



KS3 Curriculum Overviews

1. Maths
2. English
3. Science
4. PE
5. ICT and Computing
6. RS
7. Geography
8. History
9. Modern Foreign Languages
10. Textiles
11. Food Technology
12. Design Technology
13. Art
14. Dance
15. Drama
16. Music
17. Media Studies
18. PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will extend their knowledge of place value to include rounding to significant figures. Students will review and extend their knowledge of basic arithmetic and build upon this by introducing bar modelling and generalisation. Students will study the laws of arithmetic to help them build early algebra skills. Students will study powers, roots and the order of operations.	Students will look at substitution and key operation using algebra notation, building upon their knowledge of function machines. Students will work on their calculation of negative integers, which is a skill that underpins many key mathematical ideas. Students will calculate with fractions using the four operations, incorporating visual representation to understand the calculations.	Students will look at mixed number and reciprocal fraction calculations. Students will convert fractions into decimal form and use their skills in practical contexts. Students will review their number skills and learning will be personalised to close any gaps in knowledge with regard to key areas of mathematical calculations.	Students will understand the connection between percentages, decimals and fractions and convert between the three. Students will build upon their fraction knowledge and understand the relationship between fraction and ratio. Students will construct axes and plot co-ordinates, and will be able to write co-ordinates using the correct notation.	Students will explore and look at line and rotational symmetry along with shape notations Students will use protractors to construct and measure angles and polygons. Students will look at patterns and tessellations constructing and investigating their own constructions.	Students will further investigate the properties of quadrilaterals and circles using their angle knowledge and developing shape classifications. Students will begin to look at calculating with fractional and indicie notation, with the aim of building and solving algebraic problems. Students conclude their year by participating in a project bringing together their learning from Year 7 along with developing their knowledge around calculation and problem solving.
Year 8	Students will be re-introduced to algebra, with a focus on solving one and two step equations including examples with brackets and fractional answers. Students will look at plotting co-ordinated with four quadrants and using the x and y axis- both positive and negative. Students will look at ordering and equivalence of fractions and decimals and how they are inter-relatable.	Students will re-cap their existing knowledge of calculating using fractions. They will develop strategies of problem solving using the four operations using mixed number fractions. Students will be introduced to probability and the scales used in relation to the probability of events taking place. They will look at tree diagrams and venn diagrams in representing probabilities. And outcomes.	Students will be introduces to percentage increases and decreases and how to calculate using a multiplier. They will look at percentage use including considering percentage in financial matters such as interest rates. Students will look at the perimeter and surface area of shapes including compound shapes- they will re-cap key shape formulas.	Students will be introduced to Ratio and Ratio notations. They will look at two part and three part rations. They will understand the concept of simplifying and look at problems where they can develop their understanding of sharing into a ratio.	Students will look at the construction of angles on a straight line. They will investigate angle rules within parallel lines. They will look at angles within triangles and quadrilateral and use these to solve problems. They will look at calculating and plotting bearings.	Students will plot linear graphs using a table of values. They will understand the relationship with the gradient and y intercept when forming equations of lines. They will be able to recognise these key features and plot graphically from them. They will be able to use this graphical representation when solving equations.

	Autumn 1 and 2	Spring 1 and 2	Summer 1	Summer 2
Year 7	Students start by establishing key approaches to studying literary texts at secondary-level through the exploration of how literature came to be. The novel 'Tyger' has been chosen with care to introduce a range of concepts that will underpin future learning. Time is spent developing writing skills, with a particular focus on narrative and descriptive writing. This work is underpinned by fortnightly Accelerated Reader literacy lessons.	Students will develop their understanding of how myths and legends informed understanding. A focus on developing analytical responses using 'what-how-why' to literary texts, with a particular focus on traditional story arcs, and then plan and write their own myth based on heroes-and-villains archetypes. Students will continue to broaden their understanding of the art of narrative developing a mastery of descriptive techniques to support the writing of their myth.	A study of 'Brotherhood of the Smoke' –to introduce students to the study of drama and to explore how a drama text differs from novels and short stories. The theme of oppression is developed through the protagonist – the importance of setting in Victorian London and the Great Exhibition is analysed and techniques for creating setting are explored.	Introduction to post 1914 poetry. Lessons to include opportunities for students to watch performances of poetry and to read and perform poems aloud developing confidence in oracy. Students engage with the big ideas within the poems through teaching and discussion and make links between the ideas being expressed in the poems.
