

Art

Term	Content	Assessment
1&2	A year of colour...Paintings and Collages looking at artists Matisse, Delaunay and Peyton. Studies include, colour painting, portraits, drawing with scissors.	Process through whole project as evidenced in the art journals and outcome.
3&4	Colourful Clay – natural forms tiles looking at Kate Malone, skills include moulding, scratch and slipping, colour slip painting. Independent art exam based on the theme of colour. Independent Research on different artists, using different materials, developing an idea and a final outcome.	Process through whole project as evidenced in the art journals and outcome.
5&6	Masks – Cultural Notting Hill Carnival. Looking at Laura McKellar or making plaster masks.	Process through whole project as evidenced in the art journals and outcome.

Dance

Term	Content	Assessment
1	What is Dance? Students learn about the fundamental skills of dance choreography (5 basic actions); jump, turn, travel, gesture, stillness. Adding their own choreography using the 5 basic actions.	Performance in pairs and on-going tasks and homework: choreography and performance
2	Motif development inspired by graffiti: Students develop a motif using choreographic devices of speed, fragmentation, dynamics and space, drawing on devices from graffiti art.	Solo performance; performance, choreography, appreciation.
3	Contrasting dynamics through Swan Lake Students learn how to choreograph and perform using contrasting dynamics.	On-going assessment and end of unit performance in duets: performance, choreography, appreciation.
4	Hairspray – use of relationship devices: Students learn how to perform with a partner, as well as how to develop movement using relationship devices.	On-going assessment and end of unit performance in pairs; performance, choreography, appreciation.

5 & 6	Swansong by Christopher Bruce: Students analyse professional dance work 'Swansong' and learn how to communicate a theme. Exploring ideas of interrogation.	On-going assessment and end of unit performance in trios: performance, choreography, appreciation
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Design & Technology

Term 1-6	Assessment
3 rotations of: Shop Fronts (Graphics); Electronic Money Boxes (Product Design & Electronics); Fabric Pencil Cases (Textiles) Rules and Routines in the Food Room, Basic Principles of Nutrition. (Food and Nutrition)	NC numbers are given for skills (Design and Explore, Plan and Make and Evaluate) through each of the 3 project rotations in the year. An overall final NC project number is given at the end of each project. There is an end of year exam testing technical knowledge gained across all the subject specialisms

Drama

Term	Content	Assessment
1	<p>Introduction to Drama: Students will learn basic stagecraft, including blocking, stage directions and still images leading into...</p> <p>Mime: Students focus on how to develop their movement skills, creating characters through gesture, posture and facial expressions.</p>	Devising and Responding
2	Voice & Poetry: Students learn how to use their voices to convey emotions and build on the non-verbal skills gained from the Mime unit. This culminates in a whole class performance of a poem.	Performing and Evaluating
3	Greek Theatre and Chorus: Students learn about the beginnings of theatre and the skills required to create an effective ensemble or chorus. They will apply these skills to a piece of text at the end of the unit.	Performing and Responding
4	Commedia Dell'Arte: Students will learn how to create exaggerated characterisations through exploring this Italian theatrical form.	Devising and Responding
5	Shakespeare: Students explore Shakespearean theatre, learning how the texts were originally performed.	Devising and Evaluating

6	Performing Shakespeare: Students will spend time creating a performance of a piece of Shakespeare, using skills learned over the whole year to create a modern interpretation.	Performing and Evaluating
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English

Term	Content	Assessment
1	An Introduction to Poetry. Pupils read and analyse a range of modern poems, also using them as inspiration for their own poetry writing. Term 1 culminates in Year 7 Poetry Day, when pupils attend a series of workshops with a visiting poet and create a performance of a poem as a form group.	A series of short questions on an unseen poem.
2 & 3	Reading a Multicultural Novel. Pupils read and analyse a novel set in a different culture, exploring the themes and context. Popular choices include <i>To Kill A Mockingbird</i> and <i>Refugee Boy</i> .	An essay question exploring a theme, making links to context.
4	Life Writing. Pupils read and analyse a selection of extracts from famous autobiographies from different time periods. Pupils create their own mini-autobiography.	A written account of an important moment in your life.
5	A Midsummer Night's Dream. Pupils read and analyse the play, using drama to support understanding. Pupils also use the text as inspiration for their own script-writing.	An extract-based essay question on a character.
6	On Mount Olympus. Pupils read a range of famous myths from the classical world. By drawing on the plots and characters of these myths, pupils develop their own story-writing skills.	

