



Curriculum Map for Art KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Let's draw – learning the basics to use in an imaginative landscape/creature	World of colour Hundertwasser Eco house designs	Decoration using ideas from China, Mexico and India	Food illustration and recipe book cover design for healthy eating	Comic characters	Comic pages & Photography basics
Year 8	Drawing 3D objects and still life arrangement	Exploring drawing – abstract compositions and portraits	3D paper mask constructions	Protest poster – mixed media or computer outcomes	Perspective in lettering & buildings	Perspective in landscapes & Photography
Year 9	My identity & photography	Wellbeing / mental health poster designs	Gender stereotypes	Art from Art – learning how to respond to art	Dystopia & Photography	Dystopia



Curriculum Map for Design Technology KS3

This subject aims to produce learners who are innovative and creative, able to think through a problem, design and develop solutions and manufacture or cook high quality outcomes.

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. Students will also look at modern and future materials and processes to better understand Design and Technology in industry.

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

	Textiles	Product Design	Food
Year 7	Creature Themed Fleece Hat - Core skills - Sources and types of fibres - Applique, hand sewing, hand embroidery - Iterative design cycle - Sewing machine	Travel Game - Core skills - Sources & types of timbers - Woodworking tools and machinery - Iterative design cycle - Marking & measuring	Eatwell & Core Kitchen skills - Eatwell Guide - Knife Safety - Food & kitchen safety - Sensory Evaluation - Heat transfer methods - Energy Needs

	<p>Assessment:</p> <ul style="list-style-type: none"> - Communicating ideas - Hat manufacture - Unit test 	<p>Assessment:</p> <ul style="list-style-type: none"> - Communicating ideas - Travel game manufacture - Unit test 	<ul style="list-style-type: none"> - Weighing and measuring - Practical recipe cooking embedding skills & knowledge <p>Assessment:</p> <ul style="list-style-type: none"> - Salad design - Salad practical - Unit test 	
Year 8	<p>West African Art – Cushion</p> <ul style="list-style-type: none"> - Methods of fabric embellishment - Research and response to an artist - Iterative design cycle - Embellishment processes - tie dye, collagraphy, fabric painting - Sewing machine – skills development <p>Assessment:</p> <ul style="list-style-type: none"> - Cushion design – response to Bisa Butler - Cushion manufacture - Unit test 	<p>Fantastic Plastics</p> <ul style="list-style-type: none"> - Sources & types of polymers - Environmental issues & sustainability - Plastic working tools & processes - CAD/CAM - Iterative design cycle - Modelling - Phone cradle manufacture <p>Assessment:</p> <ul style="list-style-type: none"> - Developing Ideas - Phone cradle manufacture 	<p>Metals</p> <ul style="list-style-type: none"> - Sources & types of metals - Metalworking tools and processes - Templates/net design - Keyring manufacture <p>Assessment:</p> <ul style="list-style-type: none"> - Unit test 	<p>Healthy Eating</p> <ul style="list-style-type: none"> - Eatwell guide links to nutrients - Macronutrients – carbohydrates/fibre, protein & fats - Seasonal foods - Staple foods - Functions of Yeast - Pizza design & development project - Practical recipe cooking embedding skills & knowledge <p>Assessment:</p> <ul style="list-style-type: none"> - Pizza design & development - Pizza manufacture - Unit test

<p>Year 9</p>	<p>Protest Art <i>This unit links to GCSE Textiles Art</i> - Focus on themes, colour, context and composition - Research life changing events in history - Environmental impacts of textiles - Design research – Stencilling, pattern and logos - Stencil design - Stencilling techniques - Manufacture of tote bag using range of stencilling techniques</p> <p>Assessment: - Artist analysis - Tote bag manufacture - Unit test</p>	<p>USB Lamp - Sources and types of paper and boards - Systems and control - Mini guided NEA - Iterative design cycle - Construction and modelling - Design eras & influential designers - Research - Target markets</p> <p>Assessment: - Design development - Lamp manufacture - Unit test</p>	<p>Healthy Teenage Diet & International Cuisine - Healthy living – nutritional needs - Factors affecting food choices - Cuisines around the world - Teenage nutritional needs - Micronutrients – Vitamins & minerals - Types of fats - water soluble</p> <p>Assessment: - Gelatinization Worksheet - Macaroni & Cheese Practical - Unit test</p>
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Curriculum map for English KS3

