

St Robert of Newminster

Catholic School & Sixth
Form College



**Key Stage Three Curriculum
Information.**

Subject: Maths

NOTE: These are not exhaustive lists	Term 1	Term 2	Term 3
<p>Year 7 Key concepts/skills</p>	<p>Find/use primes/squares/roots, multiples, factors; order/calculate fractions, decimals, %, negatives; identify shape properties; simplify by collecting terms, expanding brackets; substitution; express/calculate using ratio.</p>	<p>Working with sequences (primarily term-to-term); Measure angles/lengths; convert units; find area; apply angle rules to find missing angles; solve linear equations</p>	<p>Plot points; transform shapes by reflection, rotation, translation; tabulate data; plot bar, pie, line charts; calculate averages and range; work with simple probabilities (equally likely outcomes)</p>
<p>Year 8 Key concepts/skills</p>	<p>Find HCF, LCM; write in standard form; substitute into expressions, etc including indices/roots; expand brackets and factorise expressions; re-arrange formulae; enlarge shapes; 2D representation of 3D; bearings; sample space, relative frequency</p>	<p>Further fraction/decimal/% conversion (including looking at recurring); further ratio including multiplicative relationships; speed/distance/time; find/using nth term of linear sequences; angles in parallel lines; exterior/interior angles of polygons</p>	<p>Calculate % changes; solve linear equations/inequalities; find area/circumference of circles; sketch graphs; find gradients/intercepts from graphs; construct histograms and scatter</p>
<p>Year 9 Key concepts/skills</p>	<p>Standard form (inc. calculation); bounds; loci & construction; product of bino; factorising quadratics; direct/inverse proportion; congruence & similarity;</p>	<p>Fibonacci & quadratic sequences; solving inequalities & showing on number lines; area/vol of sectors/cylinders; Pythag. Theorem</p>	<p>Finding equation of straight line; plot quadratic, cubic, reciprocal; solve linear simultaneous equations; tree diagram probability; time series graphs; using scatter diagrams</p>



Subject: English

NOTE: These are not exhaustive lists	Term 1	Term 2	Term 3
<p>Year 7 Key concepts/skills</p>	<p>Key question: How do writers craft their language for different audiences and purposes? Reading focus: <i>Private Peaceful</i> by Michael Morpurgo Writing Focus: Powerful Words: Persuasive writing stimulus</p>	<p>Key question: How do writers of different text types structure their work for most impact? Reading focus: <i>The Jungle Book</i> by Rudyard Kipling Writing Focus: Imaginary Worlds: Creative writing and animal poetry stimulus</p>	<p>Key question: How do writers respond to the social issues of their day? Reading focus: <i>A Midsummer Night's Dream</i> by William Shakespeare Writing Focus: Points of View: Inform writing stimulus</p>
<p>Year 8 Key concepts/skills</p>	<p>Key question: How do writers construct and then develop their characters? Reading focus: <i>Oliver Twist</i> by Charles Dickens Writing Focus: Points of View: Informative writing article</p>	<p>Key question: How do writers craft their language and structure their texts to engage the reader? Reading focus: <i>The Tempest</i> by William Shakespeare Writing Focus: Powerful Words: Writing to argue</p>	<p>Key question: How and why do writers adopt different genres in their texts? Reading focus: <i>Uncle Montague's Tales of Terror</i> by Chris Priestley Writing Focus: Imaginary Worlds: Creative writing on the gothic</p>
<p>Year 9 Key concepts/skills</p>	<p>Key question: How do writers use different voices and points of view in their texts to aid meaning? Reading focus: <i>Of Mice and Men</i> by John Steinbeck Writing Focus: Powerful Words: Writing to persuade</p>	<p>Key question: How do writers reflect a social zeitgeist? Reading focus: <i>A selection of conflict poetry</i> Writing Focus: Imaginary Worlds: Descriptive writing: focused on creating character and setting</p>	<p>Key question: How do playwrights utilise the dramatic form? Reading focus: <i>Romeo and Juliet</i> by William Shakespeare Writing Focus: Powerful Words: Writing to argue</p>



