Thornden School
KS3 Curriculum Guide

In Years 7 8 and 9 the Thornden curriculum consists of:

- English
- Maths
- Science
- Technology
- Computer Science
- Modern Foreign Languages
- History
- Geography
- Art
- Music
- Dance
- Drama
- PE
- RS

For information regarding what is taught in each Year please use these links to navigate to the corresponding subject area:

Year 7	Year 8	Year 9
Drama	Drama	Drama
English	English	English
History	History	History
Maths	Maths	Maths
RS	RS	RS
Technology	Technology	Technology
Science	Science	Science
Dance	Dance	Dance
Music	Music	Music
Geography	Geography	Geography
Computer Science	Computer Science	
French	French	French Dual linguist French
Spanish	Spanish	Spanish Dual Linguist Spanish

Year 7 Drama

Students are taught on rotation with Dance and study 3 units of Drama.

How to support at home:

Rotation 1 *Watch a silent movie online*

Rotation 2 *Read a play together*

Rotation 3 *Help students to find facts about the discovery of Tutankhamun's tomb*

Term	What the students will be learning
Autumn Term	**Silent Movies** Students are introduced to the basics of Drama through learning about silent movies. By the end of the unit students will be able to perform in a silent movie style performance of their own creation. Students learn about the importance of tableaux, levels, facial expressions, gestures, movement and focal points. *Watch a silent movie online*
Spring Term	**Scriptwriting** Students learn about the features of a playscript and will work as a group to put their skills into practice by writing their own script which will be performed as an end of unit assessment. Students will learn how to stage their script using blocking techniques, including the names for the areas of the End-On stage. *Read a play together*
Summer Term	**Ancient Egypt** Students will learn the skill of physical theatre through an ancient Egypt themed performance. Students will learn how to structure a short performance and make use of exciting transitions between scenes. They will also learn about clocking the audience to create a deliberate focal point. *Help students to find facts about the discovery of Tutankhamun's tomb*

Year 8 Drama

KS3 Drama Curriculum – Year 8. Students are taught on rotation with Dance and study four units of Drama

How to help students at home:

Rotation 1 *Watch a suitable murder mystery together*

Rotation 2 *Help students with line learning*

Rotation 3 *Encourage students to rehearse at home*

Term	What the students will be learning
Rotation 1	**Murder Mystery** Students learn how to structure a unique piece of theatre by learning about the murder mystery genre. They will learn about effective characterisation, direct address, and the benefits of using flashbacks to convey a clear storyline. *Watch a suitable murder mystery together*
Rotation 2	**The Jabberwocky** Students are introduced to the concept of non-naturalism and the use of a variety of vocal techniques. Students collaborate in groups to create a non-naturalistic representation of The Jabberwocky, from Alice in Wonderland. *Help students with line learning*
Rotation 3 & 4	**Mobile Phone** Students will read this short play by Paul King and will learn how to use more complex stagecraft to block sections of the play using a universal prop. They will use a combination of vocal effects and complex movement to portray a character. *Help students with line learning* **Storytelling** Students will use a variety of theatrical devices learned over the previous two years to re-create their own unique version of a traditional fairytale. *Encourage students to rehearse at home*

Year 9 Drama

KS3 Drama Curriculum – Year 9. Students are taught on rotation with Dance and Music, and study two units of Drama

How to help students at home:

Rotation 1

Encourage students to rehearse at home

Rotation 2

Discuss views on homelessness

Term	What the students will be learning
Rotation 1	**The Accident** Students learn how to devise a unique piece of theatre using a combination of naturalistic acting and non-naturalistic staging techniques. Using a real-life story as a basis to create an informative piece of theatre, students collaborate towards a final performance which demonstrates exciting use of transitions, symbolic use of non-naturalism and believable acting skills. *Encourage students to rehearse at home*
Rotation 2	**Stone Cold** This naturalistic play portrays life of a homeless young boy from the streets of London. Students will read the play, then collaborate with technical elements to make an engaging and thought-provoking production. Students will demonstrate all aspects of key performance skills in this final piece of theatre before GCSE level. *Discuss views on homelessness*

Year 7 English

How to support English skills at home:

- Encourage your child to read independently for at least 20-30 minutes a day.
- Students have access to a wide range of fiction and non-fiction texts in Thornden library. Students can also access 'SORA' for free, which has a range of audio books, books and magazines.
- You could use one of these reading lists for text recommendations: Recommended books for secondary school students aged 11-16
- Ask questions about the texts they have read (either in school or at home) to encourage discussion about characterisation / themes/ concepts/ perspectives.
- Support your student with their spelling, punctuation and grammar by accessing sites such as:

Grammar - KS3 English - BBC Bitesize

Punctuation - KS3 English - BBC Bitesize

Term	What the students will be learning
Autumn Term	**Structuring a Narrative / Exploring Narrative** • Understanding how writers choose to organise and structure texts. Understanding new concepts such as equilibrium and disequilibrium. • Exploring how writers can create non-linear structures in a text and how this creates meaning and effect e.g. use of flashback / parallel narratives. • Producing own creative writing that makes structural choices to create specific effects. **Bone Talk** • Students will read the novel 'Bone Talk' by Candy Gourlay. • Tracking the development of a character across a text. • Understanding the pivotal moments in the protagonist's characterisation.
Spring Term	**Non-Fiction Writing** • Introduction to the power of rhetoric – what choices can we make to give our words power? • Exploring how media such as advertising uses language to persuade. • Creating own materials that aim to persuade a specific audience for a given purpose. **Shakespeare Festival: A Midsummer Night's Dream** • An exploration of the story of Shakespeare's A Midsummer Night's Dream. • Unpicking Shakespeare's choices as a writer and the meaning/effects created for the audience. • Stagecraft and performance skills – each class will prepare, rehearse and perform a scene from the play in Thornden Hall as part of the Y7 Shakespeare Festival.
Summer Term	**Poetry** • What is poetry? Exploring the power that poetry has and how writers create meanings. • Reading and analysing a range of poems and poetic forms. **Creative Writing/ Dragon's Den** • Writing to describe skills: original creative writing. • A focus on prosody and paralinguistics features. • Working collaboratively to prepare a persuasive pitch.

Year 8 English

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Autumn Term	**Gothic Writing** • What are the typical features of the Gothic genre? • Introduction of The Uncanny and the Uncanny Valley. • Investigation of how writers construct a text, particularly at a structural level – for example, multiple narrators; epistolary narratives. • Students will understand typicality in Gothic texts by looking at a range of fiction texts. • Students will plan, draft and edit a piece of creative writing. **Non-Fiction** • Students will read a range of non-fiction texts, which will include travel writing; memoirs; speeches; opinion writing. • Investigate the conventions that are typical of non-fiction text types. • Students will plan, draft and edit a first person account of a memorable experience.
Spring Term	**Short stories / Creative writing** • Students read a range of diverse short stories with a focus on the choices writers make to create meaning and shape reader response. • Students to study the art of planning and producing an original short story. **Wolf Hollow** • Students will read the novel 'Wolf Hollow' by Lauren Wolk. • Understanding of archetypes and how characters fit these. • Reading skills of comprehension, summary, analysis and evaluation. • Tracking the development of a character across a text.
Summer Term	**Poetry - identity and perspectives** • Exploring a range of poems, focussing on identity/ perspectives. • Analysing a writer's craft and the impact of their choices of language / structure. **Monologues** • What is a monologue? Conventions and purpose. • Exploration of monologues in poetry and performance. • Write and perform own original monologue.