Year 8	Building knowledge from year 7 study, students focus more closely on genre and dystopian fiction. A greater depth of understanding of character and theme is developed.	Building on their experience of poetry in year 7, students will engage with a range of pre-1914 poems and reflect on a variety of poetic forms. The students will develop their analysis and inference skills. An exploration of 'A Midsummer Night's Dream' – developing an appreciation of how characters are created, presented and positioned by the writer to influence a story arc. Continue to practise and develop a confidence in the analysis of language through text.	Students will engage with a modern novel that explores the experience of refugees through the novel 'Bone Sparrow' –with opportunities for students to develop speaking, listening, oracy and fluency.	Students will develop a greater appreciation of plot through the study of 'Twisted Tales'. A developing appreciation for viewpoints and perspectives and an introduction to the skills of evaluation. A continued focus on the analysis of language, structure and form.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will look at the basic principles of the three sciences and will be given the opportunity to carry out practical work that will help strengthen their knowledge. Students will look at organisms and learn that they are made of cells, which themselves have parts that carry out different functions. Students will learn that substances can be modelled as small particles in motion, and that their energy and arrangement differs between states of matter.	Students will learn that objects in equilibrium have constant motion, but change velocity with a resultant force. Students will understand Newton's laws and the equations of motion, which will help them to be able to predict explain motion.	Students will learn that all cells contain genetic material, in the form of DNA in chromosomes, and that organisms reproduce, transferring their genetic material to their offspring. Students will understand that sexual reproduction produces genetic variation in the offspring, and that asexual reproduction forms genetically identical offspring.	Students will learn that energy is a property that objects must have to do work, and that it exists in different stores and can move between them. Students will be helped to predict what can or cannot happen regarding energy transfer by using formulae and the principles of conservation.	Students will learn that molecules do not change in wider physical changes, but that their positions and motion may. Students will understand that the properties of products are different to the reactants, and that we can use these substances in useful ways. Students will learn that organisms in an ecosystem, grow and reproduce by obtaining resources through interdependent relationships with other organisms and the environment.	Students will learn that energy can be transferred from place-to-place by electric current, and that it is produced from many energy resources Students will be able to analyse and control the behaviour of circuits for specific functions.
Year 8	Students will look at the properties of a substance and that they depend upon, including the type of atoms it contains and the strength of their bonds. Students will understand that radiation is the emission of waves or subatomic particles, from a source, which spread through space and through materials.	Students will describe and explain motion in terms of distance travelled, speed and acceleration. Through exploring evolution and the concept of natural selection, students will appreciate how complex life has developed over millions of years in order to survive and reproduce successfully.	Students will understand how modern life relies on processes connected to gravitational, electric and magnetic forces to power the devices that we take for granted.	Students will understand how their bodies work and how the different systems, tissues and organs in the human body work together to keep us alive.	Students will complete practical work to identify patterns in how an acid reacts with a metal or metal carbonate. Students will apply their knowledge of the atom from chemistry to describe that particles can lose or gain electrons and become charged.	Students will learn how the structure and composition of the Earth has changed over billions of years, and how these processes have led to the three different types of rock that have shaped the landscape around us. Students will compare aerobic and anaerobic respiration, and how these types of respiration affect our bodies.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will use a range of tactics and strategies to overcome opponents in direct competition through team games e.g. football, netball Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students take part in outdoor and adventurous activities, which present intellectual and physical challenges and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. badminton, basketball Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students take part in outdoor and adventurous activities, which present intellectual and physical challenges and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. dodgeball, hockey Students will develop their technique and improve their performance in other competitive sports e.g. cross-country Students can take part in competitive sports and activities outside school through community links or sports clubs, and complete health and fitness work to enhance the need for a healthy and active lifestyle.	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. frisbee, touch rugby Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students begin to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs.	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. cricket, rounders Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students begin to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs.	Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. softball, crazy catch Students will develop their technique and improve their performance in other competitive sports e.g. athletics Students can take part in competitive sports and activities outside school through community links or sports clubs, and complete health and fitness work to enhance the need for a healthy and active lifestyle. Students have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs.