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 7	Transition unit – developing close analysis skills (using What, How, Why) and narrative writing skills.	Class reader (novel). One from: ' <i>Wonder</i> ' by R.J. Palacio; ' <i>Mr Creecher</i> ' by Chris Priestley; ' <i>No Ballet Shoes in Syria</i> ' by Catherine Bruton.	Drama – an introduction to the conventions.	Poetry – an introduction to the form.	Non-fiction – auto/biographical writing from around the world.
Year 8	Class reader (novel). One from: ' <i>One</i> ' by Sarah Crossan; ' <i>The Curious Incident of the Dog in the Night-Time</i> ' by Mark Haddon; ' <i>The Ruby in the Smoke</i> ' by Philip Pullman.	Drama – Shakespeare (usually ' <i>Much Ado About Nothing</i> ')	Narrative writing - myths and legends.	Poetry – Nature themed, <i>or</i> global identities.	Non-fiction – language and gender; regional variation; language variation over time.

Year 9	World War 1 poetry.	Drama - Shakespeare (<i>'Romeo and Juliet'</i>)	Class reader (novel). One from: <i>'The Woman in Black'</i> by Susan Hill; <i>'Of Mice and Men'</i> by John Steinbeck; <i>'To Kill A Mockingbird'</i> by Harper Lee.	Narrative writing – Gothic fiction or dystopian fiction.	Non-fiction: activism. Articles and speeches.
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Note: there are five units of work per KS3 year, to allow sufficient time to deliver the longer units (often a class reader; usually two terms are required to deliver a Shakespeare play in Year 9). The same units are not always taught simultaneously across each year group, as resources do not allow for this; however, in Year 9, the poetry and the drama units are taught in tandem with History and Drama departments respectively, and so tend to be fixed in terms 1 - 3.



Curriculum Map for French KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Tout sur moi (all about me) KO1	Tout sur moi (all about me) and Mon monde perso (My family and friends) KO1/2	Mon monde perso (<i>My family and friends</i>) KO2	Mon monde perso (<i>My family and friends</i>) and Autour de moi (All around me) KO2/3	Autour de moi (All around me) KO3	À Table (Food and drink) KO4
Year 8	Mon Quartier (My local area) KO1	Mon Quartier (My local area) and Ça, c'est mon truc (Lifestyle) KO1/2	Ça, c'est mon truc (Lifestyle) KO2	Ça, c'est mon truc (Lifestyle) and Destination Vacances (Holidays) KO2/3	Destination Vacances (Holidays) KO3	Bouger, c'est important! (Sport and leisure) KO4
Year 9	Aux quatre coins du monde (Daily life and issues in Francophone countries) KO1	Le monde des médias (Entertainment) KO2	Le monde des médias (Entertainment) And Être ado, c'est quoi? (Issues for teenagers) KO2/3	Être ado, c'est quoi? (Issues for teenagers/Jobs and ambitions) KO3	Être ado, c'est quoi? (Issues for teenagers/Jobs and ambitions) Customs and festivals KO3 Introduction to GCSE	Customs and festivals Introduction to GCSE

*KO – Knowledge Organiser



Curriculum Map for French Ab Initio KS3

(Two-year course from Year 8)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Tout sur moi (all about me)	Mon monde perso (My family and friends)	Autour de moi (All around me incl. school)	À Table (Food and drink)	Mon Quartier (My local area) + Aux quatre coins du monde (describing Francophone countries-adjectives/comparisons)	Ça, c'est mon truc (Lifestyle) + Aux quatre coins du monde (Daily routine/reflexive verbs)
Year 9	Destination Vacances (Holidays)	Bouger, c'est important! (Sport and leisure)	Le monde des médias (Entertainment)	Être ado, c'est quoi? (Issues for teenagers/Jobs/health and ambitions)	Être ado, c'est quoi? (Issues for teenagers/Jobs/health and ambitions) Customs and festivals Introduction to GCSE	Customs and festivals Introduction to GCSE