Year 9 English

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Term	**What the students will be learning**
Autumn Term	**The Art of Persuasion** • Where do our ideas about rhetoric originate? • Understanding the Aristotelian Triad. • Explore a range of famous persuasive speeches and the rhetorical methods used. • Plan, draft and deliver a persuasive speech on a chosen issue. Whole year group competition in Thornden Hall. **Romeo and Juliet** • Understand the world of Shakespeare's Romeo and Juliet. • Analyse a range of key extracts with a focus on theme and character development. • Explore different dramatic adaptations and impact on our understanding of the text.
Spring Term	**Introduction to Media – World through a lens** • Crossover unit with Media Studies: an introduction to key skills and concepts, such as mise-en-scene; camera angles; representation and stereotyping. • Understanding of genres and use of symbolic objects. • Creative writing skills: characterisation and building a world for your reader. **Poetry** • How do poets use poetic methods to create meaning? • Comparison skills – how to compare themes and ideas in poems.
Summer Term	**Novel: The Woman in Black** • Students study 'The Woman n Black' by Susan Hill. • Study key conventions of Gothic genre and understand new terminology, such as liminal spaces. • Build skills of comprehension, analysis and evaluation. **Non-Fiction: Perspectives and attitudes** • Reading and analysis of a range of non-fiction texts. • Introducing core GCSE reading skills. • Planning and writing a speech on a chosen iconic person.

Year 7 History

Things students could do to improve:

- **Book Lists** – recommendations available in the library or from your teacher
- **History Club** – Wednesday H3 3pm
- **Visits to Museums or Local Sites** – e.g. walking tour of Winchester including the cathedral and the Great Hall
- **Documentaries** – Historic Towns Ch4 Winchester or Horrible Histories

Term	What the students will be learning
Autumn Term	**How did the Normans change Winchester?** • Who invaded England and what did they bring? • Anglo Saxon Winchester • Vikings • 1066 – who should be king? • Events of 1066 • The Bayeux Tapestry • Castle building and changes • Control: feudal system • Religious changes
Spring Term	**1066-1485: How much did England's monarchs change the daily life of ordinary people?** • Henry II and Thomas Beckett • King John • Richard III • Living conditions • Towns vs villages • Medieval medicine • Black Death
Summer Term	**What did the Tudors and Stuarts do for us?** • Tudor religion • Henry VIII and disability • 'Bloody' Mary • Elizabeth's portraits • John Blanke • Spanish Armada • Tudor exploration • James I and Jamestown • Gunpowder plot • Witches

Year 8 History

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- **History Club** – Wednesday H3 3pm
- **Visits to Museums or Local Sites** – e.g. the military museums in Winchester when we are studying WWI
- **Documentaries** – The Worst Jobs in Industrial England (Ch4), Horrible Histories

Term	What the students will be learning
Autumn Term	**How similar were the revolutions in the Early Modern World?** • English Civil War • French Revolution • American War of Independence **Was the Industrial Revolution really 'Liberty's Dawn'?** • The Industrial Revolution • Changes to living conditions • The impact on men, women and children
Spring Term	**How democratic was Britain by 1900?** • The Peterloo Massacre • The Great Reform Act • The Chartists • 1888 Matchgirls Strike **How did women try to extend democracy?** • What does 'The Five' reveal about 'separate spheres'? • Suffragists • Suffragettes (including Kitty Marion and Emily Davison) • The Representation of the People's Act
Summer Term	**WWI: What and how do we remember?** **Causes of WWI** • Assassination of Franz Ferdinand • Recruitment and propaganda • Trench life • Propaganda and censorship • Changes to warfare • Health and medicine • Contributions from the empire • The Somme and Haig • Home Front • Remembrance

Year 9 History

Things students could do to improve:

- **Book Lists** – recommendations available in the library or from your teacher
- **Visits to Museums or Local Sites** – e.g. Jewish Winchester walking tour, Imperial War Museum London
- **Documentaries and films** – e.g. The Imitation Game, Dunkirk

Term	What the students will be learning
Autumn Term	**To what extent was Stalin a 'Red Tsar'?** • Tsar Nicolas II and effects of WWI • The Bolsheviks • 1917: February and October revolutions • Russian Civil War • Stalin and his ascent to power • Control of the USSR (fear and propaganda) • Life for workers **In what ways has antisemitism impacted the world?** • Medieval Winchester • Licoricia of Jewry Street • Cable Street • The rise of the Nazis • The Holocaust • Modern Antisemitism
Spring Term	**How did the British Empire shape the world?** • Early empire including Ireland and North America • Lives of enslaved people • The East India Company • The Indian Rebellion • The Boer War • How have opinions about empires changed over time? **1939-45: the scale of war** • Hitler's plans and British Appeasement • Scale of war • Dunkirk • Contribution from the empire • The Battle of Britain • Operation Barbarossa • Health and Medicine • D Day • Churchill • Atomic Bomb
Summer Term	**When was the Cold War at its hottest?** • Origins • Berlin Blockade • Agent Sonya • Hungarian Uprising • Cuban Missile Crisis • Vietnam War • Berlin Wall **1945+: How has Britain changed?** • Creation of the NHS • Post war migration • Partition • South Asian migration • Windrush • Bristol Bus Boycott • LGBTQ history • How has Britain changed since 1901 and the present day?

Year 7 Maths

We recommended using Mathswatch.

Each student has their own login and "myprogress" section which has videos, worksheets & interactive questions for all topics.

Term	What the students will be learning
Autumn Term	• **Analysing and Displaying Data** - tables & charts, averages & range, grouped data, pie charts, scatter graphs & correlation. • **Number Skills** – Factors, primes & multiples, negative numbers, multiplying & dividing, powers & roots. • **Equations, functions and formulae** – simplifying & writing algebraic expressions, using & writing formulae, brackets & powers, factorising expressions. • **Fractions** – add, subtract, multiply, divide fractions, conversion between fractions, decimals & percentages.
Spring Term	• **Angles & Shapes** – parallel lines, triangles, quadrilaterals, polygons. • **Decimals** – ordering, rounding, adding & subtracting, multiplying& dividing. • **Equations** – solving one & two step equations, solving complex equations, trial & improvement.
Summer Term	• **Multiplicative Reasoning** – metric & imperial units, writing ratios, sharing ratios, proportion. • **Perimeter, Area & Volume** – triangles, parallelograms & trapeziums, compound shapes, properties of 3d shapes, surface area. • **Sequences** – nth term, patterns, coordinates, line segments, graphs.

Year 8 Maths

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Term	What the students will be learning
Autumn Term	• **Factors and Powers** – prime factor trees, index laws, power of 10, calculating & estimating. • **Working with Powers** – simplifying expressions, expanding & factorising expressions, substituting & solving. • **2D shapes & 3D solids** – plans and elevations, surface area of prisms, volume of prisms, area & circumference of circles, cylinders, pythagoras. • **Real-life Graphs** – direct proportion, distance-time graphs, rates of change, misleading graphs.
Spring Term	• **Transformations** – reflection, translation, rotation, enlargement, 2D shapes, 3D shapes. • **Fractions, Decimals & Percentages** – recurring decimals, using percentages, percentage change. • **Constructions and Loci**- accurate drawings, constructing shapes, loci.
Summer Term	• **Graphs** – plotting linear grpahs, gradient, y=mx+c, parallel & perpendicualr lines, inverse functions. • **Probability** - mutually exclusive events, estimating porbability, experimental probability, tree diagrams. • **Scale Drawings & Measure** – maps & scales, bearings, scales & ratio, congruent & similar shapes.