Geography

Term	Content	Assessment
1	Geographical Skills – An Introduction to Geography.	End of unit test
2	Urban Landscapes – How do we manage our human environment?	Project examining whether Oxford Street should be pedestrianised.
3	The Power of Precipitation & ice – How does water affect our lives?	End of unit test

4	The Rise of BRICs – How is the world economy changing?	Diagnostically marked homework
5&6	Managing Global Ecosystems – What are the challenges of managing rainforest environments?	Debate – peer assessment

History

Term	Content	Assessment
1	When would you most have liked to live in London in the past?	Timeline quiz.
2	Why did William win the Battle of Hastings?	Causation: What was the main reason why William won the Battle of Hastings?
3	What was the most effective way that William consolidated his power in the Middle Ages?	Factual recall assessment
4 & 5	Which was the greatest challenge to the power of the Kings in the Middle Ages?	Significance assessment: Greatest challenge to the power of Kings.
6	Did Tudor monarchs use religion just to keep power?	Causation & primary sources assessment: Reasons for the break with Rome

ICT/Computer Science

Term	Content	Assessment
1	Introduction, email, e-safety, hardware, software and storage.	Assessment through classwork and homework.
2	Algorithms and programming using Processing.	Assessment through classwork and homework.
3	Spreadsheets and modelling.	Spreadsheet theory and practical test. Focus on formula and graphs.
4	Databases	Project.

5	Programming constructs using Scratch.	Written Test of topics covered through the year.
6	E-Portfolio on Google sites.	Project.

Mathematics

Term	Content	Assessment
1	Integers, Laws of arithmetic, Algebraic Reasoning.	Regular tests in class and end of term tests based on previous topics covered.
2	Measure and perimeter, Fractions.	
3	Fractions, Decimals.	
4	Ratio, Percentages.	
5	Revision and negative numbers.	
6	Area of 2D shapes.	

Modern Foreign Languages

Please look at the page linked [here](#).

Music

Term	Content	Assessment
1	African Drumming: Students learn about rhythm and rhythmic notation through body percussion and djembe playing.	Each project is assessed via a practical task through which students demonstrate the musical skills and understanding covered in that topic. Project marks also take into account listening activities where students describe and analyse music using musical terminology. Additionally, students may offer one assessed solo performance (of any piece) during the year.
2	Melody: Students learn how to sing from notation, and how to describe melody.	
3	Keyboard Skills: Developing students' keyboard skills, whether complete beginners or more advanced pianists.	

4	Chord sequences 1: Students learn about chords and how to accompany a pop song on the piano.	
5	Chord sequences 2: Students develop their chord work using ukuleles, working towards band performances.	
6	Elements of Music: A composing project drawing on all the skills learnt in Y7.	

PE

Term	Content	Assessment
1	Skill development (games). Outwitting opponents using netball. Skills including passing, dodging and marking.	Practical assessment – including skill tests and match play.
2	Fitness development. Exercising safely and effectively. Fitness testing and methods of training to improve performance.	Practical assessment – including fitness test and self evaluation.
3	Tactic development. Using football to outwit an opponent. Skills include passing, dribbling, turns, shooting and heading.	Practical assessment – skill test and match play.
4	Skill development (gym). Accurate replication using gymnastics. Skill development of skills such as rolls, travelling, balances to make a routine.	Practical assessment – creation of sequence work and booklet.
5	Skill development. Performing at maximum levels using athletics. Skills include throwing, jumping, sprinting and middle distance running.	Practical assessment and booklet.
6	Tactics development – Striking and fielding games, rounders. Skills include bowling, batting, throwing, catching and tactical awareness when fielding and batting.	Practical assessment – match play and booklet.