Year 8	As above	As above	As above	As above	As above	As above

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Using the Computer Safely, Ethically and Responsibly Students begin by looking at file management and security. The unit then moves on to e-safety and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered, and a final lesson includes a multiple-choice test on the contents of the unit and basic computer use.	Programming essentials in Scratch – Part I Students will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. Students will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. Finally, students will learn to test and debug their programs.	Spreadsheets Students will be introduced to designing and creating Spreadsheets using Microsoft Excel. Students will learn how to enter data onto a spreadsheet, including basic functions. Students will also other skills, including: autofill, basic formatting, conditional formatting, creating graphs and charts, and sorting and filtering data.	Computer Systems Students learn about the hardware and software components that make up computer systems, and how they communicate with one another. They will look at how instructions are stored and executed within a computer system; understand how data can be manipulated digitally, in the form of binary digits; be able to convert between binary and decimal and perform simple binary arithmetic.	EduBlocks Students will learn how to use 'Turtle' to program and draw patterns and shapes. They will learn how to create variables and store user inputs as well as the different data types that can be used. Finally, they will learn how to create a function (sub-routine) before taking a written assessment.	Gaining Support for a Cause Students will develop their understanding of information technology and digital literacy skills. Students will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Students will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.
Year 8	Computer Crime and Cyber Security Students will learn about the legal safeguards regarding computer use, including overviews of the Computer Misuse Act and Data Protection Act and their implications for computer use. Students will also learn about Health and Safety law and issues such as the safe disposal of old computers.	Introduction to Python The focus is on getting students to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.	Vector Graphics Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own. Students will learn how to use Adobe Illustrator to draw shapes and then later on, cartoon characters.	Foundations of AI Students will be introduced to the world of artificial intelligence (AI) and machine learning (ML). They will experience a variety of real-world AI applications and be made aware of the ever-increasing range of AI-related careers. As well as considering the social and ethical implications of AI developments.	Bitmap Graphics Students will explore how bitmap images are represented and stored by the computer. There is also an opportunity for students to practise skills in design, photo-editing and image manipulation using Adobe Photoshop. Students learn many of the skills needed for the Digital Graphics unit of the Creative iMedia course.	Game Development Students learn how to create a sprite for a computer game and build a platform game from scratch. Students learn how to animate sprites, build a scene for a game, creating a scoring system and how to make a checkpoint. They learn how to program commands using GDevelop's condition/action interface.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Odysseus and the Beginnings of Philosophy This unit introduces students to the notion of myth and legend , allegory and metaphor, and ways in which humans have tackled philosophical problems and dilemmas over the ages. It is taught from the beginning perspective of the <i>Odyssey</i> . Selected chapters of Odysseus' journey are explored, and the resulting philosophical and ethical dilemmas are investigated through discussion and reason. This provides a great introductory unit into the nature and purpose of philosophical and ethical concepts.		Prejudice and Discrimination (Ethics) The first ethics unit that students learn was chosen in terms of its relevance to the multi-culturalism (particularly prevalent in our county). It has a high PSHE component and demonstrates the pointless nature of divisive prejudice , whilst promoting the idea of community as well as investigating normative and meta-ethic ideas suitable for key stage 3. We believe that such an ethical unit serves to prepare students for the challenges they may face growing up in diverse communities and intellectually challenges their social preconceptions, whilst provoking students to critically analyse (and respond discursively) to social dilemmas.		The Problem of Evil The final unit introduces students to the phenomenology of religion and its impact on philosophical thinking . Students will explore how belief is tested by the problems of everyday existence and will learn how to write philosophical and analytic pieces of extended writing on behavioural and abstract ideas from a differing amount of perspectives . The unit provides numerous opportunities to expand the student's writing skills as well as broadening their knowledge of cultural, philosophical and phenomenological issues pertaining to faith in the modern world. Its further purpose is to prepare students for the rigours of the initial unit in philosophy they will experience in Year 8.	