Year 9 Maths

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Each student has their own login and "myprogress" section which has videos, worksheets & interactive questions for all topics.

Term	What the students will be learning
Autumn Term	**FOUNDATION**:- • **Number** – Calculations, Decimals, Place Value, Factors & Multiples, Squares, cubes & roots, Index notation, Prime factors. • **Algebra** – simplifying expressions, substitution, formulae, expanding brackets, factorising, using formulae. **HIGHER**:- • **Number** – place vale, estimating, HCF, LCM, powers, negative indices, fractional indices, standard form, surds. • **Algebra** – algebraic indices, expanding brackets, factorising, solving equations, using formulae, sequences.
Spring Term	**FOUNDATION**:- • **Graphs, Tables & Charts** – Frequency & two-way tables, time series, stem & leaf diagrams, pie charts, scatter graphs, line of best fit. • **Fractions & Percentages** – multiply & divide fractions, calculating percentages. **HIGHER** :- • **Graphs** – linear graphs, rates of change, real-life graphs, line segments, quadratic graphs, cubic & reciprocal graphs. • **Fractions, ratio & percentages** – fractions, ratio, proportion, conversion between F, D & P.
Summer Term	**FOUNDATION**:- • **Equations, Inequalities & sequences** – solving equations, inequalities, using formulae, sequences, nth term. • **Angles** – properties of shapes, parallel lines angles, angles in triangles, exterior & interior angles. **HIGHER**:- • **Angles & Trigonometry** – angles properties of triangles & quadrilaterals, interior & exterior angles in polygons, pythagoras, trigonometry. • **Interpreting & representing data** – statistical diagrams, time series, scatter graphs, line of best fit, averages & range.

Year 7 RS

How to support at home:

There are RS Knowledge Organisers at the back of the RS booklets students are given to work in.

These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.

It is also great to discuss any current affairs and news stories relevant to the concepts and topics being studied at home.

Term	What the students will be learning
Autumn Term	The Search for Truth (Introducing RS at Thornden) • The skills we use and develop when studying RS at Thornden • The concept of religion • Different types of truth (Historical, Scientific, Moral and Religious) Introducing the religions and worldviews we go on to study in more detail and a religious truth from each one. • The concept of Trimurti (Hinduism) • The concept of Covenant (Judaism) • The concept of Creation (Christianity) • The concept of Tawhid (Islam) • The concept of Waheguru (Sikhism) • The concept of the Eightfold Path (Buddhism) • An introduction to Humanism
Spring Term	Judaism (An Abrahamic religion) • The Mosaic Covenant • Tanakh and Torah (Holy writings) and Mitzvot (Commandments) • Kashrut (Food Laws) • The Synagogue and worship • Jewish Rites of Passage • Jewish Festivals
Summer Term	Christianity (An Abrahamic religion) Christian Beliefs • The nature of God (Creator, Just, Omnipotent and Omnibenevolent) • Arguments for the existence of God • The concept of the Trinity • The inconsistent triad and the existence of evil • The concept of sin • The concept of forgiveness • God the Son, Jesus (Birth, parables, miracles, crucifixion and resurrection)

Year 8 RS

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These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.

It is also great to discuss any current affairs and news stories relevant to the concepts and topics being studied at home.

Term	What the students will be learning
Autumn Term	Christianity (An Abrahamic religion) Christian Practices • Recap on the life of Jesus and Trinity (The concept of Salvation) • Sacraments, Rites of Passage – Baptism • Eucharist • Pilgrimage • Marriage • Funerals and Afterlife • The Church (The history of it and the work of the Church today)
Spring Term	Hinduism (A Dharmic religion) • Recap on the concept of Trimurti • The concept of atman (the soul, essence or true self) • The concept of ahimsa (non-violence and respect for all living things) • Deities in Hinduism with a focus on the Tridevi • Deities in Hinduism with a focus on the avatars of Vishnu • The festivals of Holi and Diwali • The Mandir and worship there • The concept of Samsara (reincarnation)
Summer Term	Sikhism/ Sikhi (Roots in an Abrahamic and Dharmic religion) • Recap on Sikh beliefs about Waheguru • The Ten Gurus • The concept of the Khalsa and the 5Ks • Amrit Sanskar (Initiation to the Khalsa) • The Gurdwara and worship there • The Guru Granth Sahib (Sikh holy book and final Guru) • Pilgrimage and the Golden Temple • Sewa (Selfless service)

Year 9 RS

How to support at home:

There are RS Knowledge Organisers at the back of the RS booklets students are given to work in.

These summarise the key concepts studied in the unit and give advice for each of the skills our termly extended written assessments assess.

It is also great to discuss any current affairs and news stories relevant to the concepts and topics being studied at home.

Term	What the students will be learning
Autumn Term	Christian Perspectives & Ethics (A taster of paper 2 on the RS GCSE course) • The concept of the sanctity of life and the sacred • Issue 1 – Crime and Punishment • The death penalty • Issue 2 – The Relationship Between Humans and Animals (The concepts of stewardship and dominion) • Animal testing • Issue 3 – Euthanasia (Active, passive, voluntary, non-voluntary and the law in the UK) • Should voluntary euthanasia be legalised in the UK?
Spring Term	Islam (A taster of part of paper 1 on the RS GCSE course and a study of our final Abrahamic religion) • Recap on Tawhid • The Six Articles of Faith • Muhammad (Seal of the Prophets and the Sunnah) • The Five Pillars (Shahada, Salah, Zakah, Saum and Hajj) • Jihad and Islamophobia • Rites of Passage (Birth Rites, Marriage and Death Rites)
Summer Term	Discrimination and Persecution (A unit to bring together Key Stage 3 RS, looking at the themes of Discrimination and Persecution with links back to religions studied in Years 7 to 9) • Introducing what is meant by prejudice, discrimination and persecution • Case study 1: Gandhi (Links back to Hindu beliefs and building on this with the concept of satyagraha) • Case Study 2: The Holocaust (Links back to Judaism and building on this with the concept of spiritual resistance) • Case Study 3: Genocide (the Armenian Genocide, Herero and Namaqua Genocide, Genocide in Rwanda and Cambodia)

Year 7 Technology

In Year 7 Technology lessons, the students rotate through 5 different Materials areas throughout the year.

The modules are split into 8 lessons each.

Term	What the students will be learning
Autumn Term	**D&T – Food** Students will be introduced to working safely in a kitchen environment. They will learn how to work form a recipe and produce items using the hob, grill and oven. They will learn of the importance of organising themselves and how to wash up! **D&T – Graphics** Students will be introduced to Graphic Products and how to develop their ideas within a design brief of designing and making a Promotional campaign. They will work on CAD (Computer Aided Design) and manufacture their product using practical Graphic techniques.
Spring Term	**D&T – Resistant Materials** Students will be introduced to the Technology workshop and basic hand tools. They will taught how to work safely in the workshop and undertake Focused Practical Tasks in manufacturing items from Timbers/ Polymers & Metal.
Summer Term	**D&T – Systems & Control** Students will develop their understanding of Electronic Systems and the importance of them in todays Technological World. They will be introduced to electronic components, taught how to work safely using soldering equipment and produce their own simple electronic product. They will be introduced to CADCAM & the laser cutter. **D&T – Textiles** Students will be introduced to the sewing machine. They will learn about the different types of fabric and how to use a simple pattern to manufacture a product.

Year 8 Technology

In Year 8 Technology lessons, students rotate through 5 different Materials areas throughout the year. The modules are split into 8 lessons each.