Subject: Science

	Term 1	Term 2	Term 3
<p>Year 7 Key concepts/skills</p> <p>AO1: knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Materials and their uses and atoms.</p> <p>Particles and matter.</p> <p>Elements, compounds and mixtures.</p>	<p>Living things</p> <p>Cells.</p> <p>Reproduction and variation.</p>	<p>Forces.</p> <p>Energy.</p> <p>Chemical reactions.</p>
<p>Year 8 Key concepts/skills</p> <p>AO1: knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Chemical reactions</p> <p>Diet</p> <p>Health & exercise</p>	<p>Forces & motion</p> <p>Acids & alkalis</p> <p>Mixtures</p>	<p>Electricity & magnetism</p> <p>Waves</p> <p>The Periodic Table</p>
<p>Year 9 Key concepts/skills</p> <p>AO1: knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Organisation & cells</p> <p>Reactions</p> <p>Photosynthesis & respiration</p>	<p>Energy</p> <p>Particles</p> <p>Further forces</p>	<p>Health & disease</p> <p>DNA & evolution</p> <p>Materials</p> <p>Electricity</p> <p>Electromagnetic induction</p>



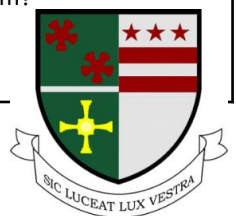
Subject: Religious Education

	Term 1	Term 2	Term 3
<p>Year 7 Key concepts <i>AO1: Knowledge</i> <i>Define and describe</i> <i>AO2: Skills</i> <i>Explain</i> <i>AO3: Extended Thinking</i> <i>Evaluate the significance</i></p>	<p>Unit 1: Creation Church Creation Stewardship How we treat animals</p> <p>Unit 2: Revelation Magisterium How we use the Bible Jesus as the Word of God</p>	<p>Unit 3: Incarnation Trinity Trinity in Art Jesus' Titles Miracles</p> <p>Unit 4: Eucharist Sacraments The Last Supper Eucharist</p>	<p>Unit 5: Holy Spirit Pentecost The Holy Spirit Confirmation</p> <p>Unit 6: Christian Diversity Denominations Nicene Creed Reformation</p>
<p>Year 8 Key concepts <i>AO1: Knowledge</i> <i>Define and describe</i> <i>AO2: Skills</i> <i>Explain</i> <i>AO3: Extended Thinking</i> <i>Evaluate the significance</i></p>	<p>Unit 1: Morality Sin and The Fall Covenants Baptism Conscience</p> <p>Unit 2: Prophecy Prophets John the Baptist Jesse Tree</p>	<p>Unit 3: Jesus and Others Parable of the Sheep and Goats How did Jesus treat the marginalised</p> <p>Unit 4: Lent Reconciliation The Paschal Mystery Why does God allow suffering</p>	<p>Unit 5: Resurrection Life after Death Anointing of the Sick Funerals</p> <p>Unit 6: Sikhi Five K's Gurdwara Amritsar</p>
<p>Year 9 Key concepts <i>AO1: Knowledge</i> <i>Define and describe</i> <i>AO2: Skills</i> <i>Explain</i> <i>AO3: Extended Thinking</i> <i>Evaluate the significance</i></p>	<p>Unit 1: Pilgrimage Life as a journey Lourdes Hajj Jerusalem</p> <p>Unit 2: Creation Views on creation Design and causation Stewardship</p>	<p>Unit 2: Creation cont Sanctity of Life Euthanasia Human Trafficking</p> <p>Unit 3: Values Sermon on the Mount Family Life Mary</p>	<p>Unit 3: Values cont Abortion Marriage</p> <p>Unit 4: Suffering Problem of evil and Christian responses Anointing of the Sick Mourning Rites</p>



