

Hillcrest School and Sixth Form Centre

Key Stage 3 Programme of Study



Revised September 2016

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Key Stage 3: The National Curriculum

All students follow the statutory National Curriculum, with many additional curriculum enrichment opportunities being met by our school curriculum. Over a two-week timetable, students follow courses with the following number of learning hours:

Year 7

English 7, Mathematics 7, Science 6, French 5, Design & Technology 4, Religious Education 3, Geography 3, History 3, Physical Education 3, Performing Arts (Dance and Drama) 3, Music 2, Art 2, ICT 2.

Year 8

English 7, Mathematics 8, Science 6, French 5, Design & Technology 4, Religious Education 3, Geography 3, History 3, Physical Education 3, Performing Arts (Dance and Drama) 2, Music 2, Art 2, ICT 2.

All students in Key Stage 3 also follow the Accelerated Reader programme, encouraging students to make rapid progress in the complexity of the reading materials they encounter. Students also experience whole-day learning experiences covering Personal and Social Development (PSD) and regular opportunities for Information, Advice and Guidance (IAG) for Careers and Lifelong Learning.

Please find below detailed descriptions of each subject area and its coverage across Key Stage 3 (information about Key Stage 4 courses is available on the website and in the *KS4 Pathways* booklet).

For further information regarding our curriculum, please contact Mr Sam Abbotts – Deputy Headteacher
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Students follow a programme of study which builds upon key skills and concepts and formal elements to enable them to progress and prepare them for further study at Key Stage 4 and 5. Students are taught how to record from first hand sources and other sources. They work in a range of 2D and 3D techniques and painting; The work; builds on and expands skills each year which is aimed to challenge the students and develop confidence and proficiency.

Demonstrations and the use of exemplar material are used to inspire and inform students. The projects are linked to the investigation and analysis of the work of artists, designers and craftspeople. There are high expectations on the quality of work produced whether it is expressive or descriptive and the work of students is displayed extensively around the department and school.

<p>Year 7 Autumn Term 1</p>	<p>Students are taught how to record from real objects, looking at the formal elements of proportion and how to create form. They complete a baseline test to determine their current level in Art on entry as the range of experience of art varies considerably. Students investigate and create ideas for a piece of work on a theme to produce a composition exploring proportion, scale and depth. They investigate the work of artist and experiment with painting techniques. Students: discuss and Identify key characteristics of artists from different times and styles including the use of painting techniques by Abstract to inform their ideas and work artists, using appropriate technical language. Unit of Work: Art- Toy fish and Tropical Fish painting</p>
<p>Year 7 Spring Term 2</p>	<p>Students investigate how stories are told in different forms and formats in different times and cultures to record events, messages and educate. Students will learn how to record movement using figures and objects. They create a story board page in mixed media with the purpose of recording an event. Students learn about portrait and the proportions of the face from different view and draw a Buddha head statue and work in mixed media. Unit of Work: DESIGN Story board Narrative</p>
<p>Year 7 Summer Term 3</p>	<p>Students investigate how the shapes and beauty of nature has influenced art craft and design Students record natural forms using oil pastel, chalks and crayon to record structures, shape, texture and inform the development of building a willow structure. Unit of work CRAFT 3D Willow large scale team working based on natural form</p>
<p>Year 8 Autumn Term 1</p>	<p>Students: To increase their proficiency in painting; building on Year 7 colour theory and painting techniques to mix an extended palette of pure colour, tints tones and shades. The work includes perspective form, texture, scale and aerial perspective. Students: investigate and analyse landscape painting from different genres and cultures to inspire and inform their ideas. Unit of Work: ART Landscape- Lavender field at sunset</p>
<p>Year 8 Spring Term 2</p>	<p>Unit of Work: DESIGN Movement</p>
<p>Year 8 Summer Term 3</p>	<p>Unit of Work: CRAFT My World/ personal Identity</p>

Students follow an enriching, balanced curriculum at Key Stage 3, which is rooted in the National Curriculum for Computing. We aim to give students a broad education that encourages creativity and equips them with the knowledge and skills to thrive in an increasingly digital world.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put his knowledge to use through programming. Building on this knowledge and understanding pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use and express themselves and develop their ideas through information and communication technology. Computational thinking is core to the program, it allows student to tackle problems, to break them down into solvable chunks and devise algorithms to solve them.

Year 7 Autumn Term 1	Students will be introduced to the school network and online learning packages. They will be able to explain how a network works, its advantages and disadvantages. Students will understand how computer networks can provide multiple services, such as the world wide web and how computer networks provide opportunities for communication. They will learn to organise and save their work using appropriate directory structures. Students will understand a range of ways to use technology safely, respectfully, responsibly and learn how to report concerns about online behaviour. Baseline testing will be completed to assess prior knowledge of the computing curriculum.
Year 7 Spring Term 2	Students will be required to understand the hardware and software that make up computer systems, and how they communicate with one another and with other systems. They will understand how numbers can be represented in binary and be able to carry out simple operations on binary numbers.
Year 7 Summer Term 3	Using a visual programming language students will investigate the concepts of computational thinking, they will recognise that algorithms are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. They will debug simple programs and use logical reasoning to predict the behaviour of simple programs.
Year 8 Autumn Term 1	Students will be required to understand how instructions are stored and executed within a computer system. They will investigate ways to use technology safely, respectfully, responsibly and securely including protecting their online identify and privacy; recognise appropriate content, contact and conduct and know how to report concerns.
Year 8 Spring Term 2	Students will learn how to use a second textual programming language to solve a computational problem; they will make appropriate use of data structures and understand simple Boolean logic and its uses in programming. Students will be encouraged to create, re-use and re-purpose digital artefacts for a given audience with attention to trustworthiness, design and usability.
Year 8 Summer Term 3	Using a textual programming language, students will write programs that accomplish specific goals, they will use repetition in programs and use logical reasoning to detect and correct errors in programs. They will undertake a simulated project whereby they will be asked to design, implement, test and evaluate a program for a specific user. Problem solving skills, a keen eye for detail and the ability to work methodically documenting development are key to success.