Term	What the students will be learning
Autumn Term	**D&T – Food** Students will learn about the importance of healthy eating in the “Dump the Junk” Food module. They will learn how to cook home made products that they often see as Fast Food, such as Pizza! They will learn of the importance of organising themselves and how to wash up! **D&T – Graphics** Students will develop their graphical and creative skills, learning about Sublimation Printing, improve their CAD skills by working to a design brief to produce a "Chilly" style bottle and its packaging.
Spring Term	**D&T – Resistant Materials** Students will be introduced to Mechanical Control systems and develop their Timbers skills by design and making a mechanical wooden toy. They will be taught how to work safely in the workshop and how to work to deadlines.
Summer Term	**D&T – Systems & Control** Students will continue to develop their understanding of Electronic Systems and the importance of them in todays Technological world. They will develop their soldering techniques and produce their own electronic product. They will be introduced to PIC programming whereby they will be able to program their own manufactured circuit. **D&T – Textiles** Students will develop their creativity in Textiles by undertaking the Supermarket Stitch product and manufacture their own confectionary cushion. They will develop their sewing machine skills and learn about the different types of decorative techniques that can be undertaken in Textiles, such as Applique.

Year 9 Technology

In Year 9's Technology lessons students rotate through 3 different Materials areas out of the 5 Material areas available. The modules are split to enable students to have a term in each material area. Students will have chosen which areas they wish to work on at the end of Year 8.

Term	What the students will be learning
Autumn Term	**D&T – Food** Students will experience a wide range of practical lessons cooking different recipes from around the world. They will develop their knowledge of healthy eating and of dishes influenced from different cultures. They will learn of the importance of organising themselves and how to wash up! **D&T – Graphics** Students will develop their creativity by exploring different graphical techniques and drawing styles. They will develop their ideas by designing and making a promotional campaign for a Festival enabling them to produce a high quality practical outcome using CADCAM and practical graphic manufacturing techniques.
Spring Term	**D&T – Timbers** Students will develop their manufacturing skills in the workshop, focusing on a Timbers product, enabling them to explore joining and other manufacturing methods in Timbers. They will develop their creative thinking in the design and development of a Shadow box, using their research to inform their ideas.
Summer Term	**D&T – Systems & Control & Engineering** Students will undertake two mini projects in this module. Electronic Systems – Students will develop their Electronic Systems knowledge by manufacturing and programming an Electronic dice. Engineering – Students will develop their manufacturing and engineering skills by working with metals to design and manufacture a Garden Hanging Mobile/Wind Chime. **D&T – Textiles** Students will be developing their Textiles manufacturing skills by learning about patterns and how to manufacture a pair of Pyjama bottoms. They will explore why sustainability is important in the Textiles industry and the conflict that Fast Fashion has in our society.

Year 7 Science

Topics are taught on a rotation due to shared practical equipment, so the teaching order might vary, and some topics might continue into the next term.
We recommended using the Science Knowledge Organisers and KS3 Bitesize to support student learning at home
https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Term	What the students will be learning
Autumn Term	**Working Scientifically** – students learn the enquiry skills needed to plan and complete investigations in Science. **KS3 Energy** – students learn about energy stores, the processes that involve energy transfers and the different types of energy resources. **KS3 Cells** - students learn about how multicellular organisms are organised, the structure of plant and animal cells and specialised cells. **KS3 Forces** – students learn about forces as pushes or pulls, arising from the interaction between two objects, using force arrows in diagrams, adding forces in one dimension, as well as balanced and unbalanced forces. **KS3 Particle Model of Matter**– students learn about the properties of the different states of matter (solid, liquid and gas), including changes of state in terms of the particle model and they use the particle model to understand gas pressure and diffusion.
Spring Term	**KS3 Space** – students learn about the Earth and its position in the Universe, gravity, day and night, seasons and the phases of the Moon. **KS3 Separating Mixtures** - students learn different techniques for separating mixtures including filtration, evaporation and crystallisation, distillation and chromatography. **KS3 Atoms, Elements and Compounds** – Students learn about the atom, its structure and how it combines to make molecules and the differences between elements and compounds.
Summer Term	**KS3 Reproduction** – students learn about human reproduction including puberty and the menstrual cycle and how flowering plants reproduce and disperse seeds. **KS3 Ecology** – students learn about biodiversity and the survival of species in an ecosystem, food chains and food webs and they learn sampling techniques during field work. **KS3 Sound** – students learn how sounds are made and travel and how changing the properties of the sound wave can affect the sound that is heard. They also look at the structure of the ear and how we hear sounds.

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Term	What the students will be learning
Autumn Term	**KS3 Light** – students learn about reflection and refraction of light, how dispersion takes place and why coloured objects have a different appearance when the colour of light illuminating them changes. **KS3 Photosynthesis** - students learn about plant organs, the structure of leaves and the processes of photosynthesis and transpiration. **KS3 Chemical Reactions** – students learn about what happens in chemical reactions, the conservation of mass, how to write chemical equations, what happens in thermal decomposition, exothermic and endothermic reactions and the function of catalysts. **KS3 Energy Transfers** – students learn about the distinctions between energy and temperature, about conduction, insulation, convection and radiation, thermal equilibrium and what happens to the temperature during changes of state.
Spring Term	**KS3 Digestion & Nutrition** – students learn about the importance of healthy diets, food testing, the structure and function of organs within the digestive system and the role of enzymes within it. **KS3 Acids & Bases** – students learn about chemical indicators and the pH scale, the meaning of concentration, neutralisation reactions and the production of chemical salts.
Summer Term	**KS3 Human Machine** – students learn about bones, muscles, joints, the heart, lungs and how the chemical reaction of respiration releases energy for movement. **KS3 Electricity & Magnetism** – students learn about the flow of current around series and parallel circuits, energy transfers in circuits, magnetism and magnetic fields and how electromagnets are made and used.

Year 9 Science

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https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Term	What the students will be learning
Autumn Term	**KS3 Motion** Students learn about forces that cause objects to move and how motion can be represented graphically in both distance-time and velocity-time graphs. **KS3 Metals** Students learn about chemical reactions involving metals and carry out a series of reactions to look at the common products produced by metals. **KS3 Staying Alive** Students learn about the fundamental processes that keep humans alive including diffusion, respiration, digestion and the role of the double circulatory system. **KS3 Fuels** Students learn about how fossil fuels are formed, processed and then used as well as the environmental impact of complete and incomplete combustion of these fuels.
Spring Term	**KS3 Genetics** Students learn about DNA - the structure responsible for our genetics. Students also look at the way information is passed on through generations and how this can drive evolution and extinction. **KS3 Powering the Modern World** Students look at the Electromagnetic Spectrum and how different sections have uses in radio, cooking food and medical treatments. Students then move on to look at how electricity is generated to meet our demands for energy and the basic principles of electrical circuits.
Summer Term	**GCSE B4.1 Cell Biology** Students revisit the fundamental building block of all living organisms - the cell and explore how structural differences between cells enable them to perform specific functions within the organism as well as how substances are transported into and out of cells. **GCSE C5.1 Atomic Structure and the Periodic Table** Students learn about how all matter is made up of atoms and how atoms of different elements are organised in the Modern Periodic Table. Students look at experimental evidence that leads to changes in the ideas that are accepted amongst the scientific community as well as the reactions of Group 1, 7 and 0. **GCSE P6.1 Energy** Students learn about the different energy stores and the mechanisms by which energy is transferred between stores. Students understand how humans use the Earth to generate electricity that is used to power modern life and the environmental impact of different energy resources.

Year 7 Dance

Taught on rotation with Drama

You can support your child at home by encouraging them to re-cap and rehearse movement between lessons.