Subject: History

	Term 1	Term 2	Term 3
<p>Year 7 Key concepts</p> <p>Writing like a Historian Cause and consequence Similarities and Differences</p>	<p>Pre-1066:</p> <ul style="list-style-type: none"> To what extent was Athelstan the first “King of the English”? <p>Norman Invasion:</p> <ul style="list-style-type: none"> Why was there a succession crisis in 1066? How did the Normans change England? 	<p>Medieval Kingdoms:</p> <ul style="list-style-type: none"> How similar were Medieval kingdoms in England, Africa and Asia? <p>The Mongol Empire:</p> <ul style="list-style-type: none"> How did Genghis Khan build his Empire? How important was the Mongol Empire? 	<p>The Reformation:</p> <ul style="list-style-type: none"> Why did the Reformation happen? What impact did the Reformation have on the North East?
<p>Year 8 Key Concepts</p> <p>Using Historical sources Significance Change and continuity</p>	<p>The Industrial Revolution:</p> <ul style="list-style-type: none"> What changed during the Industrial Revolution? <p>The British Empire:</p> <ul style="list-style-type: none"> How and why did Britain create an empire? How did the slave trade reshape the world? Was India treated like the “jewel in the crown”? 	<p>The British Empire</p> <ul style="list-style-type: none"> Was India treated like the "jewel in the crown"? <p>World War One:</p> <ul style="list-style-type: none"> Why did the world go to war in 1914? 	<p>World War One</p> <ul style="list-style-type: none"> How did the experience of empire troops differ from British troops? “Death, defeat, mud and misery” How accurate is this interpretation? <p>Migration in the UK:</p> <ul style="list-style-type: none"> How significant has migration been in the formation of Britain?
<p>Year 9 Key Concepts</p> <p>Analysing Historical interpretations Change and continuity Significance Cause and consequence</p>	<p>Nazi Germany and World War Two:</p> <ul style="list-style-type: none"> How did the Nazi’s control Germany? What was the key turning point of World War Two? 	<p>The Holocaust</p> <ul style="list-style-type: none"> What was life like for Jewish people before Nazi Germany? Why did the Holocaust happen? <p>The Cold War and Vietnam</p> <ul style="list-style-type: none"> Why did the Iron Curtain fall? What was the “Red Scare”? Why did East beat West in Vietnam? 	<p>20th Century Civil Rights</p> <ul style="list-style-type: none"> How similar were the campaigns for civil rights in South Africa, India and the USA? <p>British Politics</p> <ul style="list-style-type: none"> How is the UK governed? How well are our rights protected in the UK system?



Subject: Geography

	Term 1	Term 2	Term 3
Year 7 Key concepts	<p>Topic 1. Becoming a Geographer</p> <p>Enquiry question: What is my place in the world?</p> <p>Scale: International, national, local.</p> <p>Skills: Map skills, description.</p>	<p>Topic 2: Frozen Oceans</p> <p>Enquiry question: Why do the frozen oceans need preserving ?</p> <p>Place: Arctic/Antarctic/Ocean biomes.</p> <p>Skills: Key chain explanations, analysing figures.</p>	<p>Topic 3: A Tourist's world</p> <p>Enquiry question: Why is tourism important?</p> <p>Place: South America and Oceania.</p> <p>Skills: Decision making and justification.</p>
Year 8 Key concepts	<p>Topic 1: The Climate Crisis</p> <p>Enquiry question: Are we heading for a climate catastrophe?</p> <p>Place: Africa</p> <p>Skills: Analysing figures</p>	<p>Topic 2: Mind the Gap: Development and Globalisation.</p> <p>Enquiry question: Why is global development so uneven?</p> <p>Place: Asia, Africa</p> <p>Skills: Analysing figures</p>	<p>Topic 3: Water on the land</p> <p>Enquiry question: How does water shape the land?</p> <p>Place: UK</p> <p>Skills: OS maps, GIS and fieldwork.</p>
Year 9 Key concepts	<p>Topic 1: Dynamic Planet</p> <p>Enquiry question: Why is Planet Earth so hazardous?</p> <p>Place: Caribbean.</p> <p>Skills: Key chain explanations, analysing figures</p>	<p>Topic 2: Natural Resources</p> <p>Enquiry question: Why are resources so important?</p> <p>Place: Russia and Middle East</p> <p>Skills: Analysing figures</p>	<p>Topic 3: People on the Move: population.</p> <p>Enquiry question: Why is the world's population always on the move?</p> <p>Place: Mediterranean migration</p> <p>Skills: Description, OS maps, GIS and fieldwork.</p>