Students follow a programme of study which builds skills to enable them to undertake further study at Key Stage 4 and 5. Not only do students study a range of styles in Dance but also develop both physical and interpretive skills to enrich their performance in Dance and across other curriculum areas. Students learn through a cycle of “creating, performing and appreciating”. Over the three years it is hoped that students will develop sound technique that can be applied to a range of styles and develop an extensive movement vocabulary that becomes increasingly more complex. Students will experience a broad range of dance styles and develop a wide range of performance skills and apply them. Students will learn to appreciate Dance in a range of contexts and be able to critically unpick key aspects of dance composition. Through this they will develop their ability to create motifs, extended phrases and complete dances through a range of choreographic tasks.

<p>Year7 Autumn Term 1</p>	<p>Unit of Work: Introduction to Dance</p> <p>Explore the 5 basic dance actions and how they are applied to a dance. Understand and apply motif development. Apply a basic knowledge of relationships. Develop use of pathways and use of space. They are able to warm the body up by using the three sections of a dance warm up and have knowledge of a healthy body.</p> <p>Perform movement phrases with clarity, control and fluency. Perform movements in isolation with accuracy and control. Perform with dynamic contrast. Develop a sense of musicality and be able to count simple rhythmic patterns. Develop use of focus and projection. Develop a sense of spatial awareness.</p>
<p>Year 7 Spring Term 2</p>	<p>Unit of Work: Popular Styles of the 1900’s (Lindy Hop)</p> <p>Students will have gained knowledge and understanding of:</p> <ul style="list-style-type: none"> • Being safe in the dance space. • How historical events have had an impact on dance and music. • Know basic dance actions, typical to each genre of dance and how to combine these to create a sequence of movement. • How to work with a partner and communicate ideas using talking and listening skills. <p>How to evaluate and adapt individual and peer work to improve performance.</p>
<p>Year7 Summer Term 3</p>	<p>Unit of Work: Still Life at The Penguin Café (Professional Dance Study)</p> <p>Students: Identify key characteristics of given characters. Use appropriate technical language when appreciating dance works. Identify strengths and weaknesses in their own work and that of others. Identify key stylistic features in a range styles. Analyse a professional work, making simple comparisons with their own work. Analyse a professional work focussing on actions, space, dynamics, relationships and aural setting.</p>
<p>Year8 Autumn Term 1</p>	<p>Unit of Work: Street Dance</p> <p>Develop movement material that is reflective of the dance idea and shows emotive qualities. Explore the idea of <i>tableaux</i>. Use everyday actions to translate into movement. Use a selected style to create movement phrases. Develop movement phrases that explore the use of canon and unison for dramatic impact.</p> <p>Students: Perform with facial expression that reflects the dance idea. Develop rhythmical accuracy in more complex rhythms. Develop control and accuracy in pair work. Perform a variety of styles with awareness of specific stylistic qualities. Perform with clear dynamic contrast. Develop accuracy in movement execution through good alignment. Understand the need for safe practice.</p>
<p>Year 8 Spring Term 2</p>	<p>Unit of Work: Contact Work</p> <p>To acquire knowledge and understanding of the technical principles involved in taking a partner’s weight through demonstration and participation.</p> <p>To use choreographic devices and ways of developing movement ideas with view to improving performance.</p> <p>To perform fairly complex methods of contact with a partner and movement patterns, showing consistency, fluency and control.</p> <p>To understand how evaluation can improve performance.</p>
<p>Year8 Summer Term 3</p>	<p>Unit of Work: Professional Dance Study (Swansong)</p> <ul style="list-style-type: none"> • Create a trio dance routine using the basic dance actions. • Know varied dynamics and use these within their practical work. • Have a basic contextual understanding of what ‘Swansong’ is about. • Be able to use ‘Swansong’ to stimulate creative ideas. • Perform basic lifts and balances demonstrating trust and control. • Give and receive constructive feedback to improve performance. <p>Perform dances that demonstrate an understanding of the Components of Dance</p>

Subject: Design and Technology Key Stage 3 Programme of Study

Design and Technology is an inspiring, rigorous and practical subject. Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They follow a rotational learning programme following Cooking and Nutrition, Resistant Materials and Textiles.

Students follow the Design and Technology National Curriculum 2014. Our curriculum supports their transition from Key Stage 2 and develops the knowledge and skills required for the GCSE courses offered at KS4 in all areas of Design Technology.

Design Technology KS3 Overview. Every student will work in all Design and Technology material areas each year.			
Year 7	7 Food <ul style="list-style-type: none"> • Cooking and Nutrition • Design and Make Task :Healthy Pizza 	7 Resistant Materials <ul style="list-style-type: none"> • Design and Make Tasks :Desk Tidy and Mechanical Toy • CAD CAM Laser Key ring 	7 Textiles <ul style="list-style-type: none"> • Design and Make Task : Embellished cushion/product
Year 8	8 Food <ul style="list-style-type: none"> • Cooking and Nutrition • Design and Make Task :Healthy School Meal Products • Sustainability 	8 Resistant Materials <ul style="list-style-type: none"> • Design and Make Task :Jewellery Box • CAD CAM Laser lid • Photograph frame 	8 Textiles <ul style="list-style-type: none"> • Design and Make Task : Seasonal Wall Hanging • Professional Study – Fashion Textiles /Designers



Students follow a programme of study which enables them to pursue Drama at Key Stages 4 and 5.

The Department of Drama strives to stimulate the imagination of our students; to motivate them to understand their strengths and weaknesses, and to encourage self-confidence and clarity in life goals. We work to enfold our students into, and instill in them a respect for the theatre, entertainment, and the arts, in order to be able to react and engage in contemporary society. We help our students develop an ability to communicate on the page and on their feet, verbally and physically. We teach them the importance of responsibility for themselves and for the community; that theatre imitates life and thus helps them to gain a better understanding of the world in which we live.