Curriculum Map for Geography KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Our World	Our Place	Map skills	Africa	Weather and Climate	The Middle East: Should Qatar have hosted the world cup?
Year 8	Population and cities	Population and cities	Glaciation	Coasts	Development	Russia Sustainable school fieldwork
Year 9	Tectonic Hazards	Tectonic Hazards	Climate Change	Climate Change	Living World	Living World



Curriculum Map for German KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p>Hallo! <i>(Introducing yourself)</i></p> <ul style="list-style-type: none"> ▪ Classroom language ▪ Introducing yourself ▪ Greetings: say your name and spell it ▪ Numbers 1–31 ▪ Months ▪ Say how old you are and when your birthday is ▪ Countries and languages 	<p>Meine Familie <i>(Family)</i></p> <ul style="list-style-type: none"> ▪ Family members ▪ Brothers and sisters ▪ Pets and colours ▪ Describe yourself, your pets, friends and family members 	<p>Meine Schule <i>(School)</i></p> <ul style="list-style-type: none"> ▪ Classroom objects and items in your school bag ▪ School subjects and your opinions of them ▪ Tell the time; say when you have different subjects ▪ Days of the week ▪ Talk about your timetable 	<p>Freizeit und Hobbys <i>(Free time and hobbies)</i></p> <ul style="list-style-type: none"> ▪ Sports and musical instruments ▪ Your favourite hobbies ▪ Opinions of computer games ▪ Say how often you do something 	<p>Wo wohnst du? <i>(Where do you live?)</i></p> <ul style="list-style-type: none"> ▪ Say where you live and what the weather is like ▪ Describe your house or flat and your own room ▪ Numbers up to 100 	<p>Guten Appetit! <i>(Food and drink)</i></p> <ul style="list-style-type: none"> ▪ Say what food and drink you like and don't like; say what you eat for different meals ▪ Order food in a café or restaurant ▪ Buy food in a shop ▪ Numbers up to 1000 ▪ Talk about healthy eating

<p>Year 9</p>	<p>Mein Zuhause (Local area)</p> <ul style="list-style-type: none"> ▪ The places in town ▪ Say what you can do in a place ▪ Ask for and give directions ▪ Buy tickets and presents ▪ Understand tourist information 	<p>Modestadt Berlin (Fashion and shopping)</p> <ul style="list-style-type: none"> ▪ Talk about clothes and give an opinion of them ▪ Talk about what you wear and what you'd like to wear ▪ Go shopping for clothes ▪ Talk about problems with clothes ▪ Designer clothing and school uniform 	<p>Zu Besuch (Going on a trip)</p> <ul style="list-style-type: none"> ▪ Talk about holidays (where you go, how your travel, where you stay and for how long) ▪ Talk about what you can do on holiday and what you're going to do ▪ Talk about past holiday experiences 	<p>Mein Tag (Daily routine)</p> <ul style="list-style-type: none"> ▪ Talk about daily routine ▪ Say what time you do things (12-hour and 24-hour clock) ▪ Talk about what you've done recently and give your opinion of it 	<p>Gesundes Leben (Health and fitness)</p> <ul style="list-style-type: none"> ▪ Name the parts of the body ▪ Talk about illness and injuries ▪ Say what sports you do to keep fit ▪ Talk about healthy eating and give advice on a healthy lifestyle 	<p>Wir feiern! (Festivals)</p> <ul style="list-style-type: none"> ▪ Talk about national holidays and festivals ▪ Talk about organising a party ▪ Accept or decline an invitation ▪ Describe a recent party / celebration
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Curriculum Map for History KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What was England like in 1066? How did the Normans keep control of England after 1066?	How hard was life in medieval England? Was the Black Death a disaster for England?	Why was the medieval Church so powerful? Who was to blame for the murder of Thomas Becket?	What was the most serious challenge to medieval kings? Which was the most powerful medieval empire?	Who killed the Princes in the Tower? How and why did Henry VIII change the Church?	What was life like in Tudor England?
Year 8	Does Mary I deserve to be called bloody? Why was Elizabeth I a popular monarch?	Why was there a civil war in England in 1642? Does Oliver Cromwell deserve a statue outside Parliament?	How did GB build it's empire?	Did the Industrial Revolution make life better or worse for working class children? How should Bristol remember the transatlantic slave trade?	How did the people in India respond to British rule?	What makes a successful protest movement?
Year 9	Why did war break out in 1914? What was the experience of soldiers in the trenches?	Were the 1920s a good time to be living in the USA?	Why did WW2 happen so soon after WW1? Was WWII GB's finest hour?	How should we remember the Holocaust?	To what extent was the Civil Rights movement a success by 1964?	What was the most significant change in post-war British society?