Subject: Spanish

	Term 1	Term 2	Term 3
Year 7 Key concepts	<ul style="list-style-type: none"> •Name/age/birthday/where they live •Greetings •Ask names/ages/birthdays/dates •Describe personality and feelings •Understand basic classroom commands •Describe school facilities •State favourite day at school + reason •Give subject preferences •Give opinions on teachers •Describe break time activities •Christmas traditions in Spain 	<ul style="list-style-type: none"> •Family members/names/ages •Family relationships: who they get on with and why •Physical descriptions •Pets and descriptions •Type of home •Location of home •Rooms + furniture + location of bedroom items •Home life activities •Semana Santa traditions 	<ul style="list-style-type: none"> •Opinions + free time activities •Reasons for opinions •Seasons •Sports •Weather •Places in town •Opinions on towns •Where they go at weekends •What they plan to do in summer •Buying food/drinks at café •Understanding the bill
Year 8 Key concepts	<ul style="list-style-type: none"> •Summer holiday destinations/countries •Holiday companions •Transport •Holiday activities in the past •Past tense opinions •El Día de Los Muertos •What they like to use phone for •Preferences on TV •Music preferences •What they did last weekend •Christmas holiday activities •Christmas in Spain 	<ul style="list-style-type: none"> •Daily routine + telling the time •Food preferences •Mealtimes •A birthday meal in the past •Healthy diet •Exercise regime •A healthy routine •Advice on healthy lifestyle •Illness 	<ul style="list-style-type: none"> •Places of leisure in town + activities •Locations •Arranging to go out •Making excuses + Household chores •How pupils prepare to go out •Clothes for different activities/occasions •At the restaurant •At the cinema: types of films, buying tickets/snacks
Year 9 Key concepts	<ul style="list-style-type: none"> •Relationships with teachers •My timetable: Days, Times, Subjects •My school day: Routine, Transport, Break/Lunch •School facilities •School uniform •School rules •Jobs •Responsibilities within jobs •Workplaces/Conditions •Suitable personality types for different jobs •Part time jobs/chores + jobs recently done 	<ul style="list-style-type: none"> •Places in towns •Geographical features •Locations •The positives and negatives of cities •How hometown has changed •Social issues in my region •Addictions •Environmental issues •Protecting the environment 	<ul style="list-style-type: none"> •Shops and shopping for souvenirs •Directions •Buying clothes and gifts •Problems with purchases and solutions •Buying food at a market •Making reservations for accommodation •Complaints in the hotel/restaurant •Buying transport tickets •Asking when buses/trains leave



Subject: French

	Term 1	Term 2	Term 3
Year 7 Key concepts/skills	<ul style="list-style-type: none"> Talking about likes and dislikes Describing yourself Talking about other people Talking about school subjects Describing your school day 	<ul style="list-style-type: none"> Talking about technology Talking about which sports you play Describing what you like doing Talking about your town or village and what you can do Giving directions 	<ul style="list-style-type: none"> Talking about holidays Talking about getting ready to go out Buying drinks and snacks Saying what you would like to do
Year 8 Key concepts/skills	<ul style="list-style-type: none"> Talking about TV programmes, films, reading and the internet Saying what you did last night Saying what you did in Paris Asking questions in the perfect tense 	<ul style="list-style-type: none"> Talking about personality and relationships Talking about music and clothes Describing where you live and your home Talking about an event Using the present, past and future tenses 	<ul style="list-style-type: none"> Talking about talent and ambition Encouraging and persuading someone Saying who is the best, the most, the least Talking about French speaking countries and the importance of 14th July.
Year 9 Key concepts/skills	<ul style="list-style-type: none"> Talking about Facebook Using present tense verbs Giving your opinion about someone Talking about sport and healthy living and eating 	<ul style="list-style-type: none"> Describing jobs Saying what you used to do Using all four tenses together Discussing holidays 	<ul style="list-style-type: none"> Discussing what you are allowed to do Explaining what is important to you Using 'si' in complex sentences