Year7 Autumn Term 1	Story Telling: Students experiment with their voices and movement to create and present different characters in performance. They discuss their work and the work of others showing an understanding of different forms and making use of specialist terms eg pantomime, melodrama and shadow puppets.
Year 7 Spring Term 2	Tinsel Truths: Students discuss the themes or issues in the drama and the way they were presented. They choose vocabulary and movement to match the person, place and time required by the story or the situation.
Year7 Summer Term 3	Text: Students communicate their work as part of a group and learn lines. They share different functions needed to present the play using props, lighting and sound effects, collaborating with others to organise simple presentations.
Year8 Autumn Term 1	Pantomime: Students explore Pantomime. At the end of the project students perform some scenes from Cinderella from a script. They use freeze frame, improvisation, spotlighting, blocking and perform showing a knowledge of stock characters and ability to use technical effects.
Year 8 Spring Term 2	Peer Pressure: Students look at the influence of peer groups and the possible consequences of peer pressure. The performance at the end of the project is about someone who is persuaded to do something wrong. The drama is a mixture of freeze frames and improvisation. Students use thoughts aloud, improvisation, hot seating and sequencing.
Year8 Summer Term 3	Slapstick: Students explore a specific genre. They create a scene in the style of an old silent black and white film, concentrating on physical elements. They apply physical characterisation, still images, mime, stage fighting and proxemics.

Students follow an enriching, balanced curriculum at Key Stage 3, which is rooted in the National Curriculum for English. Our curriculum supports their transition from Key Stage 2 and increasingly develops the examination skills required for the GCSE examinations in GCSE English Language and GCSE English Literature.

We promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, developing their love of literature through widespread reading for enjoyment. The Accelerated Reader programme supports this. Our curriculum for English aims to ensure that all students: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; are able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 7 Autumn Term 1	<p>1a: 'Lowick Festival' – Students explore a wider range of non-fiction texts, focusing on securing the grammar, punctuation and spelling skills students have encountered at Key Stage 2, whilst producing formal writing of their own.</p> <p>1b: 'Modern play' – Students explore modern and contemporary drama in order that they understand the different skills and critical vocabulary required for the further study of play-scripts at GCSE. The unit is assessed via a detailed, critical essay, focusing first on a close reading of an extract of the play, then on the whole play in context.</p>
Year 7 Spring Term 2	<p>2a: 'Literary Heritage Prose' – Students analyse in detail a novel that is appropriate to their level of study. They explore how modern and contemporary novels have developed and how authors create fiction. Assessment is via extended essays modelled on GCSE examination requirements.</p> <p>2b: 'Narrative Writing' – Students engage critically with a range of different styles of narrative writing exploring the plot structures and key language features of this style of writing before they then learn to create their own piece of narrative writing under examination conditions.</p>
Year 7 Summer Term 3	<p>3a: 'Transactional Writing' – Students engage critically with a range of different styles of transactional writing exploring the key structural and language features of articles, informal letters, reports, speeches, reviews and leaflets before they then learn to create their own piece of transactional writing under examination conditions.</p> <p>3b: 'Shakespeare and Romantic/Sonnets' – Building on KS2 study, students are exposed to Shakespearean sonnets as well as Romantic Poetry. Students are then assessed on their ability to analyse and compare unseen poems under examination conditions based upon what they have learned.</p>
Year 8 Autumn Term 1	<p>1a: 'Seminal world literature' – Students explore a novel specifically focusing on how literature emerges from different global cultures and traditions. This informs their increasingly critical analysis of the novel and their critical vocabulary. Assessment focuses on essay-writing skills.</p> <p>1b: 'Narrative Writing' – Students engage critically with a range of different styles of narrative writing exploring the plot structures and key language features of this style of writing before they then learn to create their own piece of narrative writing under examination conditions.</p>
Year 8 Spring Term 2	<p>2a: '20th Century Fiction Reading' – Students engage critically with a range of short fictional extracts exploring explicit and implied meaning as well as analysing language, structure and form. Assessment focuses on comprehension questions to unseen extracts under examination conditions.</p> <p>2b: 'Shakespeare – Macbeth' – Students engage critically with Shakespeare's infamous tragedy in full. They gain insight into Shakespeare's craft and conventions and are assessed by a two-part examination: a close-reading of an extract, then an extended response to the whole play.</p>
Year 8 Summer Term 3	<p>3a: 'Transactional Writing' – Students engage critically with a range of different styles of transactional writing exploring the key structural and language features of articles, informal letters, reports, speeches, reviews and leaflets before they then learn to create their own piece of transactional writing under examination conditions.</p> <p>3b: 'Hillcrest Poetry Anthology' – Students study a wide range of poetry from across the literary landscape and periods, including the specific study of the Romantic poets. Students are then assessed on their ability to analyse and compare unseen poems under examination conditions based upon what they have learned.</p>

All students follow a topic base curriculum based upon engaging topics relevant to students' interests and the world around them. The curriculum is designed to develop the skills in the new KS3 curriculum and to support students in developing an understanding of themselves as part of a global society. We aim to develop strong language skills, the ability to work independently as well as to communicate effectively in a group and of course a love of language learning combined with a positive attitude towards speakers of other languages. Our curriculum supports transition from Key Stage 2 and increasingly develops the examination skills required for the GCSE examination. We also encourage and support speakers of other languages to value those skills and where possible to take early entry GCSEs in their home languages.

We promote high standards by ensuring that students have a strong understanding of grammar and structure to enable them to understand and communicate effectively and independently. There is a strong emphasis on using the foreign language as a means of communication within the classroom and on understanding how to communicate effectively. We strongly believe that learning a foreign language also support students' literacy skills in English, through the development of their understanding of sentence structure, grammar, vocabulary and communication skills and ensure that students are able to transfer these skills to other subjects. In addition fortnightly lessons in IT rooms using ActiveLearn enable students to develop their listening and reading skills independently. Students are assessed regularly throughout the year through a mixture of teacher assessments, classroom based activities and formal assessments in speaking, listening, reading and writing. These assessments increasingly mimic the GCSE style of assessment so that they are fully prepared for GCSE requirements.