Religion, Ethics and Philosophy (REP)

Pupils will have one period per week of REP in both Year 7 and 8, with homework set once a fortnight.

Term	Content	Assessment
1	An Introduction to Philosophy	In each year, pupils will complete three end of unit tests, and one end of year examination.
2	Judaism	
3	Christianity	
4	Islam	
5 & 6	Eastern Religions: Hinduism, Sikhism and Buddhism	

Science

6 units are learnt throughout the year:

		Assessment
Biology 1	Cells to Systems	There is an end of unit test at the end of each topic., plus an overall end of year exam.
Biology 2	Human & Plant Reproduction	
Chemistry 1	Particles & Mixtures	
Chemistry 2	Elements & Compounds	
Physics 1	Forces & Space	
Physics 2	Energy & Particles	

CURRICULUM – KS3 MODERN FOREIGN LANGUAGES

In year 7, students begin learning their first foreign language. This is either French or Spanish depending on the year they enter the school. (This is not a choice, the entire year studies either French or Spanish.)

In year 8, they continue learning this first language, and add the second (again, either French or Spanish.)

In year 9, both languages are again studied, meaning that at the end of Key Stage Three student will have studied both French and Spanish. One of these will have been studied for 2 years, and the other for 3 years.

FRENCH CONTENT OVERVIEW

YEAR 7 FRENCH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – C'est parti! – Meeting people and introducing yourself.

Module 2 – Famille et copains – Talking about friends, family, pets and giving physical descriptions.

Module 3 – Chez moi – Talking about where you live, describing your home and what you do there.

Module 4 – On va en ville – Describing your local area and giving and explaining opinions.

Module 5 – Ma journée – Describing your daily routine, talking about school routine and subjects.

Module 6 – On s'amuse – Talking about free time activities (past and future tense), sports, music etc.

YEAR 8 FRENCH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – Famille et domicile – Talking about family and describing jobs .

Module 2 – Temps libre -Talking about free time activities using the past tense.

Module 3 – Les sorties – Accepting and rejecting invitations to go out, clothes and shopping .

Module 4 – Manger et boire – Talking about French food and drink, going to the market.

Module 5 – Voyages et vacances – Talking about holidays and the French-speaking world.

Module 6 – Les copains – Talking about friends, technology and using all three tenses.

YEAR 9 FRENCH (IF FRENCH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Jours ordinaires, jours de fête	GCSE introduction	Theme 1
Module 2	Un œil sur le monde	GCSE introduction	Theme 2
Module 3	Film module	Les Choristes	Theme 3

SPANISH CONTENT OVERVIEW

YEAR 7 SPANISH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – Vamos! – Meeting people and introducing yourself.

Module 2 – En el instituto – Talking about school, school subjects and giving opinions.

Module 3 – Mifamilia – Talking about friends, family, pets and giving physical descriptions.

Module 4 – En casa – Talking about where you live, describing your home and what you do there.

Module 5 – El tiempo libre – Talking about free time activities (past and future tense).

Module 6 – En la ciudad – Describing your local area and giving and explaining opinions.

YEAR 8 SPANISH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – La gente – Describing friends, talking about celebrities and daily routine .

Module 2 – Vamos a salir? – Accepting and rejecting invitations to go out, clothes and shopping.

Module 3 – Mis vacaciones – Talking about holidays using the past tense.

Module 4 – La comida – Talking about Spanish food and drink, going to the market.

Module 5 – De moda – Describing clothes / school uniform and talking about fashion.

Module 6 – Barcelona – A study on Barcelona.

YEAR 9 SPANISH (IF SPANISH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Piensa globalmente	GCSE introduction	Theme 1
Module 2	La vida sana	GCSE introduction	Theme 2
Module 3	Film module	Diarios de Motocicleta	Theme 3