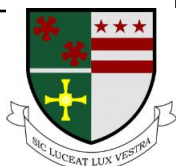
Subject: Art

	Term 1	Term 2	Term 3
<p>Year 7 Key concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Drawing and sculpture: Formal elements Emphasis on observational drawing techniques as well as sculptural outcome – 3D</p>	<p>Painting: Delaunay Emphasis on colour theory and painting</p>	<p>Textiles Landscapes: Emphasis on hand embroidery techniques, Applique, embellishment and composition.</p>
<p>Year 8 Key Concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Drawing and printmaking: Animals Emphasis on observational drawing and print making techniques</p>	<p>Sculpture, drawing and painting: Food for thought Emphasis on sculpture/ ceramics – pinch pot techniques</p>	<p>Textiles: Objects, belonging and places. Emphasis on weaving techniques, hand embroidery and heat transfer and applique.</p>
<p>Year 9 Key Concepts/skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p>Drawing & painting: Diversity Emphasis on technical drawing and portraiture.</p>	<p>Textiles & fashion: Environmental Fashion Emphasis on design development and surface decoration design. Stencilling and applique techniques are also explored.</p>	<p>Drawing & relief painting: Architecture Emphasis on grid method and relief backgrounds.</p>



Subject: PE

	Term 1	Term 2	Term 3
Year 7 Key concepts	<u>THEMES</u> -Expectations and Standards -Competence -Confidence <u>SPORTS/ACTIVITIES</u> - Invasion Games (Football, Rugby, Basketball, Netball) - Net and Wall (Table Tennis, Badminton) - Outdoor and Adventurous (Orienteering) -Health Related Fitness	<u>THEMES</u> -Knowledge and Understanding -Motivation <u>SPORTS/ACTIVITIES</u> - Invasion Games (Netball) - Net and Wall (Badminton) - Dance and Gymnastics - Outdoor and Adventurous (Orienteering) -Health Related Fitness	<u>THEMES</u> -Resilience -Sporting Values <u>SPORTS/ACTIVITIES</u> - Athletics - Striking and Fielding (Cricket, Rounders, Softball)
Year 8 Key concepts	<u>THEMES</u> -Expectations and Standards -Communication -Resilience <u>SPORTS/ACTIVITIES</u> - Invasion Games (Football, Rugby, Basketball, Netball) - Net and Wall (Table Tennis, Badminton)	<u>THEMES</u> -Emotional Intelligence -Health and Well-Being <u>SPORTS/ACTIVITIES</u> - Invasion Games (Netball, Football, Handball) - Net and Wall (Badminton) - Dance and Gymnastics/Trampoline -Health Related Fitness	<u>THEMES</u> -Intra-Personal Skills -Attitudes and Behaviour <u>SPORTS/ACTIVITIES</u> - Athletics - Striking and Fielding (Cricket, Rounders, Softball)
Year 9 Key concepts	<u>THEMES</u> -Expectations and Standards -Redefining Competition -Problem Solving <u>SPORTS/ACTIVITIES</u> - Invasion Games (Football, Rugby, Basketball, Netball) - Net and Wall (Table Tennis, Badminton) - Outdoor and Adventurous (Orienteering) -Health Related Fitness	<u>THEMES</u> -Power of Positivity -Health and Well-Being <u>SPORTS/ACTIVITIES</u> - Invasion Games (Netball, Football, Handball) - Net and Wall (Badminton) - Dance and Gymnastics/Trampoline - Outdoor and Adventurous (Orienteering) -Health Related Fitness	<u>THEMES</u> -Sporting Values -Knowledge and Understanding <u>SPORTS/ACTIVITIES</u> - Athletics - Striking and Fielding (Cricket, Rounders, Softball)



Subject: IT

	Term 1	Term 2	Term 3
Year 7 Key concepts & Skills	<ul style="list-style-type: none"> Organising files and folders Basic Office Applications 	<ul style="list-style-type: none"> School Email skills Using the Internet Safety Data Handling 	<ul style="list-style-type: none"> Hardware Components The Internet Programming Essentials
Year 8 Key Concepts & Skills	<ul style="list-style-type: none"> Text based Programming with Python Vector Graphics 	<ul style="list-style-type: none"> Binary Data Representation 	<ul style="list-style-type: none"> Create, reuse, revise and repurpose digital artefacts
Year 9 Key Concepts & Skills	<ul style="list-style-type: none"> Web design HTML, CSS & Javascript Cyber Security 	<ul style="list-style-type: none"> 3D Modelling Digital Graphics 	<ul style="list-style-type: none"> Text based Programming with Python



