



ST LAURENCE SCHOOL
YEAR 8 CURRICULUM MAP
2022-23

St Laurence School
Care • Inspire • Succeed

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Art

Term 1	Term 2	Term 3
<p><u>Endangered Animals + Digital Art</u> Pupils will study the proportions of animals, looking at tone and shading to create form and using mark making to add texture. They will look into endangered wildlife and produce a fact file and even adopt an animal as a class! In the ILC students will explore Photoshop and the double exposure technique. Pupils will also get to see the various career paths within art, craft and design; from illustrators, to film makers and photographers.</p>	<p><u>Animal Illustration – Daniel Mackie</u> Pupils will draw landscapes using line and tone, this will be an introduction to basic perspective through drawing. Pupils will also refine and practise skills learnt so far. Inspired by Daniel Mackie, pupils will design, create and evaluate a final piece which will be created through the use of watercolours. In addition, they will use their digital skills to create a poster which supports the WWF charity.</p>	<p><u>Surrealism Perspective/ Scale</u> Pupils will start to gain a deeper understanding of art history by looking at fine artists like Rene Magritte, Frida Kahlo and Salvador Dali. They will be taught one and two-point perspective and learn how to draw from various perspectives. Students will undertake visual research to develop understanding of perspective as an art form.</p>
Term 4	Term 5	Term 6
<p><u>Surrealism Perspective/ Scale</u> Working towards a final piece which explores their own dreams, scale, and perspective, students will create a A3 piece of work using 2D materials of their choice. In addition, pupils will use Photoshop to create photomontage. Inspired by photographer, Slinkachu, students will take their own surrealist photos.</p>	<p><u>Imaginary Monsters - book illustration and animation</u> Pupils will study the work of Illustrator Tim Burton and local animation studio, Aardman, to see what makes a character or monster scary or comical. They will look at ‘exquisite corpses’ to get their imagination and ideas flowing. Students will design their own imaginary character for a children’s book, working on font design and a digital cover in Photoshop.</p>	<p><u>Imaginary Monsters- book illustration and animation</u> Pupils will develop and refine their recording skills by creating a final book cover illustration. They will also explore 3D materials to make sets and characters out of plasticine or clay which they will film and animate to explore stop motion.</p>
Resources	Students are provided with a sketchbook for the year. All materials needed will be provided by school.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term	
Trips and expenses	None	

Home Learning	Students are set home learning on average every other lesson but this will depend on which point of the project they are on. They will get more homework at the start of the project than at the end
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills

Dance

Term 1	Term 2	Term 3
<p>Break Dance</p> <p>Recap safety in dance Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Style (street dance) Set Break Dance actions Choreographing a Break dance phrase Assessment</p>	<p>Ghost Dances</p> <p>Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Professional repertoire watching Set Motifs Motif development Use of costumes and props Trio work Use of mask and costume Contact work Safety in contact work Trust and respect Lifting, balancing weight taking Assessment</p>	<p>Graffiti Banksy</p> <p>Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Complex body shapes Responding to a visual stimulus Using choreographic devices Use of travelling phrases Creating a three part choreography Assessment</p>
Term 4	Term 5	Term 6
<p>Jazz Dance West Side Story</p> <p>Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Responding to Jazz dance style Work in groups Formation Use of choreographic skill Introduction to conflict Assessment</p>	<p>Stimulus</p> <p>Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Choreography Responding to stimulus Motif creation, in response to stimulus (can move into term 6) Assessment</p>	<p>Bhangra dance (Indian)</p> <p>Understating dance culture Learning set Bhangra actions Creating motif using gesture Group Assessment</p>

Kit	St Laurence Blue PE tops, PE shorts or thick plain black or navy blue (not see through) leggings
Setting	Students are taught in mixed ability Learning Groups.
Assessment	There will be regular class performance assessments. All students also complete skills assessments at the end of each lesson. This tests Physical, Technical, Expressive and Mental skills.
Trips and expenses	While there are no set trips, one-off dance trips may occur and students are actively encouraged to go to the theatre to watch dance as much as possible.
Home Learning	None
Extension work	Students will have the opportunity to be part of extra-curricular dance and performance.