Year7 Autumn Term 1	1. Qui suis-je? (Who am I) – Students develop a good understanding of French phonetics and begin to be able to understand and communicate ideas about themselves and others in the world. They understand the basic building blocks of French grammar in order to begin to express themselves confidently and independently. In November they undertake an assessment, the results of which will support us in setting students in ability groups from January.
Year 7 Spring Term 2	2a. 'L'éducation autour du monde (Education around the World) – Students learn about education in other countries, including timetables, subjects, the school day uniform and school rules. They understand more about verb formation and how to express simple opinions and link ideas. They begin to use resources more independently. 2b. Les Jeux Olympiques (The Olympic games) – Students learn about the origins and aims of the Olympics, and Olympic sports. They become more familiar with present tense verb formation, the use of prepositions and time phrases and develop their ability to extend sentences and express opinions.
Year7 Summer Term 3	3a Les Jeux Olympiques – Students consider the lives of athletes and plan a visit to the Olympic games. They learn how to construct longer paragraphs fluently and to use the near future tense. 3b. Une visite en France (A visit to France) – Students learn some of the transactional language which will support the day trip to Boulogne. They learn how to buy food, drink and other items and about places in France.
Year8 Autumn Term 1	1a. Une visite dans l'espace (A visit to space) – Students imagine that they have met an alien on Earth. They learn how to describe him/her, ask questions for an interview and plan a visit to his/her planet. They also learn facts other planets and develop their ability to understand scientific texts in French. 1b. Paris je t'adore (Paris I love you) – students imagine they have been on a visit to Paris. They learn about the city and begin to learn how to use the past tense to describe what they have done, their opinions and travel.
Year 8 Spring Term 2	2a. Paris je t'adore (Paris I love you) 2b. La vie quotidienne (daily life) – The topics here are leisure activities such as TV, the cinema, reading and family relationships. Students reinforce their knowledge of all types of present tenses verbs, personal pronouns and express detailed opinion
Year8 Summer Term 3	3. La mode (Fashion) – Students explore how to describing clothes and discuss their attitudes to fashion. They focus on the use of adjectives, qualifiers and extending opinions. They learn about French fashion designers and in particular the life of Coco Chanel through the film Coco avant Chanel. They begin to use a wider range of perfect tense verbs to describe the life of the designers and learn how to structure their writing

We provide at Hillcrest School a high-quality Geography education which inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our curriculum aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

Our Curriculum for Geography aims to ensure that all pupils: develop contextual knowledge of the location of places, seas and oceans including defining their physical and human characteristics; understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time; acquire geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork experiences that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways including through maps and writing at length.

Year7 Autumn Term 1	<p>1a: 'Are you a good geographical detective?' – Students develop a wide range of geographical skills including grid references, scale, measuring distances using Ordnance Survey maps, contours, GIS and an appreciation of geological timescales.</p> <p>1b: 'From Russia with Love' – This new and exciting topic allows students to understand key human and physical features from within this oil and energy rich country. Within this topic, students will investigate where Russia is located in the world, what it is like, energy issues and the impact of the Sochi Olympics on the local economy.</p>
Year 7 Spring Term 2	<p>2a: 'Extreme Weather and Climate' – Within this topic students will understand the difference between weather and climate. They will become more confident at interpreting charts and maps and will understand how extreme weather events affect people and the environment. Many of the extreme weather events studied are current and students can relate what they've seen in the news to their learning.</p> <p>2b: 'Population Change' – Students will know how the population has changed over the years. Furthermore they will investigate the problems experienced by countries with high birth rates and ageing populations. Within this topic we will focus upon China's controversial one child policy as well as many more. At the end of the unit students will have the opportunity to attempt a past GCSE exam paper based on key aspects of the module. This module is complemented in students' study of population changes during the Industrial Revolution in Year 8 history.</p>
Year7 Summer Term 3	<p>3a: 'Volcanoes, friend or foe?' – In this topic students are given the opportunity to learn about the positive and negative impacts of volcanic eruptions. Students will study named examples of recent eruptions and will consider the likely worldwide impacts of a super volcano. This is an exciting topic which students will enjoy.</p> <p>3b: 'Natural resources and environmental concerns' – In this unit students consider the impact that our exploitation of natural resources is having on our fragile environment. Global warming, oil extraction and fracking are all explored within this topic. Students will investigate renewable energy resources and the extent to which they can meet our future energy needs without having an impact on the environment. Sustainability is the key focus within this module.</p>
Year8 Autumn Term 1	<p>1a: 'Africa, a continent of contrast and diversity' – An exciting topic with investigates the diverse nature of this large continent. Students will develop their understanding of specific countries within Africa with a particular emphasis on the Horn of Africa. Lots of map skills and literacy tasks are incorporated into the lessons within this module.</p> <p>1b: 'Fragile environments' – Students investigate different environments which are threatened by human activity. These include rainforests, deserts and Antarctica. We will also consider the ways in which they can be managed more sustainably in a way which does not compromise the needs of future generations.</p>
Year 8 Spring Term 2	<p>2a: 'China, an emerging superpower' – A country with a rich and varied history, China offers a great insight into another culture that has developed on the other side of the world. The country is so large that the students get to study a wide range of different topics from the 3 gorges dam to industrial development to air pollution.</p> <p>2b: 'Hydrology and floods' – This module is all about rivers. By the end of this unit students will understand how the water cycle works; how rivers shape the land through erosion, deposition and transportation; how waterfalls, gorges, meanders and ox-bow lakes are formed; rivers and us; our water supply; causes and effects of floods; protecting ourselves from floods</p>
Year8 Summer Term 3	<p>3a: 'Drayton Manor fieldwork investigation' – This topic is in the form of a local fieldwork investigation. Students will test the hypothesis that Drayton Manor Theme Park has a good environmental quality. This is a good opportunity for students to develop the skills they need to complete the controlled assessment task at KS4. Students will collect primary data and develop their ability to analyse and evaluate an issue of geographical significance.</p> <p>3b: 'Who is Enrique?' – This topic explores migration. Students will know what causes people to move and the positive and negative impacts of such movements. This complements work completed as part of the year 7 'history of migration' homework project in history.</p>