Subject: Engineering

Engineering Rotation – All terms	
<p>Year 7 Key concepts/skills A01: Forces and structures</p>	<p>How do forces act upon engineered products? (Aerodynamics in F1 design and stress loads in structures).</p> <p>Y7 skills:</p> <ul style="list-style-type: none"> • Data driven testing for helicopters, aeroplanes and F1 STEM project. • Design development. • Team work in bridges an F1 project.
<p>Year 8 Key concepts/skills A01:Mechanisms and Hydraulics</p>	<p>How are assembly and disassembly processes carried out? How are 3D designs created?</p> <p>Y8 Skills:</p> <ul style="list-style-type: none"> • Mechanical fasteners within the lamp project. • Assembly and disassembly within the lamp project. • Oblique drawing. • Isometric drawing. • Perspective drawing.
<p>Year 9 Key concepts/skills A01: Computer Aided Design and Rapid Prototyping (3D Printing</p>	<p>How is modern manufacturing evolving to accommodate new additive manufacturing processes? How can computer simulated designs aid the design development process?</p> <p>Y9 Skills:</p> <ul style="list-style-type: none"> • CAD command tools • Slicing for 3D printing • 3D printing • Prototyping concept designs.



Subject: Design and Technology

	Term 1/Term2/Term 3 (Rotation)	Key Skills
Year 7 Key concepts/skills	How do designers use resistant materials and electronic devices in the design of a product? How can we use simple manufacturing skills to produce working prototypes? How can we make design inclusive?	A01: Identify tools and machines in the workshop and the relevant health and safety regulations for their correct use. A02: Properties of resistant materials – timber A03: PCB population (soldering and circuit work).
Year 8 Key concepts/skills	How do we ensure we are meeting user needs and wants? How can we use the work of others to help our own design decisions? How can we make our designs sustainable and better for the environment.	A01: Identify tools and machines in the workshop and the relevant health and safety regulations for their correct use. A02: Being aware of the importance of the work of others A03: Sustainability and Environmental Impact of products on society
Year 9 Key concepts/skills	How do designers use modern and traditional materials to produce everyday products? How do designers and engineers use Computer Aided Manufacture in the design and manufacturing of a product? How can we adjust concepts for commercial manufacture?	A01: Identify tools and machines in the workshop and the relevant health and safety regulations for their correct use. A02: Properties of modern and traditional materials A03: CAM used in commercial manufacturing and laser cutting/engraving school project.



Subject: Food and Nutrition

	Term 1	Term 2	Term 3
<p>Year 7 Key concepts A01: Identify basic equipment used in the practical environment. Work safely, efficiently and independently to create a quality food product.</p> <p>A02: Health and nutrition knowledge, health and safety and identifying equipment and ingredients</p>	<p>Can you follow health and safety guidelines to work independently and effectively in the food classroom?</p> <p>Why does our body need nutrients?</p> <p>How can bacteria contaminate food?</p>	<p>Can you follow health and safety guidelines to work independently and effectively in the food classroom?</p> <p>Why does our body need nutrients?</p> <p>How can bacteria contaminate food?</p>	<p>Can you follow health and safety guidelines to work independently and effectively in the food classroom?</p> <p>Why does our body need nutrients?</p> <p>How can bacteria contaminate food?</p>
<p>Year 8 Key Concepts A01: Explain the link between a range of nutrients and health</p> <p>A02: Identify and explain the function of a range of ingredients when cooking</p>	<p>Can you identify the difference between fats and sugars?</p> <p>Can you explain the effects of deficiency and excess?</p>	<p>Can you identify the difference between fats and sugars?</p> <p>Can you explain the effects of deficiency and excess?</p>	<p>Can you identify the difference between fats and sugars?</p> <p>Can you explain the effects of deficiency and excess?</p>
<p>Year 9 Key Concepts A01: Adapt and develop a recipe to produce a healthier alternative to a traditional sponge cake.</p> <p>A02: Health and nutrition knowledge, macro and micro nutrients. The effect of diet on our health consequence</p>	<p>Can you identify and explain the effects of a poor diet?</p> <p>Why are vitamins and minerals vital for good health?</p> <p>How are raising agents used in cooking?</p>	<p>Can you identify and explain the effects of a poor diet?</p> <p>Why are vitamins and minerals vital for good health?</p> <p>How are raising agents used in cooking?</p>	<p>Can you identify and explain the effects of a poor diet?</p> <p>Why are vitamins and minerals vital for good health?</p> <p>How are raising agents used in cooking?</p>