Curriculum Map for Maths KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	NUMBER & ALGEBRA 1. Basic Number and decimals 2. Introduction to algebra 3. Sequences	GEOMETRY 1 4. Coordinates and Linear Graphs 5. Transformations 6. Area, Perimeter & Volume	NUMBER 7. Multiples, Factors & Primes 8. Fractions 9. Percentages	RATIO & PROPORTION 10. Ratio 11. Speed, Distance & Time 12. Measures & Conversions	GEOMETRY 2 13. Angles & Polygons 14. Constructions 15. Basic probability	PROBABILITY & DATA 16. Handling Data 17. Averages
Year 8	GEOMETRY 1. Circles 2. Area and Volume 3. Angles	FDP & RATIO 4. Fractions 5. Percentages 6. Ratio and Proportion	PROBABILITY & STATISTICS 7. Probability 8. Averages 9. Representing data	ALGEBRA 10. Algebraic manipulation 11. Equations 12. Sequences and Inequalities	ALGEBRA & NUMBER 13. Coordinates & Linear Graphs 14. Rounding and Indices	MEASURES & NUMBER 15. Pythagoras 16. Standard Form
Year 9	EQUATIONS + INEQUALITIES 1. Algebra recap and Inequalities 2. Linear graphs 3. Working with number	ANGLES + TRIANGLES 4. Angles and polygons 5. Constructions, congruence and loci 6. Pythagoras' theorem	PROPORTIONAL REASONING 7. Standard form 8. Ratio and Proportion 9. Rates	ALGEBRAIC REPRESENTATION + PERCENTAGES 10. Algebraic Representation 11. Percentages	SIMILARITY 12. Solving linear simultaneous equations 13. Rotation and Translation 14. Similarity and enlargement	MORE SIMILARITY + Investigation 15. Trigonometry



Curriculum Map for Music at KS3

This subject aims to produce learners who are **self-confident** to perform, **creative** composers and **curious** to learn about a range of musical styles. Pupils will develop their technique to perform on different instruments, both on their own and as an ensemble. They will learn how to improvise, develop and refine their own musical ideas. Pupils are encouraged to become active listeners who are interested and driven to discover more about the world of Music. Key concepts and skills needed for A level and GCSE are fed down into schemes of work from Year 7 upwards. This ensures all learners engage with a broad curriculum that equips them for study beyond Year 9.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 7	DO YOU HAVE RHYTHM? <i>Elements of Music Rhythm Notation Ensemble skills</i>	DESCRIPTIVE MUSIC <i>Elements of Music Composing short ideas Keyboard skills</i>	PENTATONIC MUSIC <i>Staff notation Scales Keyboard skills Improvisation</i>	INSTRUMENTS OF THE ORCHESTRA <i>Instruments Listening and responding Notating a composition</i>	INDIAN RAGA <i>Traditions Storytelling through music Improvisation Ensemble skills</i>	SOUL MUSIC <i>Keyboard technique Chords Band instruments Ensemble skills</i>
Assessment	Rhythmic composition	Paired composition Listening test	Solo keyboard performance	Fanfare composition Listening test	Ensemble performance of a traditional piece	Performance of 'Lean on Me'
Year 8	12 BAR BLUES <i>Scales Chords Improvisation Ensemble skills</i>	WEST AFRICAN DRUMMING <i>Rhythm Ensemble skills Improvisation</i>	THEME & VARIATIONS <i>Elements of Music Composition Techniques Ensemble Skills</i>	FOLK MUSIC OF THE BRITISH ISLES <i>Ukulele / guitar chords Ensemble Skills</i>	HEROES & VILLAINS <i>Musical elements for effect Composition Techniques</i>	SALSA <i>Syncopated rhythms Ensemble Skills Improvisation</i>
Assessment	Paired performance Listening test	Group composition & performance	Pachelbel's Canon performance & Composition Task	Group performance of a folk song	Motif composition Listening test	Ensemble performance of 'La Murga'
Year 9	REGGAE <i>Chords Bass Guitar Syncopation Ensemble Skills</i>	FILM MUSIC <i>Composition skills Technology to layer ideas</i>	SONGWRITING <i>Chords Melody writing Arrangement</i>	MINIMALISM <i>Composition skills Ensemble skills</i>	ELECTRONIC DANCE MUSIC <i>Arrangement Using technology</i>	COVER SONGS <i>Ensemble skills Arrangement Instrumental skills</i>
Assessment	Ensemble performance of '3 Little Birds'	Paired composition Listening test	Song composition Listening test	Performance workshop Paired composition	Paired composition	Group performance of a cover song