Year 7 Autumn Term 1	<p>The Norman Conquest – Students study the events leading up to the Battle of Hastings and the measures introduced by William the Conqueror to establish control in England, including the feudal system, the building of castles and the Domesday Book.</p> <p>Medieval Life – What was it like to live in Medieval England? Students explore the influences over everyday life, including monarchy and the church, as well as key events in Medieval England such as the murder of Thomas Becket. The religious themes in this unit complement students’ studies in RE.</p>
Year 7 Spring Term 2	<p>Tudor England – What was it like to be a Tudor? Students will explore power in the Tudor era, with a focus on the relationship between the church and the government. They will also decode the portraits of Elizabeth I and learn what it was like to be an ordinary citizen in Tudor England.</p> <p>The Gunpowder Plot and the Causes of the Civil War - Students will unravel the mystery of events of 5th November 1605 – can we trust the government account of the Gunpowder Plot? Continuing with the relationship between the church and the monarchy, students will study the events that led to the outbreak of the English Civil War.</p>
Year 7 Summer Term 3	<p>Civil War and Commonwealth – Why did the English people kill their King? Students will study the trial and execution of Charles I. Was Oliver Cromwell a hero or a villain? Students will study his actions during the Civil War and its aftermath to answer this question. Why did England’s experiment without a monarchy fail?</p> <p>The Transatlantic Slave Trade – In this in-depth study, students will find out what it was like for people subjected to slavery in the Transatlantic Slave Trade. Students will research influential individuals who fought for the abolition of slavery. Links will be made to examples of slavery across history, including in the modern world.</p>
<p><i>Throughout Year 7, students will complete a homework project about migration to, from and within Britain. This complements students’ study of migration in geography in Year 8.</i></p>	
Year 8 Autumn Term 1	<p>The Industrial Revolution – Why was there such a big change in the way of life between 1750 and 1900? Students will study factory conditions, treatment of poor people, public health and important inventors of the period. Links will be made with the history of Birmingham and the Black Country.</p> <p>The British Empire – this unit will pick up some of the themes from the study of the slave trade at the end of Year 7. Students will have the opportunity to pursue their own research, with the aim of coming to a judgement about the impact that the British Empire had on the world – overall, was it a force for good or evil?</p>
Year 8 Spring Term 2	<p>The growth of democracy – the focus of this study will be the fight for women’s votes in the early 20th century, but students will go back further to the Chartists and the Peterloo Massacre to study how democratic institutions developed in the UK.</p> <p>World War I – Why did the world go to war in 1918? Students will study the causes of the war in depth, as well as looking at life in the trenches and on the home front.</p>
Year 8 Summer Term 3	<p>World War II – Why did the world go to war in 1939? Students will study the causes of WWII from the Treaty of Versailles to the rise of Hitler. Students will also look at life during the war – on the home front as well as the experience of soldiers.</p> <p>Humanitarian disasters – This unit will look at some of the most shocking aspects of world history. Focusing on a few examples and with opportunity for students to pursue their own interests, this will focus on examples of genocide from across history, including the Holocaust, Rwanda and Srebrenica. This links to students’ in-depth study of the Holocaust in RE.</p>

Information, Advice and Guidance is delivered to students through a variety of ways: PSD days, National Careers Week, Form period sessions, individual interviews with an impartial careers advisor and careers talks given by external speakers.

In line with statutory guidelines, all students have access to regular IAG from Year 7 onwards. IAG at Hillcrest aims to help your child to prepare fully for their future studies in Further or Higher Education and for the world of work which includes Apprenticeships. Students in Year 11 are also given the opportunity to complete a two week Work Experience placement and take part in activities promoting National Careers Week. These opportunities give your child a broad view of the careers and vocational training that are on offer at both a regional and at a national level.

Autumn Term 1a	<u>Year 11 and 13 Interviews with Careers Advisor</u> Support given to Year 11 and 13 with applications, personal statements and interviews. Year 11 Assembly about Post-16 Options and the application process for Colleges and Sixth Forms.
Autumn Term 1b	<u>IAG Day (November) (Y11)</u> Skills and Qualities (Y7) Managing Money and an Introduction to post 16 Options as well as mock interviews and creating a C.V. (Y11) Financial planning and exploring local business (Y11) Year 7 Introduction to IAG talks during Form times.
Spring Term 2a	<u>Year 11 Follow-up interviews with Careers Advisor</u> Year 8 Options interviews with the Senior Management Team. Year 8 select their options. Financial planning (Y9 PSD day) Visit to local business, developing links with industry (Y9-10)
Spring Term 2b	<u>National Careers Week (March) Years 7-11</u> External speakers give Careers talks in assemblies.
Summer Term 3a	<u>Parks College group sessions with Careers Advisor</u> <u>Year 10 interviews with Careers Advisor</u> External speakers to give careers talks in assemblies (Years 7-11).
Summer Term 3b	<u>Parks College group sessions with Careers Advisor</u> <u>Year 11 Work Experience fortnight (July) including feedback from placements</u> Preparation for Work Experience (Y10) My Money Week (June) Years 7-11 Form time activities. External speakers to give careers talks (Years 7-11)

Our school careers advisor is in school every Thursday to support your child with their career pathways whether they need support with their Year 9 or Post-16 Options, assistance with completing an application form for a part-time job or information about a particular career, college or university.

In addition to this, all students in Years 7-11 have individual access to the Kudos careers website which they can use during their time at Hillcrest to research information about particular courses and jobs.