Year 8	Ultimate Questions The unit builds in complexity and variety on the narrower 'Problem of Evil' unit in Year 7. The unit introduces important philosophical questions (to which there are no absolute answers). The complexity is reasonably high and sufficiently challenging. Students will engage in the abstract thinking that will help to further their critical thinking skills and foster high levels of engagement.		Animal Rights and Welfare (Ethics) The second ethics unit that students learn touches on the value of life (human vs. animal) and so gives students and increasingly complex ethical dilemma to explore and critique. Again, as an ethics unit, it has a high content of PSHE and facilitates the further idea that normative ethical issues and subsequent decisions are far more complicated than simply being 'right' and/or 'wrong'. The holistic nature of such an ethical discussion will introduce students to wider cultural sources, resulting in independent analysis and group presentations.		World Religions in Brief This half-unit in year 8 briefly covers a potted history of the Abrahamic faiths and Eastern religions in order to contextualise world religions and their essential relationship to each other. This unit inculcates essential knowledge of why people of different cultures worship differing ideas of God and serves as preparation for the beginning of the GCSE course.	Basic Ideas in Hinduism This final half-unit of the year marries phenomenology of Eastern religion and ethics. Acting as a means of comparison to be used later as a counterpoint to the Abrahamic religions studied at GCSE, and gives students access to another set of ideas that can be used in the ethics half of the exam. The topic also points to the importance of beliefs and ideas that are conceptual distant from mainstream western industrial societal reasoning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What is a geographer? - Embedding geographical skills: • Types of geography • Map skills • Location knowledge	What is weather and climate? - Difference between weather and climate - Types of weather - Measuring weather - Air pressure - Global biomes - Extreme weather - Climate Change	Population - Development - World population - Population distribution - Urbanisation - Slum dwellings - Population challenge - Population pyramids	Rivers and flooding - Water Cycle - Drainage Basin - River Courses - UK overview - Causes of flooding (OS Maps) - Impacts - Management Case Studies	Is the earth running out of natural resources? - What is natural resource? - Rock cycle - Geological Timescale - Energy - Fossil vs renewable – future? - Industrial sectors	Tropical rainforests - Location - Characteristics - Flora and Fauna (adaptations) - Tribes - Deforestation – causes & impacts - Sustainable use (eco-tourism)
Year 8	Africa - Challenging stereotypes - Human & physical (biomes) - Exploring diversity - Challenges & opportunities	Volcanoes and earthquakes - Structure of Earth - Tectonic plates - Volcanic theory - Earthquake theory - Tectonic case studies- impacts and responses	Globalisation - Piracy - Global trade - Food - Clothes - Consumerism - Ocean plastics	Extreme Environments - Antarctica – glaciation & treaty - Arctic – human, animals, plant adaptations - Hot - human, animals, plant adaptations (Middle East)	Coasts - Geology & weathering - Erosion, transportation, deposition - Landforms - Management	Superpowers - Prisoners of Geography - Why are they superpowers? - Russian conflict - China's increasing status. - Disputed territories

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will further their knowledge of the Anglo-Saxons and Vikings by exploring the impact the Norman invasion had on England. Students will be given the chance to explore the concepts of change and continuity, and to question the validity of different sources of evidence. The second enquiry allows students to further explore how religion changed society, with a focus on medieval Christianity and the rise and growth of Islam.	Students will draw comparisons between different Angevin and Plantagenet figures, including Matilda, Eleanor of Aquitaine and Edward I. Students will also be able to investigate some of the most significant events that have far reaching consequences, including learning about the 'rule of law' and the Magna Carta. Students will learn about events that can draw direct parallels to today's world.	Students will engage with a social study that allows them to further develop analysis of change and continuity by understanding that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. Students will explore how the Black Death and Peasant's Revolt sped up the pace of change by the end of the medieval period and will be able draw comparisons with those who lived through the Norman era.	Students will delve into the 16th and 17th centuries as they encounter the realms of the Tudors and Stuarts. Students will think critically about why Henry VIII came to be seen as immensely powerful and a tyrant. The unit concludes with an analysis of how Mary I and Elizabeth I played a huge role in the ever-changing Reformation.	The Summer Term sees just one large study of Charles I, Oliver Cromwell and Charles II. It draws together much of the previous enquiries as we learn to see how the growing political nation, using the strong puritan and presbyterian religious beliefs, developed different views on governance, to the monarchy. Students will begin to understand that historians gather evidence by interrogating information with a particular purpose and start to refine their ability to infer. This exciting study includes how the English Civil War impacted upon ordinary lives of people. It culminates in students considering why after different attempts to rule without a monarchy, the restoration of Charles II became inevitable, but how society was no longer willing to accept tyranny and instead, how constitutional checks on the King's power would start the process to what is the current role of the Head of State.	