It is easy to forget content from week to week without having thought it through.

There is also a costume task at the end of each unit which some students may need help with organising.

Term	What the students will be learning
Autumn Term - Rotation 1	**Fireworks** Students are introduced to the basics of Dance. We focus initially on 'body shape and design' Students will then create their own action content based on the motion of fireworks and develop these into sections of group choreography. By the end of the unit students will be able to perform a taught 'technical study' that explores shape, actions, dynamics, spatial pathways and learning to work in a rhythmic structure. Home learning includes a description of fireworks using action, space and dynamic words and rehearsing.
Spring Term - Rotation 2	**Martin Luther King** Students learn about how to communicate a story through movement. We use key words and ideas from the 'I Have a Dream' speech and images taken from the civil rights movement to develop symbolic movement that communicates those ideas and feelings. Students will be developing their 'expressive skills' in order to clearly communicate to an audience. Home learning includes researching MLK and Rosa Parks and rehearsing.
Summer Term - Rotation 3	**City Life** This unit focuses on 'pedestrian' movement – everyday movement. Students will learn how to develop a simple pedestrian idea through a series of creative tasks that will take ordinary movement and make it exciting to watch by abstracting those ideas. The performance needs to be accurate with careful use of space. Home learning includes researching what movements people do when waiting and rehearsing.

Year 8 Dance

Taught on rotation with Drama

You can support your child at home by encouraging them to re-cap and rehearse movement between lessons.

It is easy to forget content from week to week without having thought it through.

There is also a costume task at the end of each unit which some students may need help with organising.

For Bollywood, we aim to have a lesson where students bring in a vegetarian Indian dish and we share food together in the studio – help preparing this is always appreciated!

Term	What the students will be learning
Rotation 1	**Lindyhop** Students explore this exciting form of social dance by first learning a complex and long technical study with a partner. Once they have learned this, they create their own 'show dance' which is performed in the centre to follow the style of Lindy Hop. This is an athletic and fun unit that can really get their pulse racing! Home learning includes researching Lindy Hop dances and rehearsing.
Rotation 2	**Bollywood Dance** This is a real celebration of dance from India. Students learn about the concepts behind Bollywood Dance, learn a technical study which models the key principals of the style before then developing their own group work. Formation, attention to detail in hand shapes (Mudras) and using aspects of Classical Indian Dance are all presented in their work. We have fun exploring this through the Chipko story (tree hugging) and additionally embrace the style by eating Indian food together in one of the lessons. Home learning includes embracing a tree, cooking a vegetarian Indian dish and rehearsing.

Year 9 Dance

Taught on rotation with Drama and Music

You can support your child at home by encouraging them to re-cap and rehearse movement between lessons.

It is easy to forget content from week to week without having thought it through.

There is also a costume task at the end of each unit which some students may need help with organising.

Term	What the students will be learning
Rotation 1	**Contact Work** This unit explores how to work safely and creatively with physical contact. Students learn how to use 'support', 'counter-balance', 'lifts' and 'non-weight bearing contact'. The theme is architecture and so we approach the work both as an engineering and aesthetic exercise. Home learning includes finding an interesting architectural design, some body conditioning and rehearsing.
Rotation 2	**Street Dance** This is our final and fun unit to end KS3 Dance. We learn about the cultural origins of Hip Hop and it's role in helping communities survive and grow in 1970s Bronx. We then develop some key moves together and learn a technical study. We also explore and attempt 'freezes' and some power moves. Students choreograph their own trick steps and sequences for a 'Dance Battle' and additionally create a 'Tutting' phrase. Home learning includes rehearsing.

Year 7 Music

You can support your child at home by encouraging them to listen to a wide range of musical styles at home and by asking them to tell you about what they have been listening to and playing in class.

You can support your child with their home learning tasks. These range from listening activities to learning about basic music notation and vocabulary.

Term	What the students will be learning
Autumn Term	**Performing Skills 1** • Keyboard skills. Students learn to play a basic 5 note melody on the keyboard with chords • African drumming. An introduction to rhythm and simple rhythmic devices. • Vocal skills. Students prepare a vocal performance in groups. • Treble clef staff notation and basic rhythm notation. • Instruments of the Orchestra. **Fanfares** • Students listen to a selection of different brass fanfares and learn about their function and purpose throughout history. • Students learn about brass instruments and how they work. • Students learn about chords. • Students compose their own fanfare.
Spring Term	**Rap Music** • Students practise fitting words to a beat. • Students learn about the drum kit and make their own drumbeat. • Students write their own lyrics to a rap song and learn about word setting, rhythm and rhyme. • Students learn about riffs and make their own bass riff for their rap song. **Pentatonic Music** • Students learn about the pentatonic scale and perform both songs and instrumental pieces that are pentatonic. • Students learn about different styles of music from around the world that use the pentatonic scale. • Students compose their own piece of music using a pentatonic scale.
Summer Term	**Descriptive Music** • In this topic students focus on the elements of music and learn how to use these to tell stories and to create different moods and emotions. • Students listen to a wide range of classical programme music. • Students learn how to use a Digital Audio Workstation. • **Waltzes** • Students listen to a variety of music that have 3 beats in a bar. • Students learn more about chords and learn to play these chords in different patterns. • Students perform a waltz with a chordal accompaniment.

Year 8 Music

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You can support your child with their home learning tasks. These range from listening activities to learning about basic music notation and vocabulary.

Term	What the students will be learning
Autumn Term	**Song Writing** • Students create simple chord patterns for songs using 4 chords. • Students learn about standard song structures. • Students prepare a group performance of the song 'Stand By Me'. • Students compose their own song. **Minor Keys** • Students learn about the difference between major and minor scales. • Students listen to a variety of minor key music from films and musical theatre and discuss the emotions and moods created. • Students perform a piece of music in a minor key with chords. • Students compose their own minor key melody.
Spring Term	**Reggae** • Students learn about the history and culture of Reggae music. • Students perform a famous Reggae song in groups with both vocals and instrumental accompaniment. • Students write and perform their own lyrics to a Reggae song. • Students compose their own Reggae backbeat – riff and chords. **Hooks and Riffs** • Students listen to and perform a variety of catchy hooks and riffs from famous pop songs. • Students create their own hooks and riffs piece on the computer, exploring different musical textures and structures. • Students will explore both music for video games and Electronic Dance Music in this unit of work.
Summer Term	**Music and the Media** • Students listen to and perform a variety of signature tunes for TV programmes. • Students create their own signature tune for a TV show, selecting suitable musical elements to capture the mood/genre of the TV show. • Students explore how music is used in advertising. **Cover Versions** • Students compare different versions of the same pop song. • Students create their own cover version piece of music by presenting a famous melody in different styles. • Students develop their keyboard skills by playing both tunes and chords to a variety of different backing tracks.

Year 9 Music

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You can support your child with their home learning tasks. These range from listening activities to learning about basic music notation and vocabulary.

Term	What the students will be learning
Rotation 1	**The Blues** • Students listen to various examples of Blues songs and learn about the history of The Blues and the context in which these songs were created. • Students learn to play the 12-bar Blues chord progression. • Students learn to improvise melodies using a Blues scale. • Students listen to Blues songs and study the AAB song structure. • Students write their own lyrics to a Blues song. • Students perform their own Blues songs in groups. • Students learn about how The Blues influenced Rock n' Roll music and other styles of Pop music.
Rotation 2	**Film Music** • Students explore the important role music has in films. • Students learn about some famous film composers. • Students make their own soundtrack to a horror film using music technology. • Students learn how to use various musical devices to create suspense, tension and atmosphere in a soundtrack. • Students learn how to use a Digital Audio Workstation effectively to enhance the effectiveness of their soundtrack. • Students explore the role of character themes and leitmotifs in film music. • Students develop their performing skills by performing famous film themes.