Finally, our team of dedicated IAG Form representatives help to support and promote IAG throughout the school. This year, the team will be assisting with the planning of the National Careers Week in March, designing questionnaires for student feedback, creating displays about particular courses or careers, giving feedback about external speakers, putting forward suggestions of materials that can be bought for the OLC, form rooms or display purposes and designing competitions to promote IAG.

Students follow an enriching, balanced curriculum at Key Stage 3, which is rooted in the National Curriculum for Maths. Our curriculum supports their transition from Key Stage 2 and increasingly develops the skills and techniques required for the GCSE examinations in Mathematics.

We promote high standards of numeracy and functional mathematics skills by equipping students with a strong command of their times tables and number bonds, developing their love of mathematics through enriching activities and problem solving. Regular practice of times tables takes place most weeks throughout KS3 and KS4. We believe that our students will then have the skills to solve problems efficiently and effectively, something that GCSE examiners have noted as a common weakness in schools nationally. Students are expected to practise their 'basic skills' at their current working level for homework every week to ensure that nothing gets forgotten when other topics are being studied. Developing students' abilities to solve problems is an integral part of our curriculum.

Our curriculum for Maths aims to ensure that students cover all aspects of the National Curriculum, building on the work that has begun in primary schools and looking forward to the successful use of mathematics in all GCSEs and beyond. They study Number, Algebra, Ratio and Proportion, Geometry, Measures, Probability and Statistics. Lessons are differentiated to enable all students to maximise their progress, focusing on skills that need additional work and moving forward in topics that are strengths. Each year group studies topics in the same order with an initial focus on Numeracy. However, each group in maths focuses on a particular range of grades centred on the students' current working levels. As they progress through years 7-9, they will work at increasing levels of difficulty whilst building on previous knowledge and understanding. We encourage cross-year group and inter-form discussion of homework as part of students' learning skills for life through supporting each other beyond the subject classroom.

KS3 Autumn Term 1	Unit 1 - Calculation skills Unit 2 – Place value Unit 3 – Fractions Unit 4 – Ratio and proportion Unit 5 – Patterns in number Unit 6 – Measuring Unit 7 – Equations and expressions
KS3 Spring Term 2	Unit 8 – Percentages Unit 9 – Probability Unit 10 – Sequences and functions Unit 11 – Perimeter, area and volume Unit 12 – Integers, powers and roots Unit 13 – Statistics
KS3 Summer Term 3	Unit 14 – Integers, powers and roots Unit 15 – Sequences, functions and graphs Unit 16 – Geometry and measures Unit 17 – Transformations Unit 18 – Number Unit 19 – Sequences, equations and graphs Unit 20 - Statistics

Music is part of the Performing Arts Faculty and has 1 large, specialist teaching room and 2 practice rooms. Music is taught to all students in key stage 3 and is offered as a GCSE subject at key stage 4. Enrichment activities are also offered to sixth form students. Students in key stage 3 receive two hour-long lessons of Music per fortnight and GCSE students receive five hour-long lessons per fortnight.

In addition to this, for a termly fee, all students have the opportunity to study an instrument with one of our team of experienced and highly-qualified visiting teachers. Taster sessions are offered to interested students and instruments can be provided by Birmingham Music Service. Tuition is arranged during the school day with every effort made to ensure minimum disruption to lessons. Students receiving lessons are expected to participate in at least one extra-curricular musical activity.

Year 7 Autumn Term 1	<p><u>1 The Inter-related Dimensions of Music – the Building Bricks of Music and Notation.</u> Explore and make connections between the inter-related dimensions of music and notation. Read and write music using a staff. Explore music theory and graphic scores. Students will complete a Base-line assessment, learn a class song and complete a ‘Bumps and Crashes’ composition. Listening and appraising to recognise the different dimensions of music.</p>
Year 7 Spring Term 2	<p><u>2a: Rhythm and Metre – Folk Music and Latin Beat</u> Identify instruments and key features of Andean music. How rhythms, ostinatos and melodies are used in Andean music. The rhythms and harmonies of the Bossa-Nova and the music of Brazil. Villa-Lobos. How syncopated rhythms are used in Latin-American music. Composing an Amazonian scene. Perform, record, assess.</p> <p><u>2b: Structure and Melody – What Makes a Good Song – Folk Songs</u> Exploring song structure and how melody can be used in a song. Perform an original song. British Folk Music. How the Pentatonic, Dorian and Ionian scales are used in Folk Music. The development of Folk Music over Time. Folk Music Accompaniments. Modern arrangements of folk music. Compose a melody for a folk song. Perform, record, assess.</p>
Year 7 Summer Term 3	<p><u>3a: Musical Cliches – Film Music and Darkwood Manor</u> Investigate - ‘What is a musical cliché? Aurally identify musical clichés from a variety of film characters and genres. Composition 1: Soundscapes (setting the scene). Identifying correct terminology, listening activities; Composition 2: ‘Darkwood Manor’- create story, storyboard, identify cliché points. Perform, record, assess.</p> <p><u>3b: Chording About – Reggae and Bob Marley</u> Concept of ‘Chord’, their use and how to construct one; constructing ‘Triads’ and creating chord sequences; linking chords by rearranging the notes using one hand; adding melody to chord sequences; creating chord sequences and melody. Perform, record, Assess. Explore the key features of Reggae; how chords contribute to a song’s texture; the key features of a reggae bass-line; syncopation in reggae bass-lines and riffs; triplet and duplet rhythms in reggae music; Whole class performance of Bob Marley’s ‘Three Little Birds’ using chords, bass-line, riff, vocal patterns and rhythms. Perform, record, assess.</p>
Year 8 Autumn Term 1	<p><u>1a: Making Connections – World Music and Improvisation</u> Exploring Improvisation. Improvising: rhythms of Africa; pentatonic improvisation from China; improvisation in Indian classical music; improvising with the blues; creating own improvisations. Perform, record, assess.</p> <p><u>1b: Music and The Media – Film Music. Impressionism and the Overture</u> Identifying the key elements used in film soundtracks. Composition 1: Genre ‘soundscapes’. Exploring new composing devices and techniques. Composition 2: Create a soundtrack for a 1 minute film clip. Perform clip in ‘real-time.</p>
Year 8 Spring Term 2	<p><u>2a: Music and the Media – Advertising</u> Presentation: The impact of music in advertising. Identifying the features of a good advert. Perform simple ‘jingles’. Composition: Advertising project Video performance and group peer assessment.</p> <p><u>2b: Celebration – Music for Special Occasions</u> Fanfares – harmonic series, major/minor, ostinato, drone, brass, notation. Short composition. Funeral – minor, homophonic, texture, march, ternary. Class performance Weddings – march, major/minor, fanfare Composition: compose for a given brief.</p>
Year 8 Summer Term 3	<p><u>3a: Making Arrangements – Variations/Ground Bass and Cover Songs</u> ‘Frere Jacques’ – identifying ways to vary a melody. Pachelbel’s Canon in D – Ground Bass Variations. Perform ‘Variations on America’. Arrange a popular song. Investigate how a theme can be changed in different ways using variation form; apply variation techniques to own musical compositions; evaluate the effectiveness of variation techniques; investigate how songs can be performed in different styles and arrangements; understand the different parts that are combined in a song performance; explore how music can be altered to create a different style and effect. Perform, record and assess.</p> <p><u>3b: Do It Yourself - Song</u> Identify components for a song: Lyrics, melody, chords, harmonic backing, a capella, solo. Perform a vocal arrangement of ‘Swing Low, Sweet Chariot’. Composition: create an original song with/without accompaniment. Perform, record and assess.</p>