Curriculum Map for PERFORMING ARTS KS3

This curriculum will guide students to develop as **confident, creative, independent** and **reflective** students who are able to make informed choices in process and performance. Students will develop a range of theatrical skills and apply knowledge and understanding when making, performing and responding to drama. Students will explore performance texts, understanding their social, cultural and historical context. Students will have the opportunity to work collaboratively to generate, develop and communicate ideas. Students will reflect on and evaluate their own work and that of others. Key concepts and skills needed for A level and GCSE are fed down into schemes of work from Year 7 upwards. This ensures all learners engage with a broad and interesting curriculum that also equips them for study beyond Year 9.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 7	WHO'S AFRAID OF THE BIG, BAD WOLF? <i>Introduction Knowledge and understanding of how drama and theatre is developed and performed. How to adopt a role. Essential vocabulary.</i>	DANCE THROUGH TIME <i>Begin to develop an appreciation of styles and genres. Choreograph dance and use transition strategies to effectively explore and present ideas. Introduction to technical elements.</i>	ERNIE <i>Experience live and recorded drama. Knowledge – How to explore performance texts.</i>	CROSSING THE DIVIDE <i>Engage with a range of stimuli to develop critical and creative thinking skills.</i>	PULLING STRINGS <i>Explore characterisation through use of masks, costumes, props, puppets and electronic media. Cross-curricular links with Art.</i>	MUSICAL THEATRE <i>Work as a company to present a musical theatre competition entry. Develop an awareness and understanding of the roles and processes undertaken in contemporary theatre.</i>
Assessment	Knowledge organiser Devised group performance	Lighting and sound design Choreographed group performance	Script writing Scripted group performance	Monologue Devised group performance	Set and costume design Group devised puppet show	Publicity materials Scene and number
Year 8	STIMULUS <i>Knowledge and understanding of how to communicate meaning for theatrical performance. Introduction to black box.</i>	LORD, WHAT FOOLS THESE MORTALS BE <i>Knowledge and understanding of drama and theatre. Study of MSND.</i>	BACKWELL'S GOT TALENT <i>Work as a company to present a variety of performance styles.</i>	MOOD & ATMOSPHERE <i>Builds on knowledge of technical elements. Cross-curricular links with Art.</i>	PICKING UP THE CLUES <i>Improvisation, adopting a role. Murder mystery genre. Stock characters.</i>	FUNNY LIKE A CLOWN? <i>Develop understanding of how to engage an audience. Focus on target audience and realise artistic intentions.</i>

Assessment Theory: Practical:	Knowledge organiser Devised group performance	Set and costume design Scripted group performance	Publicity materials Choreographed group performance	Lighting and sound design Devised group performance	Script writing Devised group performance	Annotate script Scripted duologues
Year 9	WHO WANTS TO PLAY WAR? <i>Engage with a range of sources to develop critical and creative thinking skills. Essential vocabulary Links with History.</i>	A LITTLE PARTY NEVER KILLED NOBODY <i>Understanding the relevance to a contemporary audience and universal themes. Cross-curricular links with English</i>	YOU WILL NEVER WALK ALONE <i>Engage with verbatim text. Create and develop ideas to communicate meaning. Apply theatrical skills to realise artistic intentions.</i>	WILL YOU BE MY BLOOD BROTHER? <i>Explore performance texts, understanding their social, cultural and historical context.</i>	YOU ONLY HAVE ONE CHANCE TO MAKE A FIRST IMPRESSION <i>Builds on presenting for a target audience. Essential skills for future plans.</i>	THE PURPOSE OF THEATRE IS TO ENTERTAIN <i>Exploration of key practitioners. Builds on understanding of styles, genres and vocabulary.</i>
Assessment Theory: Practical:	Lighting and sound design Devised group performance	Annotate script Whole class R&J performance	Script writing using verbatim Monologue	Set and costume design Scripted group performance	Prepare presentation Individual speech	Interviews and transcripts Devised group performance

