

EGGLESCLIFFE SCHOOL

KS3 CURRICULUM CONTENT

2017/18



ART

YEAR 7 TOPICS

Cultural Identity and Diversity exploring line, tone and colour

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| <ul style="list-style-type: none">• Project – Cultural Identity. |
| Summary – Work based around improving and understanding knowledge of the formal elements. Focus on acquiring skills and ability to analyse artists work. |
| <ul style="list-style-type: none">• Project – Colour & the Landscape. |
| Summary – Focus on the environment and how colour can be used to enhance it – looking at maps, landscapes, local environment. |
| <ul style="list-style-type: none">• Project – Portraiture. |
| Summary – Fairly formal introduction to the construction of the portrait. This may result in a piece linked to the work of a portrait artist. |

YEAR 8 TOPICS

'Artists @ Work'. A range of skill building projects such as; graphic design, textiles, 3-D wirework, fashion design, animation and painting to name a few.

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| <ul style="list-style-type: none">• Project – Illustration Project. |
| Summary – Investigation into different techniques and styles relating to a more illustrative style. Possible themes include The Magic Door. |
| <ul style="list-style-type: none">• Project – 3D Project – Linked to Illustration. |
| Summary – 3D figurative project linked into the work produced as a result of the illustration unit. This may include responses linked to the moving figure. |
| <ul style="list-style-type: none">• Project – Pop Art |
| Summary – Project linked to the art movement, Pop Art. To look at the main protagonists involved in the art movement, and to then produce an applied final outcome in the style – possible outcomes to include mirror or watch designs. |

YEAR 9 TOPICS

'Creative Futures' is the focus but incorporating perspective and 3-D.

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| <ul style="list-style-type: none">• Project – Perspective. |
| Summary – Formal unit that explores the concept of perspective through small exercises creating an understanding of principals relating to it. |
| <ul style="list-style-type: none">• Project – Artists Applied Artwork. |
| Summary – Creating a functional item that relates to the work of a specific artist. Possible outcomes include pieces of furniture, hats, light stands, candle holders etc. |
| <ul style="list-style-type: none">• Project – Bugs. |
| Summary – Illustrative and mixed media project linked to the theme of bugs and their environment. |

Computing

YEAR 7 TOPICS

- eSafety
- Binary and logic
- Making games with Scratch
- We bought a zoo! - modelling, image editing, communication
- Micro:Bits - programming
- Save the Amazon Rainforest – multimedia communication
- Image Editing

YEAR 8 TOPICS

- Magazine publishing
- Algorithms
- Introduction to Python
- Digital animation
- Rhymes & chimes (video and audio editing)
- Controversial topic – research and communication
- Web design

YEAR 9 TOPICS

- Hardware and software
- Digital photography
- Python programming
- Wouldn't It Be Great? – research and communication
- Grand Designs
- Media project

DESIGN AND TECHNOLOGY

All the projects covered in Key Stage 3 are designed to cover the requirements set out in the National Curriculum. The projects in each year build upon the skills acquired and become progressively more challenging over the years.

YEAR 7 TOPICS

- Mirror project
- Electronic Card
- Door sign
- Key Fob
- Tea Light

YEAR 8 TOPICS

- Motorised car
- PIC Money Box
- Mobile phone holder

YEAR 9 TOPICS

- PIC Amplifier project
- Bird feeder

DRAMA

YEAR 7 TOPICS

- Mime
- An introduction to improvisation
- Centre of the circle improvisation
- Whole group spontaneous improvisation
- SEAL cross-curricular project: Creating and exploring a scenario involving a victim of bullying
- Whole Group Drama: Island Drama

YEAR 8 TOPICS

- Paired improvisation
- Accepting Project - resulting in the creation of a whole group film set in the Wild West
- Script writing project
- Whole group Drama: The Mafia Drama
- Group planned whole group Drama

YEAR 9 TOPICS

- Advanced paired improvisation exploring subject matters such as; peer pressure, gangs and running away from home.
- Planning and developing their own devised scenes in pairs exploring a key theme of their choice.
- Developing a short scene in a small group aiming to structure it successfully to build tension & build to a climax. There will be a focus on developing performance skills.
- Risk-taking lessons resulting in a short performance/film made by each group.
- Group planned whole group Drama/Whole Group Drama: The Alien Drama/Whole group Drama: The Whistle Drama (Totalitarian Society)
- The Last Resort: Practical exploration of a script