Students receive a high-quality physical education curriculum that inspires all students to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Students follow the national curriculum for Physical Education to ensure that they:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

In Key Stage 3 Physical Education, students build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. In Key Stage 4 Students should tackle complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

<p>Year 7 Autumn Term 1</p>	<p><u>1a: Baseline skills</u> In this unit, students explore many different activities ranging from football, handball, bench ball, indoor athletics and cross country to develop hand eye coordination, basic principles of fitness and explore the importance of warm ups and cool downs.</p> <p><u>1b: Outwitting an opponent - Invasion</u> In this unit students focus on how to use basic principles of attack and defence to plan strategy and tactics for football, netball and bench ball. They work on improving the quality of their skills using various techniques. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.</p>
<p>Year 7 Spring Term 2</p>	<p><u>2a: Accurate Replication</u> In this unit students will demonstrate skills and agilities individually and in combination. The activity students take part in is gymnastics. Students will focus on developing stability when holding their own body position and when supporting a partner. Students incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.</p> <p><u>Outwitting an opponent – Net/Wall</u> Students focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. In net games such as badminton, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students develop their knowledge to accurately score and officiate badminton games.</p> <p><u>2b: Exercising safely and effectively</u> In this unit student learn to accurately replicate specific techniques for a variety of fitness based activities. They carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Students gain an understanding of warm ups, cool downs and health importance through physical tasks. Students also reflect on the benefits that fitness events give to an individual and implications for future life. Students participate in many fitness activities from circuits to aerobics.</p>
<p>Year 7 Summer Term 3</p>	<p><u>3a: Performing at maximum levels</u> In this unit students accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. Students carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, students engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p> <p><u>3b: Problem solving and outdoor adventurous activities</u> In this unit students will focus on developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones. In outdoor and adventurous activities, students develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.</p> <p><u>Outwitting an opponent</u> In this unit students replicate and improve individual technique in batting, bowling and fielding in rounders and tennis. Students work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students begin to accurately score games.</p>

<p>Year 8 Autumn Term 1</p>	<p><u>1a: Outwitting an opponent – Invasion games</u> In activities such as netball, football, handball and basketball and rugby. Students focus on improving and demonstrating consistent technique throughout. Students focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. Students begin to analyse their performances compared to previous ones.</p> <p><u>1b: Outwitting an opponent - Net/wall</u> Students focus on developing their technique to improve their performance in Badminton. Students use a range of ICT to analyse their performance and make suggestions for how they can improve.</p>
<p>Year 8 Spring Term 2</p>	<p><u>2a: Accurate Replication</u> In this unit students demonstrate gymnastic skills and abilities individually and in combination. Students incorporate control, precision and aesthetics into sequences showing creativity. Students evaluate and assess movements to improve sequences.</p> <p><u>2b: Exercising safely and effectively</u>– In this unit students will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Students will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.</p>
<p>Year 8 Summer Term 3</p>	<p><u>3a: Performing at maximum levels</u> In this unit, students begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Students develop their understanding of fitness and its relationship to performance. In athletic activities, students engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.</p> <p><u>3b: Problem solving and outdoor adventurous activities</u> In this unit students continue to develop and use new skills and techniques from year 7 in outdoor and adventurous activities. Students develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.</p> <p><u>Outwitting an opponent:</u> In this unit students focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Students will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should accurately score games & understand rules.</p>

Subject: Personal and Social Development **Key Stage 3 and 4 Programme of Study**

Personal and Social Development (PSD) covers Personal, Social, Health and Economic Education (PSHEE), Sex & Relationships Education (SRE) and Citizenship to both key stage 3 and key stage 4 students. As well as this Work Related Learning and IAG lessons are included to help students consider their potential future careers and the routes they may need to take. These National Curriculum areas are designed to help students understand the issues that could affect them on a personal and professional level in preparation for their adult lives.

Personal and Social Development aims to deliver a balanced curriculum that will help your child to succeed beyond school in matters of health, working with others and their working lives. With such a wide topic area the subject is able to provide students with transferrable skills that can be applied to a range of situations and other subjects within school. Discussion is quite often at the heart of PSD, and this is encouraged by all staff who deliver it. Frequently our students thrive in an environment where they feel they can be heard and solve problems that affect both them and the world which they live in.

PSD is covered across our other subjects within the school as well as the 6 days that are focused on particular subject areas within the curriculum. These are listed below for key stage 3 and 4.