Year 8	The year starts with an enquiry into how power and parliament has changed since the 17th Century. Through this topic, students will learn the language used to explain the pace and extent of change and ultimately how to decipher the significance of events.	Students will consider alternative cultures and people. The topic deals with some of the most controversial elements of British history but provides a strong sense of why our multi-cultural society in the 21st century is so important.	This age-old study allows students to explore the lives of those who were affected by the Industrial Revolution. It builds upon the learning from the year 7 topics on a 'world turned upside down' by developing a shared understanding of how society changed and grew its social consciousness by the end of the 19th century.	We explore topics such entrepreneurship, innovation, industrialisation, social migration, social problems and improving public health. Students will develop their source analysis skills further by commenting on the utility and reliability of sources. This study ends by looking at how such huge social changes allowed Jack the Ripper to commit his heinous crimes.	Students will study World War 1 and be able to use their previous learning about imperialism to discover how and why the world ended in the July Crisis of 1914. Students will then explore the significant changes that the Great War had on warfare and the lives of the those who lived through it and experienced it.	Students will study how Jews were treated in Germany; this is something everyone should understand. Students will focus on the pogrom, the ghettos of Warsaw and the impact he Wannsee Conference had on the abhorrent decision made to try to exterminate so many minorities.

	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	1 lesson per week of each language Topic: Describing self Content: • name • age and b'day (numbers) • nationality • personality • physical appearance (colours) • family / siblings	<i>Students will choose to study French OR Spanish from January in Y7, with 2 lessons per week of that one language.</i> Topic: What I Like – free time Express positive and negative opinions about hobbies. Justify opinions with reasons. Use a variety of connectives and adverbs of time, frequency and intensity.	Topic: School • Express opinions about school subjects, homework, school rules, uniform, exams and teachers. • Describe weekly routine including school day, activities in school, including timetable, sporting activities and clubs.	Topic: Health • Describe my lifestyle including sports and healthy hobbies • Routine day to day • Describe healthy habits now and in the past. • Describe a healthy diet. • Say what hurts.	Topic: Travel • holiday destinations • holiday locations • means of transport for holidays • weather • holiday activities • holiday accommodation. Places of interest locally and elsewhere, including descriptions and preferences.
Year 8	Topic: Media and Technology • Describe and give opinions on types of music. • Describe and give opinions on films/programmes on TV/at the cinema. • Give opinions on actors/writers/singers. • Describe preferences/advantages and disadvantages on watching films at home/at cinema. • Describe reading activities, including preferences. • Refer to recent films, books and future intentions. • Traditions in Fr / Sp speaking countries and communities	Topic: Where people live/Customs and Celebrations • Francophone and Hispanophone culture. • Describe town/village/neighbourhood of residence. • Describe local area, buildings. • Describe activities and facilities in area. • Give opinions including advantages/disadvantages. • Describe an ideal home and area, future intentions on where to live with reasons. • Learn about local and national festivals in the UK and in Fr/Sp speaking countries/communities. • Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, wedding, religious events, etc. • Refer to food on special occasions and at celebrations. • Refer to nationally renowned events such as sports.		Topic: Celebrity Culture/Work and Future/Cinema Project • Give opinions on a variety of celebrities/famous people. • Give personal details on celebrities/famous people. • Refer to events involving famous people eg music, film, TV, fashion, culture and technology. • Refer to sporting events and favourite sports personalities/teams • Give opinions on different jobs, including advantages and disadvantages. • Describe personal qualities, qualifications. • Refer to ideal job/personal ambitions and skills required. • Recognise opportunities to work abroad /use language skills and give opinions. • Study a Fr / Sp film	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Textiles: Design & Make Batik Device Holder The overarching aim of the unit of work is to further develop skills in producing products constructed in different fabrics and mediums such as batik. The order of the unit of work follows production process. For example, the design stage comes first and then students move onto the editing and creating stage. – Health and Safety – Basic pattern markings – Create a design – Introduction to Batik – Learn how to use a Tjanting – Mixing fabric dyes – Application of dyes – Stitching with a sewing machine – Hand-stitching		Carousel with Food Technology and Design Technology		Carousel with Food Technology and Design Technology	
