Students will be finishing off Ecosystems with work on deforestation and then a focus on Cold Environments and the challenges of living in Svalbard. They will then move onto the final topic of Resources which will look at inequalities with a focus on water deficit in Las Vegas.</p> <p>Q. How does a lack of resources affect well-being?</p>	<p>Students have started a GCSE topic on Weather Hazards and Climate Change. They have been looking at the Global Atmospheric Circulation model and tropical storms with a particular focus on Typhoon Haiyan in 2015. They will then move on to looking at climate change causes, effects and management.</p> <p>Q. Describe the features of a low pressure system? Describe the features of a high pressure system?</p>
RE	<p>Students are learning about different ways of knowing and different worldviews. They will consider their answers to the ultimate questions.</p>	<p>Students are learning about different ways of knowing and different worldviews. They will consider their answers to the ultimate questions.</p>	<p>Students are learning about the relationship between science and religion.</p> <p>Q: What is the Big bang theory?</p>

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	<p>Q: Give an example of a Holy Book</p> <p>Q: Give an example of a scientific theory</p>	<p>Q: Give an example of a Holy Book</p> <p>Q: Give an example of a scientific theory</p>	<p>Q: What different views do Christians have about scientific theories?</p>
MFL	<p>French: Students will learn how to describe their school and their school day. They will talk about the subjects they study, giving their opinions and justifying them. They will then learn how to describe their uniform and talk about what they do at lunch and break time.</p> <p>Q. Tell me about your school. <i>Parle-moi de ton collège.</i></p>	<p>Spanish: Students will learn how to describe holiday destinations, accommodation and transport. They will talk about the weather and holiday activities. They will then learn how to describe a dream holiday.</p> <p>Q. Tell me about your holidays. <i>Háblame de tus vacaciones.</i></p>	<p>French/ Spanish: Students will learn about the countries in which their studied language is spoken. They will talk about different traditions and daily routines. They will then learn about traditions and festivals in French- or Spanish-speaking countries.</p> <p>Q. Tell me about countries where French/Spanish is spoken (other than France/Spain).</p> <p>Tell me about your favourite festival. <i>Fr. Parle-moi de ta fête préférée.</i> <i>Sp. Háblame de tu fiesta favorita.</i></p>
Drama	<p>Students will explore play texts and explore how to bring it from the page to stage. Students will develop their skills in creating interesting looking theatre as well as developing their acting skills.</p> <p>Q: How do you know the difference between stage directions and dialogue?</p> <p>Q: What play did Alan Ayckbourn write?</p>	<p>Students will compare two different plays, Shakespearean and the modern version of the same story. They will use their acting skills to explore and rehearse the piece, focusing on the quality of their acting</p> <p>Q: What is Emotional Range?</p> <p>Q: Why is body language important when you</p>	<p>Students will explore the elements that are included in professional theatre, including how the actors are using their skills in performance as well as the technical elements involved in 'Hamilton'.</p> <p>Q: Who wrote the musical 'Hamilton'?</p> <p>Q: What does a costume/ lighting designer do?</p>

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		create characters?	
Art	<p>Students will be completing the final stages of the Hundertwasser project from unit 2. They will select the key elements from their designs and produce a final painting of a Hundertwasser hat.</p> <p>Q: What were the main influences of Hundertwasser's paintings?</p> <p>Q: As well as being an artist what other jobs did he do?</p>	<p>Students will be completing the final stages of the Gaudi project from unit 2. They will refine their best design ideas to produce a final mixed media piece inspired by Gaudi and based on natural forms.</p> <p>Q: Which major city is Gaudi linked to?</p> <p>Q: Why was he known as the great recycler?</p>	<p>Students will be completing the final stages of the Pop Art project from unit 2. They will be refining their design ideas and illustration techniques to develop a portrait of Rosa Parks.</p> <p>Q: Which Pop artist was famous for using the Ben Day dot?</p> <p>Q: Which famous celebrity did Andy Warhol paint in the 1960s?</p>
Music	<p>Students will be introduced to work on the keyboard by learning and performing Ode to Joy by Beethoven and exploring compositional techniques used in this piece.</p> <p>Q: What techniques are needed to perform on the keyboard?</p> <p>Q: What key features make up this composition?</p>	<p>Students will build on their keyboard skills by practising and performing Dialogue by Bela Bartok.</p> <p>Q: What is texture and how is it used in this piece of music?</p> <p>Q: How can I compose a piece of polyphonic music?</p>	<p>Students will be developing their keyboard skills by performing Minuet by Reinagle. They will explore key musical elements in order to prepare them for key stage 4.</p> <p>Q: How can we discuss musical elements in a range of music?</p> <p>Q: How can I build an effective composition?</p>
Technology	<p>The Built Environment: Architectural Design. Students will develop an understanding of architectural design and the fundamental principles that are involved when designing a building. They will be given a brief and will have to create a design specification, floor plan and</p>	<p>Steady hand game: this project develops students' technical drawing and computer aided design skills, whilst introducing some electronics to develop and construct a simple steady hand game.</p>	<p>Steady hand game: this project develops students' technical drawing and computer aided design skills, whilst introducing some electronics to develop and construct a simple steady hand game.</p>