Autumn Term 1a	Year 7: Staying Safe (Hazard Risk Assessments, the dangers of alcohol and smoking, and safety from radicalisation) Year 8: Human Rights and Responsibilities as a global citizen Year 9: NGA Planning (researching and solving issues in the local community) Year 10: Crime and Punishment (Knife crime, youth crime, gang culture and organised crime linked to sexual exploitation / trafficking) Year 11: Fix-It project (career planning and personal target setting)
Autumn Term 1b	Year 7: Cyber-bullying, E-safety and On-line grooming Year 8: Health Day (Sexual health, sexting, contraception, FGM, healthy relationships and honour-violence) Year 9: Protection against different forms of grooming (sexual exploitation, human trafficking and extremist radicalisation) Year 10: Child Sexual Exploitation, Domestic Violence, Abusive teenage relationships, honour violence and Forced Marriage Year 11: IAG (Preparation for work experience, CV writing, Interview techniques, financial management and college applications)
Spring Term 2a	Year 7: Healthy relationships (links to Forced Marriage, Honour-violence and FGM) Year 8: Prevent (focus on dangers of extremist radicalisation and 'Educate Not Hate' project) Year 9: Drugs Awareness Year 10: Human Rights and Responsibilities (links to domestic violence, honour-violence and forced marriage) Year 11: Mental Health issues and support for emotional well-being (linked to forced marriage, drugs and alcohol abuse)
Spring Term 2b	Years 7 and 8: IAG Day (Career planning, exploring women in the workforce and financial planning) Year 9: Loudmouth 'Trust Me' performance (focus on sex and the law, sexting, pornography, sexually transmitted diseases) Year 10: On-line safety (Grooming, digital footprint and body image) Year 11: IAG - Academic Intervention and personal target-setting
Summer Term 3a	Year 7: Friendship and Conflict Resolution (linked to faith, ethnicity, gender, sexual orientation) Year 8: Mental Health Awareness (anxiety, self-harming, eating disorders, different forms of addiction) Year 9: IAG (Financial planning, debt, money management) Year 10: Loudmouth 'Working for Marcus' performance (explores themes of CSE, gang culture, grooming and honour-violence)
Summer Term 3b	Year 7: UK Parliament and the role of the EU / UN Year 8: Loudmouth 'Safe and Sound' performance (focus on abusive relationships, honour-based violence, forced marriage) Year 9: E-Safety and Anti-Social behaviour on-line Year 10: IAG (Planning for work experience and work-related learning)

Hillcrest School has adopted the Birmingham Agreed Syllabus for Religious Studies and has implemented the syllabus through KS3 Religious Studies lessons across three lessons per fortnight.

Students are required to gain knowledge and understanding about religion, to make informed and balanced judgements about religious belief and moral issues, and to apply religious insights to the pupils' own lives.

In Key Stage Three students adopt a thematic approach to studying all six major world religions including topics such Pilgrimage, Inspirational people of faith and Symbols.

The teaching methods used in the department are designed to be as enriching as possible to reflect the diversity and value of living in a multi-cultural society. In addition we take advantage of the many opportunities for linking Religious Studies to other areas of the curriculum such as the study of The Holocaust in Year 9 which compliments the study of World War Two within the History department.

Year 7 Autumn Term	Tribes: Students work in groups creating their own tribal community in order to learn the common elements of the major world religions such as places of worship and religious initiation.
Year 7 Spring Term	Symbols: Students explore and investigate the meaning and importance of symbols across the major world religions such as The Cross, The Star of David and The Five Ks.
Year 7 Summer Term	The Environment: Students investigate the religious response to environmental issues and how these views reflect religious belief such as the story of Creation in Genesis. This complements environmental studies in geography. Hatching, Matching & Dispatching: Students study the major stages in the life of a religious person such as Baptism in Christianity.
Year 8 Autumn Term	Hinduism: Students study various aspects of the Hindu religion including Puja and the Caste system.
Year 8 Spring Term	The life of Jesus: Students complete an in-depth study of Jesus' life and teachings focusing on the events of Holy Week.
Year 8 Summer Term	Muhammad: Students study the impact that the final Prophet Muhammad (pbuh) had on the religion of Islam. Festivals: Students investigate the special occasions celebrated to remember key historical events in the development of the major world religions such as Diwali.

Students follow an enriching, balanced curriculum at Key Stage 3, which is rooted in the National Curriculum for Science. Our curriculum supports their transition from Key Stage 2 and increasingly develops the skills and techniques required for the GCSE examinations in the Sciences. Although Biology, Chemistry and Physics are taught as ‘Science’ at KS3, each discipline is represented equally in our programme of study and effort is made to ensure that pupils understand which of the Sciences they are learning during each topic.

We promote high standards of scientific knowledge, scientific writing and we have many cross-curricular links with Mathematics, Geography, History and Art. Pupils develop the technical vocabulary during KS3 required to fully explain abstract concepts and, simultaneously we develop the practical skills required to conduct meaningful experiments safely. Pupils are assessed through SATs-style texts during every topic and pupils also complete a written assessment to allow pupils to demonstrate their learning and progression at different stages of a topic.

Our curriculum for Science aims to ensure that students cover all aspects of the National Curriculum, building on the work that has begun in primary schools and preparing pupils for further studies of the Sciences at KS4 and KS5. Our condensed, two-year curriculum allows the pupils to maximise their studies during KS4 and increases the possibilities for achieving the understanding required to achieve top grades at A-level.

Year 7	Biology: Cells Structure and function of body systems Reproduction
Year 7	Chemistry: Particles and their behaviour Elements, atoms and compounds Reactions Acids and alkalis
Year 7	Physics: Forces Sound Light Space
Year 8	Biology: Health and Lifestyle Ecosystem processes Adaption and inheritance
Year 8	Chemistry: The Periodic table Separation techniques Metals and acids The Earth
Year 8	Physics: Electricity and magnetism Energy Motion and pressure