Drama

Terms 1	Terms 2	Terms 3
Development of Core Skills Working with the voice Creating a character Communicating status on stage		Development of Subject Skills Puppetry Masks
Terms 4	Terms 5	Terms 6
Knowledge and Understanding Greek Theatre Choral work	Appreciating Live Theatre Writing a theatre review	Term 6 – Subject Skills Developing Devising Skills – working from a stimulus
Text book	None used	
Setting	Students taking Drama will be in mixed ability groups	
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.	
Trips and expenses	It is hoped that Year 8 will be given the opportunity to watch at least one piece of live theatre.	
Home Learning	N/A	
Extension work	Extra-curricular Drama including Shakespeare’s School’s Festival, National Theatre Connections and summer term production	

English

Term 1 and 2	Term 1 and 2	Term 3
<p>Visions</p> <p>Romantic Poetry Understanding how the Romantics changed our view of the world, especially in relation to nature and the sublime. the effect of using poetic techniques in poetry from writers including Blake and Wordsworth; exploring and comparing how poets shows a vision of the world through language; writing a comparative essay; writing personal responses to nature through poetry.</p>	<p>Visions</p> <p>A Monster Calls Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist creates mood and atmosphere; writing essay and empathy responses.</p>	<p>Reading the World</p> <p>Short stories Reading and engaging with a variety of fiction texts from different cultures including 'The Gold Cadillac' and 'Amir and George'; developing skills in close language analysis and annotation; comparing texts in terms of theme.</p>
Term 4	Term 5	Term 5 and 6
<p>Speaking the World</p> <p>Spoken presentation Each student will learn how to make a good spoken presentation to a class, in this case about a place that is important to or has significance for them.</p>	<p>Journeys</p> <p>Mythology Exploring a range of myths from different times and cultures; analysing characterisation, structure and language; developing creative writing. Planning and writing a short story about a journey.</p>	<p>Journeys</p> <p>A Midsummer Night's Dream Showing appreciation of the techniques and language used by Shakespeare; key scene analysis; developing an understanding of the performance aspect of a play; learning about the historical context of the play, especially in relation to gender roles and marriage.</p>
<p>Text book</p>	<p>Students will study a range of short stories, non-fiction texts, and various poems throughout the year (some exact texts are decided by individual teachers), as well as the play <i>A Midsummer Night's Dream</i>. All students will also study the novel 'A Monster Calls' by Patrick Ness.</p>	
<p>Setting</p>	<p>Year 8 are in mixed ability, mixed gender sets.</p>	

Assessment	There is at least one summative assessment per short term, and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.
Trips and expenses	There are no extra expenses or trips in Year 8. However, the English department runs writing clubs as well as the Carnegie Medal Reading group. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading. We have been lucky to have authors visit Y8 students in recent years.
Home Learning	Students will have at least one English home learning task a week. Occasionally, students will be given a longer task to complete over an extended period of time.
Extension work	Both classwork and homework should be differentiated for students. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has a number of challenging reads

Food

Curriculum subject to change in Term 3

Term 1/3/5*	Term 2/4/6 *
<p>Foods Around the World</p> <ul style="list-style-type: none"> • Students learn about staple foods and the factors influencing food availability in different parts of the world. • They research, plan, make and evaluate a dish from a country of their choice. • They consider how religion may affect food choice. Sustainable food sources are also explored. 	<p>The Food Industry</p> <ul style="list-style-type: none"> • Develop practical skills further through focused practical tasks e.g. use of filo pastry, making curries, bolognaise, short-crust pastry etc • Design and make a savoury dish that would be suitable for sale in the school restaurant. It should be aimed at encouraging young people to eat more fruits and vegetables in their diet • Scales of production in the food industry • How to avoid food poisoning, including safe storage of food
Resources	Students will be required to bring in ingredients for their practical lessons.
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year.* Each module lasts approximately two terms (three hours per fortnight)
Assessment	Students are assessed formally at the end of each project but have on-going formative assessments focusing on generating ideas, planning, making and evaluation.
Trips and expenses	Cost of ingredients for practical work (The Food teacher should be notified if this presents any difficulties as help can be sought for the school to provide these ingredients).
Home Learning	Students prepare their ingredients at home in preparation for practical lessons. In addition, other home learning (research, design and planning) tasks are set throughout the units of work.
Extension work	<p>Students are encouraged to extend their interest in food-related issues e.g. through food in the news or websites such as:-</p> <ul style="list-style-type: none"> • www.foodafactoflife.org.uk • www.nutrition.org.uk • www.nhs.uk • www.food.gov.uk

French

Term 1	Term 2	Term 3
T'es branché(e)? TV programmes Films Reading Internet Yesterday evening activities	Paris, je t'adore ! What you did in Paris When you did things Giving past tense opinions Modes of transport	Mon identité Personality Relationships Music Style and fashion Passions and interests Regional identity in France
Term 4	Term 5	Term 6
Chez moi, chez toi Describing your town Describing your house Meals Food shopping Carnival (cultural event)	Quel talent ? Talent and ambition Encouraging and persuading Giving instructions Superlatives	
Resources	We follow the Studio 2 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.	
Setting	Students are taught in mixed ability groups according to the language they selected to pursue in Year 7.	
Assessment	There will be regular class vocabulary tests. All students also complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students' translation skills both into and from the foreign language.	
Home Learning	French homework will be set weekly and will include: revision for vocabulary tests and assessments, short pieces of writing, reading comprehension tasks and cultural research.	