Year 7 Computer Science

Term	What the students will be learning
Autumn Term	**AI & Me** **Students learn about AI. How it works, what it is good at and what it is less good at. They also learn about the potential impact on society and how to use it responsibly.** **Game Designer – 3D Worlds** **Students will learn the basics concepts of coding by using Kodu to create games in a fun interactive environment.** **Get a head start by downloading Kodu here.** KoduGameLab
Spring Term	**Data Detectives** **Uncovering Trends and Telling Stories with Data** **Students will learn how to use spreadsheets to represent data in ways that make it more readable and therefore more useful. They will explore functions and formatting as well as graphs.** **Pixel Perfect – Digital Imaging** **Students will use a variety of graphics packages to create photo composites and digital art.** **We use Photopea.**
Summer Term	**Data on the Move** **Students learn about the internet and computer networks and how they work.** **Effective Media** **Students will learn the art of professional layout and graphic design in order to create visually arresting imagery and content.**

Year 8 Computer Science

Term	What the students will be learning
Autumn Term	**Vector Graphics** **Students investigate the power and limitations of vector graphics. They will learn how to create effective vector graphics and apply these skills to new scenarios including effective logo design.** **We use Provector.** **Animations (Blender)** **Students will learn the basics of an industry standard 3D modelling and animation program, Blender.** **Get Blender here (it's free!).**
Spring Term	**Computing Systems** **Students will learn the basics of computer systems including hardware and software, common architecture and the role of internal PC components.** **Programming Essentials** **Using the Scratch programming platform, students will continue to develop their programming skills, focussing on the core concepts of sequence, selection and iteration.** **Check out Scratch here.**
Summer Term	**Introduction to Python Programming** **Students will apply their core programming knowledge with a real programming language; Python.** **We use Thonny as our IDE. Get it here, it's free!** **Get a head start with these free online Python courses.** Brilliant | Learn Python: Programming, Algorithms & More Learn Python - Free Interactive Python Tutorial Best Python Courses + Tutorials | Codecademy **Developing for the Web (HTML)** **Students will learn to create simple webpages using HTML. These will consist of formatted text, hyperlinks, layout tables and more.** **Get a head start here.**

Year 7 Geography

Term	What the students will be learning
Autumn Term	**What is Geography?** This unit focuses on the differences and interconnections between the human and physical geographical disciplines. This unit introduces the concepts of Location, Place, Human and Physical environments as well as Geographical skills. Oceans and Continents are located. Physical and Human domains are explored through comparison between North and South America as well as a focus on human interactions with Antarctica. **Ordnance Survey Map skills.** This unit of work focuses on core Geographical map skills. The Skills covered are. 1. Direction and Symbols 2. Distance and Scale 3. Height 4. 4 and 6 figure grid references.
Spring Term	**Issues in Energy** Renewable and Non-renewable energy sources are defined and compared. Students start their Geographical evaluative enquiry journey in KS3 by weighing up the positives and negatives of Fracking, Wind and Nuclear energy. Students also analyse the UK's changing Energy mix. **Rivers** Students explore management of rivers through a case study investigation into the 2004 Boscastle Flood event and the following flood management plan. Students also define and explain river landforms along a river long profile. Foundation process such as the water cycle, erosion types and the formation of landforms such as Meanders and Ox bow lakes are explored. A direct link is drawn between understanding changing river landforms and land use. Map skills that were gained in the Autumn term are reapplied in this unit.
Summer Term	**China** Students use map skills to locate human and physical features of China. Opportunities and challenges of population growth are explored. Environmental and Social issues of energy production are also explored. This links to the energy unit studied in the spring term. Economic growth is also studied with a focus on the advantages and disadvantages of Trans-national Companies (TNCs) operating in China. **St Catherines Hill fled work enquiry** Students learn the 6 step geographical enquiry process with a focus on assessing the impact the M3 motorway development has had on St Catherines Hill. Students complete a half day field work study at St Catherines Hill where data is collected. This data is then used to enable the students to conclude as to the social, economic and environmental impact of the motorway development.

Year 8 Geography

Term	What the students will be learning
Autumn Term	**Volcanoes** Students study the types, features and hazards of volcanoes. They also explore what are the benefits of living near volcanoes and how to predict and prepare for a volcanic eruption. The effects and responses to volcanic eruptions are investigated through a case study investigation of the Mount Pinatubo eruption of 1991. **Kenya** Students use map skills to locate human and physical features of Kenya. This builds on the skills that they learnt in yr 7 when locating physical and human features of China. Students study the physical landforms of the Rift Valley which builds on their tectonic knowledge gained in the previous Volcanoes Unit. Students then go one to study the economic, social and environmental advantages and disadvantages of Tourism in Kenya, focusing on quality of life and standard of living of hotel workers. This also links to the advantages and disadvantages of TNCs that they studied in the China Unit in yr 7. The unit concludes with a comparison of the quality of life of people living in Nairobi's Central Business District and the slums of Kibera.
Spring Term	**Tourism** Students study the stages of Tourism through the Butler Model. Changing global trends in tourism are analysed. The advantages and disadvantages of tourism is explored through a series of case study investigations including Blackpool, Ecotourism in the Galapagos Islands and tourism in Dubai. This unit links directly on from the tourism aspects of the previous Kenya unit. **Extreme Weather.** Students learn about the differences between Weather and Climate and gain foundation knowledge of air pressure and weather forecasting. Extreme weather events are explored though a sequence of case studies including The Beast from the East, UK heat wave of 2022, Hurricane Katrina and Tornadoes. Effects and responses are a key theme, which links to the Volcano unit studied at the start of Yr 8.
Summer Term	**Our Changing Isle, Coasts.** Students study the foundations of rock type and erosional process that form the landscapes of our coastline. This links directly to the process of river land formation studied in year 7. Students then study the hard and soft engineering coastal management methods and complete a decision-making exercise on how to manage Europe's fastest eroding landscape, Holderness. **Australia** Students use map skills to locate human and physical features of Australia. They then go on to assess the population distribution and causes of uneven distribution such as climate and vegetation zones. The Great Barrier Reef, Wildfires and Aboriginal people are also studied.