Year 8	Textiles: Animal-Themed Cushion The overarching aim of the unit of work is to further develop skills in producing products constructed in different fabrics and mediums such as batik. The order of the unit of work follows production process. For example, the design stage comes first and then students move onto the editing and creating stage. Learning activities as listed above, but at a more advanced level.		Carousel with Food Technology and Design Technology		Carousel with Food Technology and Design Technology	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Food Technology: Learning and Producing Recipes The overarching aim of the unit of work is to further develop skills in producing recipes and using specialist equipment. The order of the unit of work follows a progression model based around the skills needed to create increasingly complex recipes. For example, knife skills in producing chopped vegetables are needed to produce soups, but also to produce pizza toast. – Understand principals of Nutrition and Health – Health, Safety and Hygiene Rules – Cook repertoire of dishes some savoury, some sweet – Safe use of knives and correct use of chopping boards – Using the hob, grill, and main oven – Understanding characteristics, of a range of ingredients. – Adaptation of recipes to create own dishes		Carousel with Textiles and Design Technology		Carousel with Textiles and Design Technology	
Year 8	Food Technology: Learning and Producing Recipes The overarching aim of the unit of work is to further develop skills taught in Year 7 in producing recipes and using specialist equipment. Once again, the order of the unit of work follows a model of skills progression. For example, students create a vegetable stir-fry and then work towards creating a whole pizza. Learning activities as listed above, but at a more advanced level.		Carousel with Textiles and Design Technology		Carousel with Textiles and Design Technology	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Design Technology: Design and Make Wooden Coasters The overarching aim of the unit of work is to further develop skills in producing products constructed of wood and polymers. The order of the unit of work follows production process. For example, the design stage comes first and then students move onto the editing stage. – Health and Safety – Create a design for coasters – Introduction to Adobe Illustrator to edit designs – Learn how to mark out onto acrylic for shaping – Learn how to use a coping saw – Learn how to use a hand file and wet/dry paper – Learn how to use the strip heater – Sand down and finish with wax the wooden coasters – Evaluate and critique their completed work		Carousel with Textiles and Food Technology		Carousel with Textiles and Food Technology	
Year 8	Design Technology: Design and Make Wooden Coasters The overarching aim of the unit of work is to further develop skills in producing products constructed of wood and polymers. The order of the unit of work follows production process. For example, the design stage comes first and then students move onto the editing stage. Learning activities as listed above, but at a more advanced level.		Carousel with Textiles and Food Technology		Carousel with Textiles and Food Technology	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	‘Decorated Letters’ Outcome To produce an A4 decorated letter. Students will draw in the negative space and the white space will reveal the letter. Learning Objective To develop compositional skills (with an emphasis on understanding negative space), to develop drawing from observation in the correct proportions, to develop shading skills in colour pencil crayon.	‘Artist Initials’ Outcome To decorate the initials of a famous artist using their own work as inspiration. Building Upon Observational drawing skills and compositional skills. To further their control of the pencil crayon. Example Learning Objective To appropriate the style of an artist into an original composition.	‘Oil Pastel Bug’ Outcome To draw a bug and shade this in oil pastel to create blended tone to give the illusion of three dimensions. Building Upon Their ability to measure and scale drawings and use tone to create depth. Example Learning Objective To measure using a simple grid to keep proportions and symmetry, to blend colour and to create tints by adding white to a colour.	‘Artist inspired Butterfly’ Outcome To design and colour butterfly wings using abstract artist mood boards as inspiration. Building Upon Their understanding of how to appropriate an artist’s style into an original design. Example Learning Objective Tone/tint to create a 3D illusion.	‘Sea life’ Outcome To produce detailed tonal drawings of sea life using biro with Matisse inspired abstract watercolour patterns in the background. Building Upon Proportional drawing, and planning and refining and overlapping composition. Example Learning Objective To develop line drawing.	‘Jan Brewerton’ Outcome To produce a artist page of everyday objects drawn in the style of Jan Brewerton. Building Upon Drawing from observation and appropriating an artist’s style. Example Learning Objective Learning how to reduce the complexities of a photo into a basic stylised design, presented alongside information about the artist.