Subject: Music

	Term 1	Term 2	Term 3
<p>Year 7</p> <p>Key concepts/skills</p>	<p>Read and write notes from E up to F on the treble clef. Understand that different forms of notation are also used in music such as graphic scores.</p> <p>Rhythms –Crotchets, crotchets rests and joined-quavers.</p> <p>Metre – 4/4 , 3/4.</p> <p>Elements of Music – Students should understand how to identify aurally and use the following elements of music in composition – dynamics and tempo.</p> <p>Terminology – piano, forte, allegro, andante.</p> <p>Instruments – Students should be able to recognize aurally the different sections of the orchestra and the main instruments in each. They should be able to play melodies on keyboard and glockenspiel.</p> <p>Keyboard – Play melodies from Middle C to C above Middle C in the right hand. Use correct hand position and technique.</p>	<p>Read and write notes from E up to F on the treble clef.</p> <p>Rhythms –Minims, crotchets, crotchets rests and joined-quavers.</p> <p>Metre – 4/4 , 3/4</p> <p>Elements of Music – Students should understand how to identify aurally and use the following elements of music in composition – Dynamics, Tempo and Timbre</p> <p>Terminology –piano, forte, allegro, andante, largo, crescendo, diminuendo, and ostinato.</p> <p>Instruments – Students should be able to recognize aurally the different sections of the orchestra and the main instruments in each. They should be able to play melodies on keyboard and glockenspiel and use a variety of percussion instruments with the correct technique.</p> <p>Voice – Sing simple melodies.</p>	<p>Read and write notes from E up to F on the treble clef.</p> <p>Rhythms - Minims, crotchets, crotchets rests and joined-quavers.</p> <p>Metre – 4/4 , 3/4</p> <p>Elements of Music – Students should understand how to identify aurally and use the following elements of music in composition – Dynamics, Tempo and Timbre</p> <p>Terminology –piano, forte, allegro, andante, largo, crescendo, diminuendo, and ostinato.</p> <p>Instruments – Students should be able to recognize aurally the different sections of the orchestra and the main instruments in each. They should be able to play melodies on keyboard and glockenspiel and use a variety of percussion instruments with the correct technique. Play accompaniment parts using the Ukulele.</p> <p>Voice – Sing simple melodies and stay in key without accompaniment.</p>



Subject: Music

	Two Term Rota
Year 8 Key concepts/ skills	<p><u>Skills</u></p> <p>Notation - Students should be able to read and write notes from G to middle C in the bass clef</p> <p>Rhythms – Students should understand how to perform read and dotted notes. They should understand how tied notes work and how to perform these. Understand the feel of rhythms in 3’s. Tala rhythms – Indian rhythm cycles</p> <p>Elements of Music – Students should understand how to identify aurally and use the following elements of music in composition – Texture (homophonic, monophonic, polyphonic). Melody – Step and Leap.</p> <p>Terminology – Students should understand what the following terminology means and how to apply its use during appreciation – mezzo-piano, mezzo-forte, sequence, pentatonic, major, minor, rubato</p> <p>Instruments – Students should be able to recognise aurally the instruments of the orchestra. They should be able to play chords on keyboard and ukulele. They should be able to name various non-western instruments and recognise them aurally.</p> <p>Voice – Sing in two parts, maintain a harmony line.</p> <p><u>Concepts</u></p> <p>Understand how to use different musical techniques to create various moods. Apply the correct techniques to suit the style/genre of music.</p> <p>Be able to keep time in an ensemble while playing complex and syncopated rhythms.</p> <p>Understand how to notate melody and rhythm.</p> <p>Understand how to listen critically to you own music and set areas for improvement.</p>