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	<p>3D drawing, using 2-point perspective. They will learn about scale factor and how to draw a house to scale using a computer aided design software, floor planner.</p> <p>Q: Why is a design specification important when you are working with a client?</p>	<p>Q: How does the product you are designing in technology match the design brief you were given?</p>	<p>Q: How does the product you are designing in technology match the design brief you were given?</p>
<p>PE</p>	<p>Girls - Students will learn the fundamental movement skills needed to play rounders. They will also be introduced to some tactical awareness activities based on batting and fielding. Students will be introduced to the different positions on the pitch and their roles.</p> <p>Boys - Students will learn the fundamental movement skills needed to play cricket. They will also be introduced to some tactical awareness activities based on batting and fielding. Students will be introduced to the roles and responsibilities of each of the different positions.</p> <p>Mixed - Students will learn the fundamental movement skills needed to play rounders and cricket. They will also be introduced to basic tactical awareness activities based on batting and fielding. Students will be introduced to basic</p>	<p>Girls - Students will develop the fundamental movement skills needed to play rounders. They will further develop their tactical awareness for batting and fielding. Students further develop their knowledge of different positions on the pitch and their roles.</p> <p>Boys - Students will develop the fundamental movement skills needed to play cricket. They will further develop their tactical awareness for batting and fielding. Students will develop their knowledge of the roles and responsibilities of the different positions.</p> <p>Mixed - Students will develop the fundamental movement skills needed to play cricket and rounders. They will develop basic tactical awareness based on batting and fielding. Students will develop knowledge of the rules of</p>	<p>Girls - Students will solidify their knowledge and ability to demonstrate the key movement skills needed to play rounders. They will be introduced to tactical set plays for different points of play. Students further develop their knowledge of different positions on the pitch and their roles.</p> <p>Boys - Students will solidify their knowledge and ability to demonstrate the skills needed to play cricket. They will be introduced to tactical set plays for different points of play. Students will perfect their ability to play cricket including batting and fielding.</p> <p>Mixed - Students will solidify the skills needed to play rounders and tag cricket. They will further develop their tactical awareness based on batting and fielding. Students will be able to</p>

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	rules of both games.	both games.	recall the rules of both games and start to combine their tactical awareness with basic play.
Computing	<p>Students are learning about how databases are formed and how to search for data.</p> <p>Q: What are the different data types?</p>	<p>Students are learning about the different laws that impact users of technology.</p> <p>Q: What is the purpose of the Computer Misuse Act?</p>	<p>Students are learning how to use Scratch to make games. The focus is on identifying and creating programs using different programming constructs and debugging errors.</p> <p>Q: What are the three programming constructs?</p>
PSHE	<p>Students learn about the structure of the government. They also learn about traits of healthy and unhealthy relationships and how to manage conflicts in friendships and online. Students learn about the physical and emotional changes that take place during puberty. They also learn about conception and the development of the baby as well as the feeling and choices around having a baby. Students will learn about self-esteem and body image and how the media, and in particular social media, can affect people's self-esteem. They will also identify strategies to build self-esteem.</p> <p>Q How does your body change during puberty?</p>	<p>Students will learn about their relationship with themselves and with other people and how these may differ in person to online. Students will learn about the pros and cons of using social media and how to keep themselves safe on social media platforms, including the laws around the sharing of indecent images. Students will learn about how the balance of power in relationships can lead to unhealthy relationships and where to access support. Students will learn about feelings and positive behaviours in romantic relationships and about sexuality including the feeling someone may have around sexuality.</p> <p>Q What are the pros and cons of using social media?</p>	<p>Students will learn about good and bad mental health and the stigmas attached to mental health. They will learn about how changes in our lives can affect mental health and how to build resilience through our daily routines. Students will learn about power and assertiveness in relationships and how to say 'no'. They will learn about consent in relationships and the law around consent. Students will learn about grooming and child sexual exploitation. They will also learn about self-esteem, body image and how pornography impacts them. Students will learn about contraception and the consequences of not using contraception. They will learn about sexual health and how to make informed decisions about their sexual health.</p>

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			Q How do you keep your mind healthy?
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