Year 8	‘Doodle Portrait’ Outcome Students will create a portrait in pencil, using a grid for proportions and patterns to create tone. Building Upon Their ability to scale drawing. Example Learning Objective To understand the grid technique to draw proportionately.	‘Mutants project’ Outcome A portrait that incorporates features of several animals. Building Upon Their ability to use a grid to measure out an accurate portrait. Example Learning Objective To morph and blend features from the animal worksheets into the shape of the face.	‘Artist inspired cans’ Outcome Based on a fine art movement, students design the labelling for a soft drink can. Building Upon Their understanding of how to appropriate an artist’s style into an original design. Example Learning Objective To incorporate the colour schemes of the artist in the final design.	‘Teesha Moore Collage’ Outcome To collage an image from a magazine and decorate it in the style of Teesha Moore, that also includes a quote. Building Upon Their understanding of how to appropriate an artist’s style as well as typography ideas taken from the ‘artist inspired cans’ project. Example Learning Objective To arrange text using the compositional ideas seen in the work of Teesha Moore.	‘Mark Heard Birds’ Outcome To create a 3D hanging bird, designed in the style of Mark Heard using mixed media. Building Upon Application of pencil crayon, oil pastel and basic drawing skills. Example Learning Objective To understand how to incorporate an artist’s style into your own design.	‘Keith Haring Project’ Outcome To produce a artist page of everyday objects drawn in the style of Keith Haring. Building Upon Research skills and appropriating an artist’s style. Example Learning Objective To create a figure using Haring’s design style.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	On entering dance lessons at Sharnbrook Academy, students will immerse themselves in the contemporary style of dance and focus on improving solo performance skills such as physical, technical and expressive skills. They will gain new dance vocabulary and participate in an initial test to assess skills on entry. Students will gain feedback in order to improve upon their initial marks. They will engage in workshops based on dance styles through the decades.	The second unit focuses on both performance, choreography and appreciation skills, building dance vocabulary, but in the style of musical theatre using Matilda. Students will build a whole class dance, with the guidance of the teacher, based on the section 'Revolting Children'. Students will analyse character profiles from the musical and work in small groups to communicate the required theme.	Carousel	Carousel	Carousel	Carousel
Year 8	Year 8 prepares for GCSE Dance as well as building on skills from Year 7. Students learn how to structure a dance and how stimuli are researched for dance choreographies. Historical links are used to analyse The London Riots of 2011. They fuse physical theatre, contemporary and street dance styles and create dances in groups of between 4 and 6 students.	The second unit moves into a link to GCSE Dance, analysing how choreography is used within a professional dance. Students become choreographers and dancers, utilising their skills to create their version of the studied dance work. Students analyse the work in terms of motif and development, group relationships and styles of dance.	Carousel	Carousel	Carousel	Carousel

	Cycle 1	Cycle 2
Year 7	Students will begin working on a piece of Silent Theatre (in the style of Melodrama). Students will be given a scenario that they will bring to life, by taking on the role of specific stock characters. Students will need to apply key skills: facial, physical, and proxemics. Each student will create two placards, which will be used in their final performance. Students will perform as a group but will be graded individually. Feedback will be given for students to know what went well and what could be improved. Homework: to create a model theatre and understand different types of staging and styles of performance.	Students will return to drama to focus on 'British Playwrights'; this will consist of: William Shakespeare and Steven Berkoff. Students will explore and re-create moments from the following Shakespearean plays: Romeo & Juliet and Macbeth (these are not assessed). Students will then work on a one-page section from the Trial, by Berkoff, which will be a whole class performance and directed by the teacher. Students will perform as a group but will be graded individually. Feedback will be given for students to know what went well and what could be improved. Homework: Either: To create a theatre program, poster, and seating plan for a play of their choosing. Or: To write a script of two scenes of a play of their choosing
Year 8	Year 8 builds on the skills learnt in year 7, but also offers more of a flavour of GCSE drama. Students will be given a script entitled: 'The Interrogation'. Within this piece, students must focus on bringing the playwrights intentions to life, as well as creating a specific sustained atmosphere. This leads to an assessment, which takes place in their groups, but they are graded individually. Each student will receive feedback in order to improve their own practice for future assessments, as well as highlighting good practice. Homework: to learn the lines for the script	Students will return to drama to focus on a completely contrasting style of performance: multi-rolling by taking influences from a John Godber performance style. Students will be introduced to two scripts which are similar to Bouncers and Shakers – they will then choose one route and bring it to life. They will need to embrace stylistic features: exaggeration, stereotypes, comedy, unison, and cannon. Again, students will perform as a group but will be graded individually. Each student will receive feedback to improve their practice for future assessments, as well as highlighting good practice Homework: to learn lines for the script