ENGLISH

YEAR 7 TOPICS

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| <p>The World Around Us We will study the text: <i>The Breadwinner</i>. We will begin by looking at the term 'identity'; this will then develop into a more focused study of the novel. We will learn how to show empathy in our writing, how to infer and deduce from both images and texts and we will learn about cultural and ethical issues that are presented in the book. Throughout this scheme, we will look at a range of non-fiction texts in order to develop our understanding of the wider world.</p> | <p>Victorian Voices This unit will cover a wide range of Victorian Literature. We will study a range of Victorian literature from the realistic and gothic genres. We will study a range of literature from authors from the Victorian era, including: Charles Dickens' <i>Oliver Twist</i> and <i>Nicholas Nickleby</i>; Charlotte Bronte's <i>Jane Eyre</i>; Edgar Allan Poe's <i>The Tell Tale Heart</i>; and a selection of poetry. We will develop our reading skills by analysing key features of the gothic genre and use these to inspire our own writing.</p> | <p>Romeo and Juliet We will study the play <i>Romeo and Juliet</i> with our main focus being family and relationships. We will look closely at a range of characters, analysing how Shakespeare uses language to create effects. We will develop an understanding of the social, historical context of the play and create innovative writing pieces inspired by key themes.</p> |

YEAR 8 TOPICS

| Autumn Term | Spring Term | Summer Term |
|---|--|---|
| <p>Monsters: We will cover a range of extracts including: <i>Beowulf</i>, <i>Dracula</i>, <i>Jekyll and Hyde</i>, <i>Harry Potter</i> and many more! We will learn how to analyse the structure of the text as well as the language and how to compare extracts. In writing, we will focus on how to build suspense and tension. We will work on how sentence types, paragraphing, vocabulary and punctuation can add to the overall effect of our work.</p> | <p>Exploring Experiences: We will explore how writers present real-life experiences in a range of non-fiction texts from the 19th Century to the present day. We will develop our analytical writing skills as we approach a range of poetry, covering topics such as isolation, childhood and conflict. In addition to this, we will also develop our original writing skills, producing our own persuasive and informative pieces.</p> | <p>It's a Mystery: The key texts that we will study are: Arthur Conan Doyle's short story '<i>The Speckled Band</i>' and Browning's '<i>The Laboratory</i>'. We will look at the mystery genre and will be given an insight into the Victorian time period. We will also look into how Sherlock has been interpreted over time from the traditional adaptations to the more modern ones.</p> |

YEAR 9 TOPICS

| Autumn Term | Spring Term | Summer Term |
|---|---|---|
| <p>Issues: In this challenging scheme of work, we will focus on issues of inequality as well as exploring moral debate. We will read and respond to a range of non-fiction and poetry texts as well as the texts from the short story genre. You will be given opportunities to develop your own opinions and responses, and will learn how to write from the perspective of a character to show empathy, as well as learning how to create powerful speeches.</p> | <p>An Introduction to GCSE: We will look at a range of literary and non-fiction extracts and focus closely on the skills necessary to be successful at GCSE. We will look at example question papers to gain an understanding of the structure of the course, rehearse working under strict time conditions and learn how to structure our responses in order to achieve the highest mark possible. Work completed here will provide essential revision notes needed for the exam.</p> | <p>Shakespeare for GCSE We will begin to study for the GCSE exam!!!! We will look at the play <i>Macbeth</i> that is needed for Literature, paper 1, section A. We will study key themes and characters and apply our knowledge and understanding to specific exam questions. Work completed here will provide essential revision notes needed for the exam.</p> |

FRENCH

YEAR 7 TOPICS

- Term 1- **My World** - Phonics, Greetings, Personal Details, Survival Kit, Countries and nationalities, saying where I live, Alphabet and Spelling Bee competition, Bayeux Tapestry, Christmas in France.
- Term 2- **Family and Friends**- Descriptions, Family and Pets, Mardi Gras
School- likes and dislikes, opinions and reasons, clothing and uniform, comparing different schools
- Term 3- **Free time** - Sports and hobbies, weekend plans, weather
Where I live - house and home, situation, places in town, buying and selling a house (descriptions)

YEAR 8 TOPICS

- Term 1- **T'es branché?**- Consolidation of basic personal details and likes/dislikes, TV, cinema, reading, freetime activities, Getting to know Paris.
- Term 2- **Ma Vie**- New Year Resolutions, Daily routine, Meals & Food preferences, Parts of the body, talking about illness, healthy eating and lifestyle.
- Term 3- **Les vacances**- Talking about holiday preferences, finding out about holiday destinations in France.