Year 9 Geography

Term	What the students will be learning
Autumn Term	**Brazil** Students use map skills to locate human and physical features of Brazil. This builds on the skills that they learnt in the previous place focused units of yr 7 and 8. Students learn about climate graphs and the vegetation zones of Brazil and how this effects population distribution. This builds on directly from their learning in the Australia unit at the end of year 8. Population Pyramids and the causes of Rural to Urban migration are studied. Social, Economic and Environmental opportunities of Urban Life is investigated with a focus on Favelas. This links directly to the learning in the Kenyan study in yr 8. **Population** Students use graphical skills to analyse global population growth rates. The demographic transition model is studied to understand the causes of changing population rates and assess levels of development. Population Pyramids are revisited to understand the opportunities and challenges of youthful and aging populations. This links directly to the learning from the previous study of Brazil. Students also study the opportunities and challenges of Migration. **Urbanisation (Decision Making Exercise)** Students use their knowledge gained from this terms work to assess the advantages and disadvantages of Slum Dwelling.
Spring Term	**World in Crisis** Students study three global issues with a focus on Cause, Impacts (social, environmental and economic) and most importantly Solutions. Climate change, the Global Cocaine Industry and HIV/Aids are studied. Students will pull on key Geographical knowledge disciplines learnt in KS3 to investigate these global issues. **Extreme Geography (Tectonics)** Process that drive tectonic hazards are studied. Convection currents in the Mantle and the evidence for continental shift are explored. This builds on the learning completed in yr 8 when studying Volcanoes and The Rift Valley. Tectonic plate boundaries are defined and explained. The challenges and benefits of living on tectonic plate boundaries are investigated through a series of case studies including a study on Iceland , Mt St Helens Eruption, Yellow Stone National Park Super Volcano and The Indian Ocean Boxing Day Tsunami. The unit concludes with a focus on Antarctica and poses the question 'Should tourists visit the most extreme continent on Earth?'.
Summer Term	**Living World** In the last term of year 9 students start the GCSE Geography course with a unit called 'The Living World'. This starts with an investigation into the features and characteristics of Ecosystems, It initially focuses on the Small-scale UK ecosystems. It then progresses on to Biomes with a case study investigation of the Tropical Rainforests of Southeast Asia, and particularly Malaysia. Climate and structures of the Rainforest are studied as well as plant and animal adaptations. The unit concludes with an investigation in causes and impacts of deforestation, as well as sustainable management methods of the most biodiverse biome in the world. The year concludes with a decision-making exercise, that poses the question 'Should the Peruvian government build roads through the Amazonian Rainforests to support economic and social development?' Students will be using all of their skills gained throughout the course of their learning in KS3 to complete this evaluation exercise. It pulls on having a deep understanding of the relationship between the human and physical environments. It requires Geographical thinking.

Year 7 French

All students have access to a 'best friend' booklet containing key vocabulary and grammar for the language studied. They also have the option to buy a workbook designed to complement our course of study.

Thornden subscribes to a number of excellent language-learning websites which students can use to support and consolidate their learning at home, including Linguascope and Languagenut.

Parents can support by looking at the website activities with their children. Vocab testing and practising speaking is also useful, and you do not need t be an expert to listen to them – have a go! It's great to hear them use the language they learn

Term	What the students will be learning
Autumn Term	Introduction to French - Students learn core language, including numbers, pets, colours, family members, classroom equipment, where they live and key questions. They begin to focus on French phonics, as well as an introduction to verb conjugation.
Spring Term	School – Students learn school subjects, opinion phrases, uniform and food, as well as how to tell the time and discuss their timetable. They learn to describe teachers and contrast school life in England and France. They begin to look more explicitly at conjugating –er verbs. Free Time (Part 1) - Students look at technology and further consolidate their knowledge of conjugating –er verbs in the context of sports and hobbies.
Summer Term	Free Time (Part 2) - Students use the verb *faire* with activities before learning to use two verbs together to give a more grammatically complex opinion (e.g. I like to play). They learn how to construct clauses with quand (when) and si (if) to make more complex sentences. Town - Students learn about places in town and the use of the verb aller with its corresponding prepositions. Students are introduced to the near-future tense.

Year 8 French

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Term	What the students will be learning
Autumn Term	Media – Students learn vocabulary for TV, film and types of books, combining this with time phrases, opinions and negatives. They revise the near-future tense. House and Home - After finishing their work on Paris, students learn different places that they can live, adjectives to describe their local area, rooms in the house and prepositions of place. They then learn to describe an eco-friendly 'house of the future'.
Spring Term	Food and Drink - Students learn key verbs, nouns and adjectives to discuss their food and drink preferences, as well as what they eat and drink for breakfast. They learn how to shop for food (including quantities and numbers) and order in a café. This unit is used for the consolidation of the present and future tenses. Students finish by studying *The Very Hungry Caterpillar* in French, using this as a stimulus for their own creative writing.
Summer Term	Paris - Students are introduced to the perfect tense whilst investigating Paris and what can be done there. Students use the structure 'on peut' to describe possible activities in the city, before studying opinions in the past (perfect) tense. At the end of the unit, many students are about to write about past and future holidays.

Year 9 French

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Term	What the students will be learning
Autumn Term	Music and Media – Students learn about different genres of music and media in the French-speaking world. Students describe bands and singers practising the third person and giving more complex opinions. Social Media – Students learn to describe their personality and how they use social media. They discuss the pros and cons of using social media. Students learn about direct-object pronouns.
Spring Term	Healthy Living – Students learn about parts of the body and describe sporting injuries. They talk about their eating habits and healthy lifestyles. Students continue working in all three tenses (with a particular focus on the future) and learn how to express obligations. Environment – Students start by learning about endangered animals in the world. They then go on to study the problems facing the environment and what they can do to protect it.
Summer Term	Holidays – Students learn to talk about holidays in all three tenses as well as the conditional mood. They learn to use reflexive verbs. Jobs – Students are introduced to vocabulary about jobs and careers.

Year 9 – French as a 2nd Foreign Language

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Term	What the students will be learning
Autumn Term	Introduction to French - Students learn core language, including numbers, pets, colours, family members, classroom equipment, where they live, food and key questions. There is a focus on French phonics, as well as verb conjugation including –er verbs, avoir and être. They also learn simple and more complex opinions.
Spring Term	School – Students learn school subjects, opinion phrases, uniform and food, as well as how to tell the time and discuss their timetable. They contrast school life in England and France. They focus on –er verbs. Town and where you live - Students learn about places in town, using pouvoir and vouloir with infinitives and the verb aller with its corresponding prepositions. Students are introduced to the near-future tense including giving opinions.
Summer Term	Paris - Students are introduced to the perfect tense whilst investigating Paris and what can be done there. Students look at forming past participles, être verbs and using the perfect tense in the negative as well as studying giving opinions in the past tense.

Year 7 Spanish

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Term	What the students will be learning
Autumn Term	Introduction to Spanish – students learn key phonics, numbers, nouns, question words and basic negatives whilst also beginning to look at the present tense. Town – students look at names of places in town and adjectives to describe their local area. Students find out about the Spanish speaking world. Free time – students begin the topic on free time talking about birthdays and hobbies. Christmas and New Year – students look at how these festivals are typically celebrated in the Spanish speaking world.
Spring Term	Free time – students will continue to discuss hobbies including sport. They will also build on their grammar and language learning skills including boot verbs and listening for cognates. Me and my family – students learn how to ddescribe themselves and others, build on the knowledge of adjectives. They learn family members vocabulary and pets. Easter – Students look at how this is celebrated in Spain.
Summer Term	Food – Student learn how to order food , ask the price and gain some knowledge of tapas. They will continue to cover grammatical concepts such as expressions of frequency, more boot verbs and forming different questions. School – we will look at describing our school and studies. Our grammar will focus on accurate formation of opinions and the immediate future tense. Our cultural focus will be the city of Barcelona.

Year 8 Spanish

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Term	What the students will be learning
Autumn Term	Describing Oneself and Others – Students revise adjectival agreement and personal description. They revisit nationality and using the present tense including reflexive verbs. Students also look at the comparative. Free time – Students revisit the future tense and question words. They look at places in town and arranging to go out, revising telling the time as part of this work.
Spring Term	Holidays – Students learn vocabulary for transport, countries and holiday activities. They learn how to form the preterite tense, including giving opinions in the past tense. Food and Drink - Students learn key verbs, nouns and adjectives to discuss their food and drink preferences, as well as what they eat and drink at meal times. They learn how to shop for food (including quantities and numbers) and order in a restaurant. This unit is used for the consolidation of the past, present and future tenses.
Summer Term	Clothes – After completing the topic of food and drink, students learn vocabulary for clothes including description with adjectival agreement and school uniform. Barcelona – Students investigate the city of Barcelona using this work as a basis to revise the three core tenses. Food and Drink – Students finish by studying *The Very Hungry Caterpillar* in Spanish, using this as a stimulus for their own creative writing.