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Curriculum Map for Philosophy and Religion KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What is Belief?	Signs and Symbols	PSHE: Relationships and Families	Beliefs about God	Authority - Holy Books, Religious Leaders and Moral Codes	Meet the Philosophers
Year 8	What is Truth?	Belief and Faith in Practice – Christianity and Islam	PSHE: Relationships	Prejudice and Discrimination	Prejudice and Discrimination	PSHE: Healthy Lifestyles
Year 9	Introduction to Moral Issues	Origins of the Universe	Medical Ethics: Creating 'Life'	Medical Ethics: Ending 'Life'	PSHE: Intimate Relationships	Crime and Punishment



Curriculum Map for PE KS3

(Until Easter 2023)

	Term 1	Term 2	Term 3	Term 4
Year 7	Gymnastics Swimming Fitness Rugby Hockey Football/Netball	Gymnastics Swimming Fitness Rugby Hockey Football/Netball	Gymnastics Swimming Fitness Rugby Hockey Football/Netball	Gymnastics Swimming Fitness Rugby Hockey Football/Netball
Year 8	Short Tennis Gymnastics Swimming Fitness Rugby Netball Football	Short Tennis Gymnastics Swimming Fitness Rugby Netball Football	Short Tennis Gymnastics Swimming Fitness Rugby Netball Football	Short Tennis Gymnastics Swimming Fitness Rugby Netball Football
Year 9	Fitness Badminton Gymnastics Rugby Football Basketball	Fitness Badminton Gymnastics Rugby Football Basketball	Fitness Badminton Gymnastics Rugby Football Basketball	Fitness Badminton Gymnastics Rugby Football Basketball



Curriculum Map for Science KS3

Due to the practical nature of our Science curriculum, there are three different rotations through the topics in each year: A, B and C. Please speak to your child/child's teacher in order to confirm which rotation their class is on. Please be aware that Science in Year 9 is a common first year of GCSE for all students.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 A	Investigating science Genes (part 1)	Matter (part 1) Energy (part 1)	Organisms (part 1)	Waves (part 1)	Ecosystems (part 1)	Forces (part 1) Reactions (part 1)
Year 7 B	Investigating science Genes (part 1)	Matter (part 1) Organisms (part 1)	Waves (part 1)	Energy (part 1)	Reactions (part 1)	Ecosystems (part 1) Forces (part 1)
Year 7 C	Investigating science Matter (part 1)	Genes (part 1) Waves (part 1)	Energy (part 1)	Organisms (part 1)	Forces (part 1) Reactions (part 1)	Ecosystems (part 1)
Year 8 A	Matter (part 2) Energy (part 2)	Waves (part 2) Ecosystems (part 2)	Earth (parts 1 & 2) Forces (part 2)	Genes (part 2) Reactions (part 2)	Electromagnets (parts 1 & 2) Organisms (part 2)	Consolidation / revision End of KS3 assessment
Year 8 B	Ecosystems (part 2) Matter (part 2)	Energy (part 2) Waves (part 2)	Genes (part 2) Earth (parts 1 & 2)	Forces (part 2) Organisms (part 2)	Reactions (part 2) Electromagnets (parts 1 & 2)	Consolidation / revision End of KS3 assessment
Year 8 C	Waves (part 2) Ecosystems (part 2)	Matter (part 2) Energy (part 2)	Forces (part 2) Genes (part 2)	Earth (parts 1 & 2) Electromagnets (parts 1 & 2)	Organisms (part 2) Reactions (part 2)	Consolidation / revision End of KS3 assessment