Geography

Term 1	Term 2	Term 3
<p>Why do rivers flood?</p> <p>Continuing the study of geographical processes and landforms, students will begin to look at how rivers change from source to mouth. With recent and local events in mind, students will also focus on the causes and impacts of flooding (e.g. Bradford-on-Avon and Somerset floods, 2013/14) and develop decision-making skills.</p>	<p>Where does our energy come from?</p> <p>An important topic that looks at the UK's energy supplies and dependency on foreign imports and fossil fuels. Students will develop locational knowledge of regions such as the Middle East and evaluate new technologies such as fracking or renewables. Ultimately students will form their own opinions on the various options for the future.</p>	<p>Why are our industries changing?</p> <p>A study of the different forms of industry and economic activities. Students learn new terminology linked to different careers, examine the decline of manufacturing in the UK and economic growth in countries like China. Students will study the role of transnational corporations (TNCs) within this "globalisation" process.</p>
Term 4	Term 5	Term 6
<p>Why does our weather change?</p> <p>A study of the British weather and why it is so varied! Students will look at different weather systems, discuss the terminology used in our daily weather forecasts and consider how weather is measured. Students will participate in a thorough investigation into the microclimates of St Laurence School. There will be opportunities to develop graphing and data interpretation skills.</p>		<p>What is the rainforest like?</p> <p>A detailed look at the Earth's most diverse and productive environment. Students will investigate the climate and characteristics of the rainforest ecosystem, before appreciating the threats and opportunities that exist. There will be opportunities to develop graphing and data interpretation skills.</p>
Text book	While we may use certain pages for various topics, we do not use one text book at KS3 Geography.	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students' progress.	
Trips and expenses	While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use maps regularly – Geography is all around you! There is the potential for a rivers trip in term 1 in the future. Year 8 Geography also makes good use of the school grounds within our weather and climate topic.	

Homework	Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons.
Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: <ul style="list-style-type: none">- http://www.bbc.co.uk/science/earth- http://www.bbc.co.uk/science/earth/water and ice/glacier- http://www.bbc.co.uk/nature/habitats- http://www.bbc.co.uk/newsround/

German

Term 1	Term 2	Term 3
Es gibt Shops and other places in town Directions Modes of transport Comparing places “then” and “now”	Perfect tense Where you went on a holiday What you did on holiday The weather Buying tickets/ making a booking Problems on holiday	Irregular present tense verbs Breakfast foods German food and meals Healthy lifestyles Parts of the body A visit to the doctor
Term 4	Term 5	Term 6
Gern, lieber, am liebsten Films and film reviews TV programmes Mobile phones and the internet Reading and book reviews	Adjective endings Daily Routine Clothes Getting ready to go out Rooms in the house	
Resources	We follow the Stimmt 2 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveLearn.	
Setting	Students are taught in mixed ability groups according to the language they selected to pursue in Year 7.	
Assessment	All students complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students’ translation skills both into and from the foreign language.	
Home Learning	German homework will be set weekly and will include: revision for vocabulary tests and assessments, short pieces of writing, reading comprehension tasks and cultural research.	

History

Term 1	Term 2	Term 3
<p>EQ1: How did people react to the religious rollercoaster of the English Reformation?</p> <p>EQ2: Did life get better in the Early Modern Period?</p>	<p>EQ3: How and why was Africa 'invented' in the 19th century?</p> <p>Q4: Why bother studying the French Revolution?</p>	<p>EQ4: Why bother studying the French Revolution?</p> <p>EQ5: What were the origins and impact of the transatlantic slave trade?</p>
Term 4	Term 5	Term 6
<p>EQ6: How far did political power shift in the Early Modern Period?</p> <p>EQ7: Why was there a shift in power during the industrial period?</p>	<p>EQ7: Why was there a shift in power during the industrial period?</p> <p>EQ8: Did life for ordinary people improve in the Industrial Period?</p>	<p>EQ8: Did life for ordinary people improve in the Industrial Period?</p> <p>EQ9: Did the Enlightenment really 'stamp out' religion in Britain?</p>
Text book	We use a wide range of resources. Teaching & learning is not based on a textbook.	
Setting	Students are taught in mixed ability Learning Groups.	
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Four of the eight end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.	
Trips and Expenses		
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 45 minutes on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons	
Extension work	http://www.english-heritage.org.uk/ http://www.nationaltrust.org.uk/ Students are encouraged to extend their interest in the subject through visiting historic sites, reading around the subject, watching and listening to news, current affairs and history-related programmes.	