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Rhythm and Pulse Rhythm and Pulse are explored through a variety of listening, performance and composition tasks. Students look at the role of the drum kit in pop music, learning rock drum kit patterns Assessment Focus: Final performance and composition task	Beethoven and George (Film Music) Students are introduced to instruments of the orchestra and musical structure through tasks linked to the 2nd movement of Beethoven's 7th Symphony. They also analyse the role of music in film, looking at how the piece is used in The King's Speech. Assessment Focus: Final composition task	Pop Music 1-The Blues Students learn the key musical components of Blues music through listening, performing and composition tasks based on the standard 12 Bar Blues chord sequence. Students will also learn about the context of the Blues and its influence on the development of pop music. Assessment Focus: Final performance and listening task	Pop Music 2- The 4 Chord Challenge This unit explores the use of chord sequences within pop songs. Students will listen to a range of songs in different styles to analyse the key musical elements and compare similarities and differences before going on to learn to play some of them (e.g. Coldplay's <i>Viva la Vida</i>). Assessment Focus: Final performance	West African Drumming Students will learn about the key musical features of West African Drumming. They will learn to play indicative rhythmic patterns on djembe and compose their own pieces using call and response techniques. Assessment Focus: Final composition	Ukulele 1 Students will learn to play the ukulele with appropriate technique including how to play a range of basic chords in context. Listening and responding to appropriate repertoire. Assessment Focus: Final performance and end of term listening task
Year 8	Minimalism The focus of this unit is to introduce students to the key features of minimalist music, through acoustic instruments and computer sequencing. They also listen and respond to appropriate repertoire. Assessment Focus: Final composition task based on Reilly's 'In C'.	Guitar Students will begin to learn to play the guitar, focusing on basic technique and chords. Listening and responding to appropriate repertoire. Learning to play Bob Marley's 3 Little Birds (A, D and E) Assessment Focus: Final solo/ensemble performance of 3 Little Birds.	Cool Jazz Students will learn about key developments in the history of jazz music from the beginning of the twentieth century to the 'cool' jazz era of the late 1950s through listening and responding to appropriate repertoire. Assessment Focus: Final ensemble performance of Miles Davis <i>So What</i>.	War Horse Students use the music from the film War Horse as a stimulus to study elements of writing for film through listening to a range of different repertoire and using identified techniques (e.g. motif) in their own work. Assessment Focus: Final composition task.	Motifs, Patterns and Repetition Students will learn about how different musical traditions play and write music based on motifs, patterns and repetition. Genres include: Gamelan and North Indian Classical Music. Assessment Focus: Final composition task.	Ukulele/Guitar development and technique Students choose a piece to learn for a solo/ensemble performance from range of key repertoire which builds on skills learnt in previous units and includes more advanced chord sequences. Listening and responding to appropriate repertoire. Assessment Focus: Final performance and end of term listening task

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will study the first principles of film making; focussing on shot types, editing and storytelling. This unit is highly practical and involves a range of tasks building up to one big film-making opportunity. This unit is designed to start students on their journey to film making, introducing them to basic concepts of shot types, angles, movement and allow them to develop basic camera and editing skills that can be built on in future projects.	Carousel	Carousel	Students will embark on a project that is centred around gaming, media and society. Focussing on a very relevant topic in young people's lives, this unit will explore gaming audiences, regulation and embrace the characters, quests and worlds of a game. This unit is designed to allow student to develop a critical eye on gaming and game play as well as allowing them to create their own game concepts through narrative, character and world design.	Carousel	Carousel
Year 8	Year 8 students will work in small groups as they embark on a journey to become advertising executives. Throughout the project, there will be the opportunity to learn about the conventions of modern advertising. The unit aims to give students a critical appreciation for digital advertising to allow them question how media products are designed to sell us an idea, service or product.	Carousel	This unit focusses on students learning about the film industry. Students will be given the opportunity to develop a new film concept to be released at the cinema. The final product aims to allow students a generous amount of creative autonomy in designing and pitching their own film idea.	Carousel	Carousel	Carousel

	Autumn Term	Spring Term	Summer Term
Year 7	Community Cohesion Social Media Friendships + Problems in Relationships Family and Relationships Respectful Relationships Bullying Sexism Overt Racism	Keeping Safe Online-Cyberbullying Grooming Sexting/Nudes and Up-Skirting Gaming Risky behaviour Neurodiversity Fertility and Menstrual Wellbeing	Health and Wellbeing Vaping and Smoking Self-Esteem Talking about emotions Puberty Being Healthy Alcohol + Drugs Dealing with Loss
Year 8	Community Cohesion What is a Good Citizen? Manners, Courtesy and Respect Friendship Problems Mob Mentality and Youth Crime Gangs Covert Sexism and Upskirting Female Genital Mutilation	Living in a Diverse Britain British Values Extremism and Radicalisation Football and Racism The Manosphere Careers - Personal Branding LGBTQ+ Politics in the UK	Health and Wellbeing Body Image Eating Disorders Anxiety and Mental Health Exam Stress Addiction to Technology and Social Media The Importance of Sleep Vaccination Conspiracies