YEAR 9 TOPICS

- Term 1- **Leisure**- Music and Holidays - Describing a holiday in all three tenses, talking about music preferences and types of music, giving opinions and reasons.
- Term 2- **Leisure** - TV and Film- Talking about TV and Film preferences, describing a film/TV programme
Jobs and Careers- Describing my dream job
- Term 3- **My Life**- Self-portrait project and les chorists
GCSE preparation- Unit 1- Family and Relationships.

During Year 9 pupils in sets 3-5 will complete the FCSE qualification in French. This consists of creating a portfolio of listening, reading, speaking and writing assessments throughout the year which is then submitted and accredited by AQA exam board. Pupils work is accredited at either Pass, Merit or Distinction which is roughly equivalent to National Curriculum Levels 4-6.

GEOGRAPHY

Overview:

In KS3, Geography students will focus on a range of key concepts: Place, space, scale, interdependence, physical and human interactions, cultural understanding and diversity. These will be taught through a number of human and physical topics with an assessment occurring for each topic across the academic year. In Y9, students will sit a 'mid-year' assessment that covers a number of topics.

YEAR 7 TOPICS

- Term 1: 'Weather and climate' and 'Africa'
- Term 2: 'Local actions, global effects' and 'map skills'
- Term 3: 'Settlement' and 'coasts and weathering'

YEAR 8 TOPICS

- Term 1: 'Globalisation and China' and 'rivers and flooding'
- Term 2: 'Settlement and crime' and 'glaciation'
- Term 3: 'Population' and 'Ecosystems'

YEAR 9 TOPICS

- Term 1: 'Tectonics' and 'development'
- Term 2: 'Weather hazards' and 'China'
- Term 3: 'Tourism in LICs'

GERMAN

YEAR 7 TOPICS

- Term 1- **My World and German speaking world:**
Personal details, Countries, Describing Places, Geographical features, Animals, Family, Physical Description, Grammar survival kit, Christmas.
- Term 2- **School:**
Subjects, Likes & Dislikes, Reasons, Preferences, School Day, Time & Timetables, Comparisons of different schools
Free-time: Sports, Hobbies, Keeping Fit, Plans for the summer/weekend, daily routine
- Term 3- **Free-time (cont):**
Sports, Hobbies, Keeping Fit, Plans for the summer/weekend, daily routine
Where I live: house, home, places in town facilities, saying what you can do, selling a house

YEAR 8 TOPICS

- Term 1 - **My World and German speaking world:**
Comparing people, Describing Freetime, Likes & Dislikes
Holidays: Christmas & other festivals, holiday preferences, describing past holiday experiences
- Term 2 - **Healthy Living:**
Food & Drink, Diet, Comparing typical dishes, how to lead a healthy life, describing a meal out
- Term 3- **Town :**
pros and cons of living somewhere, environmental issues, sustainability, comparing TL town to own town

YEAR 9 TOPICS

- Term 1- **Wider World/Holidays:** News articles, Describing holidays in past and future
Media & Entertainment: Freetime, Media – new technology, internet, Music
- Term 2- **Media & Entertainment** Describing TV, Film
My Lifestyle :Jobs, dreams, ambitions
- Term 3- GCSE course preparation : Unit 1 - Family and Relationships

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Food and Nutrition and DT Textiles

Key Stage 3 Design and Technology textiles and food is designed to challenge pupils of all abilities to develop critical thinking skills and become independent through designing, making and evaluating.

In years 7, 8 and 9 all pupils spend half the year on food and the other half in textiles technology.

YEAR 7 TOPICS

FOOD

- Basic cooking and food handling
- Safety and Hygiene
- Design and make task

Pupils will make:

- Fruit salad
- Apple crumble
- Cereal bar
- Cheese straws
- Pasta bake
- Eve's pudding

TEXTILES

- Mobile phone pouch
- Door stop

YEAR 8 TOPICS

FOOD

- Healthy Eating
- Eat well plate
- Government guidelines

Pupils will make:

- Pizza
- Stir fry
- Carrot cake
- Macaroni cheese
- Marble tray bake
- Spaghetti bolognaise

TEXTILES

- Printed draw string bag
- Soft toy

YEAR 9 TOPICS

FOOD

- Nutrition and health relating to life stage / factors

Pupils will make:

- Rolly polly bread
- Chilled dessert – cheese cake
- Shepherds pie
- Chicken curry
- Brownies

TEXTILES

- Phone cushion
- Product in a tin

HISTORY

YEAR 7 TOPICS

- Pre 1066 study unit: Sutton Hoo.
- “Was one kind of England annihilated and another set up in its place” when William conquered?
- Were people’s lives all ‘muck and misery’? An investigation into everyday life in the Middle Ages and the Black Death
- Middle Ages in China in 1300?
- Could Medieval Kings always do as they wanted? Thomas Beckett and King John
- How accurate are everyday statements about the Crusades?