Year 9 A	Cell Structure and Transport Cell Division	Organisation and Digestion Organising Animals The Fundamentals of Chemistry	The Fundamentals of Chemistry Acids, Bases and Salts Energy Changes	Hydrocarbons Conservation and Dissipation of Energy Energy Transfer by Heating	Energy Resources Molecules and Matter	Testing for Gases The Atmosphere Consolidation / revision End of year assessment
Year 9 B	The Fundamentals of Chemistry Acids, Bases and Salts Energy Changes	Hydrocarbons Conservation and Dissipation of Energy Energy Transfer by Heating	Energy Resources Molecules and Matter	Cell Structure and Transport Cell Division	Organisation and Digestion Organising Animals The Fundamentals of Chemistry	Testing for Gases The Atmosphere Consolidation / revision End of year assessment
Year 9 C	Conservation and Dissipation of Energy Energy Transfer by Heating	Energy Resources Molecules and Matter Cell Structure and Transport Cell Division	Organisation and Digestion Organising Animals	The Fundamentals of Chemistry Acids, Bases and Salts Energy Changes	Hydrocarbons Conservation and Dissipation of Energy Energy Transfer by Heating	Testing for Gases The Atmosphere Consolidation / revision End of year assessment



Curriculum Map for Spanish KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Me presento (Talking about yourself): Phonics Greetings Alphabet Family *KO1	Me describo (Describing yourself): Dates Birthdays Pets colours KO1/2	Me describo (Describing yourself): Nationality languages Ser/tener verbs Present tense KO2	Me describo (Describing yourself-cont): Physical and personality descriptions El Insti (School): School subjects Opinions KO2/3	El Insti (School): School facilities Uniform KO3	Mi Semana (What you do in the week): Weather Free time Opinions Jugar/practicar/hacer KO4
Year 8	Mi Semana (What you do in the week): Daily Routine Impersonal verbs Radical Changing verbs KO1	Mi Semana (What you do in the week): Weekend activities Donde vivo yo (Where you live): Types of places Directions KO1/2	Donde vivo yo (Where you live): Rooms Bedroom description Region/opinions KO2	Me gusta comer (Food) : Mealtimes Food/Opinions Healthy/unhealthy comparisons Ordering food KO3	Las vacaciones (Holidays): Transport Accommodation Facilities Reservations KO4	Las vacaciones (Holidays): Holiday Activities Lo pasaste bien? (talking about the past): Region Weather in the past Free time activities Holidays KO3/4
Year 9	La vida tecno (The media): Media-based activities Television/Film + opinions Describing plot Advantages and disadvantages KO1	Conocer personas nuevas (Meeting new people) : Relationships with friends and family Invitations and excuses Going to the cinema KO2	Hospedarse en España (Staying in Spain) : Chores La moda (Fashion): Clothes/opinions Fashion styles and eras Imperfect tense KO2/3	La moda (Fashion): Describing clothes you wear in different contexts- e.g. occasions/ extreme sports KO3	Bienestar (Wellbeing) : Healthy lifestyle Healthy body Illnesses & Injuries KO3 Introduction to GCSE: Customs and festivals	Introduction to GCSE: Unit 4: Customs and festivals

*KO – Knowledge Organiser



Curriculum Map for Spanish KS3

(2-year course from Year 8)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Me presento (Talking about yourself): Phonics Greetings Alphabet Family	Me describo (Describing yourself): Dates/Birthdays Pets Nationality/languages Ser/tener verbs Present tense	Me describo (Describing yourself-cont) : Physical and personality descriptions El Insti (School): School subjects Opinions (+independently: School facilities Uniform)	Mi Semana (What you do in the week): Weather Free time Opinions Jugar/practicar/hacer Daily Routine Impersonal verbs Radical Changing verbs	Donde vivo yo (Where you live): Types of places Directions (+Independently: Rooms Bedroom description)	Me gusta comer (Food): Mealtimes Food/Opinions (+Independently: Healthy/unhealthy comparisons Ordering food)
Year 9	Las vacaciones (Holidays): Transport Accommodation Facilities Reservations Holiday activities	Lo pasaste bien? (talking about the past): Region – what it was like Weather in the past Free time activities Holidays	La vida tecno (The media): Media-based activities Television/Film + opinions	Conocer personas nuevas (Meeting new people) : Relationships with friends and family Invitations and excuses Going to the cinema	La moda (Fashion): Clothes/opinions Fashion styles and eras Imperfect tense Introduction to GCSE: Unit 4: Customs and festivals	Introduction to GCSE: Unit 4: Customs and festivals