Subject: Music

	Two Term Rota
Year 9 Key concepts/ skills	<p><u>Skills</u></p> <p>Notation – Students should be able to read bass and treble clef piano notation together. How to read chords and tab notation.</p> <p>Rhythms – Students should understand how to read and notate quavers off the beat and quaver rests. They should understand how tied notes work and how to perform these.</p> <p>Elements of Music – Students should understand how to identify aurally different use of timbre and techniques used to achieve these such as pizzicato</p> <p>Terminology – Students should understand what the following terminology means and how to apply its use during appreciation – bpm, distortion, riff, improvisation, tablature</p> <p>Instruments – Students should be able to play independent lines on keyboards using two hands. They should be able to play chords and riffs on guitars and recognize these aurally. They should be able to use synthesized instruments and computer-generated sounds in their compositions.</p> <p>Voice – Sing whilst also providing accompaniment.</p> <p><u>Concepts</u></p> <p>Know how to use stylistically accurate techniques for the style of music you are playing. Make creative decisions based on the mood you are trying to convey in a successful manner.</p> <p>Be able to stay in time within an ensemble maintaining complex rhythms/melodies. Be able to take on various roles in an ensemble performing on more than one instrument successfully.</p> <p>Understand the role technology plays in music making and be able to use software to create your own pieces of music.</p>



Subject: Drama

Term 1

Year 8

Key concepts/ skills

Project: Macbeth

Skills

Terminology - Students should understand and use the following terminology when discussing pieces of Drama

- *Still image, blocking, stage directions, dramatic tension, improvisation, soundscape, characterisation, status.*
- Physical skills: posture, stance, facial expression, movement, level, eye contact.
- Vocal skills: volume, projection, pitch, pace, diction.
- **Perform** – students are expected to perform from memory without using a script. They must have a sense of performance and should stay in character throughout a performance. Students will perform characters that they can relate to through personal experience or observation. Students will explore their physicality through performance of a script.

Create – students will work in pairs/groups to create their own performances. They will apply key concepts to their work to demonstrate their understanding of theatre and style. Students will work collaboratively throughout the creative process and will evaluate, refine and amend their work before the final performance.

Appreciation – students will recognise and discuss how the key terminology (above) is implemented in performance to create a character. They will appreciate their own work, their peers' work and professional work.

Concepts

Understand how status can be shown in different ways and the impact this has on the audience.

Understand how physical and vocal skills can be used in performance.

Stay in character and be fully committed to a performance.

How to understand, write and structure a basic script/scene.

Be able to critically appreciate your own and others' work, using subject terminology to support your points.



Subject: Drama

	Term 1
Year 9 Key concepts/ skills	<p>Project : Naturalism and Stanislavski</p> <p>Skills</p> <p>Terminology - Students should understand and use the following terminology when discussing pieces of Drama:</p> <ul style="list-style-type: none">- <i>Rehearsal techniques, role-play, hot seating, thought-tracking, role on the wall, subtext, naturalism, fourth wall, magic if, given circumstances, objectives.</i>- Physical skills: pace, gait, gesture, body tension, spatial relationships.- Vocal skills: accent, pause, tone, emphasis, inflection. <p>Perform – students are expected to perform an extract from a set text from memory without using a script. They should follow stage directions clearly and interpret the text to create an engaging performance. They should use their contextual understanding of the play and apply Stanislavski’s methods to their rehearsals to develop their character. They should apply the physical and vocal skills they have developed to create a believable character and must stay focused throughout a performance. They should consider how to apply their physical and vocal skills appropriately to the naturalistic style of theatre being performed.</p> <p>Create – students will work in pairs/groups to create their own performance inspired by a stimulus. Their work will be informed and inspired by the text they study. They will apply Stanislavski’s methods to their work to embody the style of theatre correctly. They will work collaboratively and will develop organisational and time management skills throughout the creative process.</p> <p>Appreciation - students will recognise and discuss how the key terminology (above) is implemented in performance and the effect this has on an audience. They will appreciate their own work, their peers’ work and professional work.</p> <p>Concepts</p> <p>Be able to identify and apply dramatic conventions correctly according to the theatrical style in performance and creative work.</p> <p>Understand how to create a character/scene from a set text and the impact this has on the audience.</p> <p>Be able to stay in role for a whole performance displaying a range of emotions.</p> <p>Know how to create a piece of drama inspired by a stimulus.</p> <p>Critically appreciate your own work and the work of others’ using subject terminology to support your points.</p>