Year 9 Spanish

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Term	What the students will be learning
Autumn Term	Music and Media – Students learn about different genres of music in the Spanish-speaking world. Students learn about TV, cinema and new technology. They give complex opinions and incorporate subordinate clauses. School – Students revise school subjects, time and opinions. They look at modal verbs when talking about school rules. They also describe their school facilities and talk about options.
Spring Term	Health and Healthy Lifestyles – After completing the topic of school, students talk about healthy lifestyles. They revisit modal verbs and the different tenses. Jobs and Future Plans – Students build up vocabulary of jobs and places to work. They look at the conditional tense.
Summer Term	The Spanish-speaking World – Students learn about the physical geography of the Spanish-speaking world. They learn about Fair Trade, the problems facing the environment and what they can do to protect it. Welcoming Guests – Students learn how to meet people, welcome them into their home and act as a good host, using formal and informal language appropriately. Students also investigate the city of Bilbao.

Year 9 Spanish as a 2nd Foreign Language

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Term	What the students will be learning
Autumn Term	Introduction to Spanish – Students learn key phonics, numbers, nouns with the definite and indefinite article, basic negatives and core verbs in the present tense. School – Students learn school subjects, opinion phrases, foods and how to describe teachers. They look at how to state their opinions with a justification. Christmas and New Year – Students look at how these festivals are typically celebrated in Spain.
Spring Term	Family – After completing the work on the topic of school, students learn how to talk about different members of their families including looks, age and birthdays. In order to do this, they use a range of core irregular verbs in the present tense.
Summer Term	Free time – Students talk about hobbies and sport. They learn how to form the future and preterite tenses and some complex structures such as the comparative. Home – Students learn how to talk about where they live and name some countries.

Year 7 PE

In Year 7, students have two PE lessons each week. We refer to these lessons as **Games** and **PE**.

The activities studied throughout the year vary depending on the season and facility availability. At the start of the academic year, all students are provided with their activity rotation so they know which sports and activities they will be taking part in each term.

Across the year, students will have the opportunity to develop a wide range of skills in both team and individual activities. Lessons focus on improving physical competence, confidence, knowledge of health and fitness, and the ability to work effectively with others.

How to Support Learning at Home?

We encourage all students to lead an active lifestyle outside of school. Regular physical activity can help to improve fitness, wellbeing, confidence and sporting performance.

Students can support their learning by:

Attending school sports clubs.

Joining local sports clubs and community activities.

Walking or cycling where possible.

Taking part in recreational activities with family and friends.

Completing regular exercise such as running, swimming or fitness training.

Term	What the students will be learning
Half Term 1/2/3/4	**Games Lessons** Our Games programme follows a seasonal approach, allowing students to develop their skills within a range of team sports throughout the year. **Half Term 1**: All students begin the year studying **Rugby**. **Half Terms 2 and 3**: Students will study either **Hockey** or **Netball**, depending on their teaching group and facility allocation. **Half Term 4**: All students will study **Football**. **PE Lessons** Alongside Games lessons, students follow a PE rotation designed to develop a broad range of physical, personal, and social skills. Throughout **Half Terms 1 to 4**, students will take part in a rotation of the following activities: **Outdoor and Adventurous Activities (OAA)** **Badminton** **Basketball** **Gymnastics** These activities aim to develop teamwork, communication, problem-solving, fitness, coordination, and confidence. Students will rotate through the activities during the year, ensuring they experience a broad and balanced PE curriculum.
Half Term 5/6	**Games Lessons** Throughout Terms 5 and 6, students will take part in a rotation of the following activities: **Rounders** **Cricket** **Tennis** **PE** Throughout Terms 5 and 6, students will take part in **Athletics**.

Year 8 PE

In Year 8, students have two PE lessons each week. We refer to these lessons as **Games** and **PE**.

The activities studied throughout the year vary depending on the season and facility availability. At the start of the academic year, all students are provided with their activity rotation so they know which sports and activities they will be taking part in each term.

Across the year, students will have the opportunity to develop a wide range of skills in both team and individual activities. Lessons focus on improving physical competence, confidence, knowledge of health and fitness, and the ability to work effectively with others.

How to Support Learning at Home?

We encourage all students to lead an active lifestyle outside of school. Regular physical activity can help to improve fitness, wellbeing, confidence and sporting performance.

Students can support their learning by:

Attending school sports clubs.

Joining local sports clubs and community activities.

Walking or cycling where possible.

Taking part in recreational activities with family and friends.

Completing regular exercise such as running, swimming or fitness training.

Term	What the students will be learning
Half Term 1/2/3/4	**Games Lessons** Our Games programme follows a seasonal approach, allowing students to develop their skills within a range of team sports throughout the year. **Half Term 1**: All students begin the year studying **Rugby**. **Half Terms 2 and 3**: Students will study either **Hockey** or **Netball**, depending on their teaching group and facility allocation. **Half Term 4**: All students will study **Football**. **PE Lessons** Alongside Games lessons, students follow a PE rotation designed to develop a broad range of physical, personal, and social skills. Throughout **Half Terms 1 to 4**, students will take part in a rotation of the following activities: **HRE (Health Related Exercise)** **Badminton** **Basketball** **Gymnastics** These activities aim to develop teamwork, communication, problem-solving, fitness, coordination, and confidence. Students will rotate through the activities during the year, ensuring they experience a broad and balanced PE curriculum.
Half Term 5/6	**Games Lessons** Throughout Terms 5 and 6, students will take part in a rotation of the following activities: **Rounders** **Cricket** **Tennis** **PE** Throughout Terms 5 and 6, students will take part in **Athletics**.

Year 9 PE

In Year 9, students have one PE lesson each week. Unlike Years 7 and 8, where students take part in separate Games and PE lessons, Year 9 follows a rotating programme of activities throughout the year.

The activities studied vary depending on the season, facility availability, and the curriculum rotation.

Students will take part in a range of team and individual sports, allowing them to continue developing their physical skills, tactical understanding, fitness, and confidence across different activities.

Throughout the year, lessons aim to promote lifelong participation in physical activity whilst developing teamwork, leadership, resilience, and an understanding of health and wellbeing.

How to Support Learning at Home?

We encourage all students to lead an active lifestyle outside of school. Regular physical activity can help to improve fitness, wellbeing, confidence and sporting performance.

Students can support their learning by:

Attending school sports clubs.

Joining local sports clubs and community activities.

Walking or cycling where possible.

Taking part in recreational activities with family and friends.

Completing regular exercise such as running, swimming or fitness training.

Term	What the students will be learning
Half Term 1/2/3/4	Students will study a range of activities on a rotational basis throughout Half Terms 1 to 4. Activities may include: **Rugby 7s** **Hockey** **Badminton** **Basketball** **Football** **Table Tennis** **Netball** The rotation allows students to experience a variety of team and individual sports, developing their physical skills, tactical awareness, fitness, confidence, and ability to work effectively with others. Students will be informed of their activity blocks throughout the year.
Half Term 5/6	Students will study a range of activities on a rotational basis throughout Half Terms 5 and 6. Activities may include: **Athletics** **Tennis** **Striking & Fielding** The rotation allows students to experience a variety of team and individual sports, developing their physical skills, tactical awareness, fitness, confidence, and ability to work effectively with others. Students will be informed of their activity blocks throughout the year.