YEAR 8 TOPICS

- Did life get better for ordinary people between 1500 and 1750?
- How have the Tudors been interpreted?
- "How useful is the film 'Pirates of the Caribbean' to historians investigating the 'Golden Age' of Piracy?
- Spanish Empire – Aztecs
- Why was the Spanish Armada defeated?
- Why was the "world turned upside down in 1642?
- Migration: is this ‘our island story’?
- How did the Industrial Revolution change Yarm?
- Is Thomas Clarkson a forgotten hero? -slavery
- Civil Rights

YEAR 9 TOPICS

- Big Picture: What can the Olympics tell us about the Twentieth Century?
- Why did Women get the Vote?
- Why was the First World War so significant?
- How similar were Hitler and Stalin
- Impact of the Second World War on civilians?
- Why do we need to remember the Holocaust?
- Mandela or money: Why did Apartheid in South Africa end?
- Post 1945: Afghanistan and Iraq

MATHS

YEAR 7 TOPICS

Term 1

Long multiplication/Division, Decimal calculations, Negative Numbers, Rounding, Estimation, BIDMAS, Area and Perimeter of 2D shapes, 3D shapes, Volume of cubes, surface area of cubes, Number sequences, Pattern sequences, Averages, Frequency Tables, Fractions.

Term 2

Simplifying expressions, substitution, solving equations, Missing Angles, Collecting Data, Interpreting Graphs and Charts – Frequency Polygons, Bar Charts, Percentages, Equations of Straight Lines, Measures, Constructions, Nets.

Term 3

Ratio, Pythagoras' Theorem, Square and Triangular Numbers, Transformations, Functional Skills Number Problems, Square and Triangular numbers, Indices, HCF & LCM, Questionnaires, Probability.

YEAR 8 TOPICS

Term 1

Sequences (Inc. quadratic), Multiply/Divide Decimals by Decimals, Standard Form, Significant Figures, Constructions (Inc. Bisectors), Angles (Inc. Parallel Lines), Area of a Trapezium, Volume of Prisms, Surface Area of Prisms, Area & Circumference of Circles, Equations of Straight Lines, Averages from Frequency Tables.

Term 2

Fraction Calculations, Percentages (Inc. Increase/Decrease), Ratio in parts, Unitary Proportion, Mutually Exclusive Probability, Venn Diagrams, Experimental Probability, Solving Equations (Inc. Variables on both sides), Writing formula and equations.

Term 3

Expanding and Factorising, Data Representation and Interpretation (scatter diagrams, conversion graphs, distance time graphs), Trigonometry finding sides, Solving problems (functional), Rotations, Scale drawings.

YEAR 9 TOPICS

Term 1

Expanding and Factorising (Inc. Quadratics), Tree Diagrams (Inc. Conditional), Speed Calculations, SDT graphs, Density Calculations, Transformations (Extended), Similarity, Drawing Graphs (Inc. Quadratic and Cubic), Angles (Inc. Polygons), Circle Theorems, Bearings, Simultaneous Equations.

Term 2

Ratio, Proportions (Inc. Best Buy), Trigonometry (Inc. Missing Angles), Trigonometric exact values, Sequences (Inc. Quadratic & Geometric), Venn Diagrams & Set Notation, Equations of parallel lines. Drawing Inequalities, Loci, Congruence.

Term 3

Solve equations (Inc. Quadratics), Transposition of Formulae, Reverse Percentages, Simple & Compound Interest, Cumulative Frequency, Time Series Graphs, Volume & Surface Area of Cylinders, Bounds, Beginning of GCSE curriculum.

MUSIC

YEAR 7 TOPICS: MUSIC AND THE NATURAL WORLD

- We study pieces that fit the theme Music and Animals - Peter and the Wolf, The Carnival of the Animals, Flight of the Bumblebee
- We study pieces that fit the theme Music and Space - the Planet Suite
- Pupils learn to play the keyboard through pieces that fit to the above themes
- Pupils learn to compose at the keyboard through pieces that fit to the above themes
- Pupils learn to compose using Sibelius Software using prescriptive composition tasks plus creative composition pieces that fit the above theme
- On rotation pupils engage in instrumental study on orchestral instruments and/or voice through the use of additional staffing.
- Pupils develop their composition skills, in particular the use of melodic devices such as sequence, call and response, and structured melodic writing as well as a good understanding of rhythm.
- There is a strong focus on literacy, especially subject specific vocabulary
- All pupils perform their music to the class.

YEAR 8 TOPICS: MUSIC THAT TELLS STORIES

- We study a variety of pieces that are programmatic
- We study film music and how music works in the modern world of multi-media
- Pupils learn how to perform and compose thematic music that reflects different characters including the topic heroes and villains
- Pupils compose using Sibelius Software to existing film clips from famous Hollywood movies
- Pupils engage in a highly create task entitled The Magic Door where they use keyboard skills and Sibelius Software as well as creative writing to describe what lies 'beyond the magic door'
- Pupils develop their composition skills, in particular use of melodic sequence, use of harmony within major and minor keys, and the structuring of pieces.
- All pupils perform their music to the class.

YEAR 9 TOPICS: DEVELOPING PASTICHE COMPOSITION SKILLS/VOCAL SKILLS

- We study a variety of pieces from the broad history of music, including Bach and Mozart.
- All pupils learn about chords and broken chord patterns and how to perform these at the keyboard in a variety of styles, including John Lennon, Coldplay, and Beethoven.
- Pupils develop their skills at writing pieces using pastiche techniques such as broken chord patterns or two part melody writing.
- Pupils develop a sense of the history of music and listen to and study the techniques of some of the great composers and great pieces of music.
- All pupils perform their music to the class.

PE

The aim of key stage 3 physical education is to offer the students access to a wide range of activities in order to develop the knowledge, skills and understanding to participate in PE, extra-curricular and community clubs. The focus is placed on developing skills, evaluating performance, applying techniques, improving physical and mental capacity and a knowledge of how to achieve a healthy lifestyle.

YEAR 7 TOPICS

- **GIRLS-** Hockey, Netball, Football, Volleyball, Dance, X-Country, Gymnastics, Athletics, Cricket, Tennis, Rounders
- **Boys-** Rugby, Hockey, Dance, X-Country, Gymnastics, Basketball, Football, Fitness, Athletics, Tennis, Cricket, Softball

YEAR 8 TOPICS

- **Girls-** Hockey, Gymnastics, Tag Rugby, Netball, Fitness, Volleyball, Athletics, Cricket, Tennis, Rounders
- **Boys-** Football, Rugby, Fitness, X-Country, Hockey, Badminton, Basketball, Athletics, Cricket, Tennis, Softball

YEAR 9 TOPICS

- **Girls-** Hockey, Netball, Fitness, Tag Rugby, X-Country, Badminton, Orienteering, Athletics, Cricket, Tennis, Rounders
- **Boys-** Football, Rugby, Fitness, X-Country, Volleyball, Badminton, Table Tennis, Athletics, Tennis, Cricket, Softball

RELIGIOUS STUDIES

The aim of key stage 3 religious education is to develop key skills and knowledge that can be applied to GCSE, which students begin in Year 9. The focus is placed on developing skills, promoting understanding of key terminology and application to exam skills. It also provides a basic groundwork for discussion surrounding controversial issues as well as develop the key qualities that are necessary in a diverse community.

YEAR 7 TOPICS

- What makes us human
- Study of religion in depth (Christianity)
- Problem of evil and suffering
- Study of religion in depth (Hinduism)

YEAR 8 TOPICS

- The Life of Jesus
- Religion and Popular Culture
- Study of religion in depth (Islam)
- Religion and Moral Issues

YEAR 9 TOPICS (GCSE)

- Christian Beliefs and Teachings (*trinity, creation, incarnation, last days of Jesus life, sin and salvation, problem of evil and suffering*)
- Christian Attitudes to Marriage and the Family (*marriage, cohabitation, contraception, sexual relationships, divorce, homosexuality, gender roles and prejudice*)
- Christian Practices (*prayer and worship, sacraments, Christian festivals, pilgrimage, charity*)

SCIENCE

KS3 Science follows an in house scheme of work which is linked to the “Smart Science ” published resource.

Each topic is approximately 10 lessons long and includes a longer literacy/ How Science Works task.

YEAR 7 TOPICS

- Diet and Health
- Reproduction and Growth
- Genetics and Evolution
- Particles
- Atoms, elements and compounds
- Reactions
- Energy
- Electricity and magnetism
- Waves

YEAR 8 TOPICS

- Photosynthesis, respiration and circulation
- Living systems
- Ecosystems
- Acids and alkalis
- Materials
- Earth and atmosphere
- Forces
- Space
- Levers

YEAR 9 TOPICS

Content is taught through the transferable skills of

- Thinking Scientifically
- Working critically with evidence
- Investigative skills
- Communicating in Science
- Maths in Science