Maths

Terms 1, 2 & 3	
(topics taught in a variable order and depth dependent on group)	
Algebra – Sequences, expressions, solving equations, substitution, straight line graphs, real life graphs	
Statistics – Planning and collecting data, averages, interpreting and drawing charts and graphs	
Number – mental and written calculations to add, subtract, multiply and divide, BIDMAS, rounding and ordering numbers, fractions, decimals and percentages, negative numbers, multiples factors and primes, powers and roots, using a calculator efficiently and problem solving	
Geometry – measures, area, perimeter and volume, angles, shape properties	
Terms 4, 5 & 6	
(topics taught in a variable order and depth dependent on group)	
Algebra – Sequences, constructing and solving equations,	
Statistics – Probability, interpreting and drawing charts and graphs	
Number – mental and written calculations to add, subtract, multiply and divide, BIDMAS, ratio and proportion, using a calculator efficiently and problem solving	
Shape – transformations, nets, surface area and volume, constructing shapes, maps and bearings, solving geometrical problems	
Text book	We refer to the online version of Kerboodle textbooks associated with mymaths by Oxford University Press, which vary according to year group and level of ability being taught.
Setting	Students are taught in streamed groups according to mathematical ability with five sets in each half of the year. Setting is introduced in Year 8 based on performance in tests and other data from KS2 and year 7, as well as learning behaviours. Setting is fluid and assessed at regular intervals throughout the year.
Assessment	All students complete end of topic tests online as well as written assessments according to their ability during term 2 and 4. They also complete an end of year assessment.
Trips and expenses	UKMT Challenge for a few selected students. No cost currently incurred.
Home Learning	Maths home learning is approximately one hour per week and may include online tasks via the mymaths and Kerboodle website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.

**Extension
work**

Mymaths and Kerboodle are good online resources for use throughout KS3

Music

Term 1	Term 2	Term 3
<p>Pictures of Sound</p> <p>Creating descriptive/narrative music.</p> <p>Exploring instrumental timbres, tonality, dynamics, tempo</p> <p>Working in small ensembles to compose and perform descriptive pieces</p> <ul style="list-style-type: none"> Listening to music which is programmatic in nature and analysing how composers have used the elements of music 	<p>Playing the Orchestra</p> <p>Developing an understanding of the instruments of the orchestra through listening to and performing a piece of orchestral music.</p> <p>Perform main theme(s) as a soloist</p> <p>Perform as a whole class 'orchestra'</p> <ul style="list-style-type: none"> Listen to some of the standard orchestral repertoire and explore the social and musical context 	<p>The Caribbean</p> <p>Exploring the history, culture and music of the Caribbean.</p> <p>Listening to and analysing a range of reggae and calypso pieces</p> <p>Developing understanding of the cultural context</p> <ul style="list-style-type: none"> Working as a whole class ensemble to perform and improvise Caribbean riffs – rhythms, melodies and chords
Term 4	Term 5	Term 6
<p>Part of an Ensemble</p> <p>Rehearsing and performing music as part of a self-directed ensemble</p> <p>Selecting and arranging music to perform as duets, trios, quartets, quintets etc</p> <p>Developing rehearsal techniques</p> <ul style="list-style-type: none"> Performing and recording 	<p>Music for the Stage</p> <p>Exploring how music has been used in the theatre from the Ancient Greeks to the present day</p> <p>Listening to and analysing contrasting pieces from operas and musicals</p> <p>Exploring the social and historical context</p>	
Text book	None used.	
Setting	Students taking Music will be in mixed ability groups.	
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance, a recording of their work or a piece of writing.	

Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.
Home Learning	N/A
Extension work	Extra-curricular Music ensembles; Grade V Theory; attend a concert in the WMC.

Physical Education

Curriculum subject to change

Term 1	Term 2	Term 3
Hockey (Girls) Rugby Union (Boys) HRE (Fitness) Badminton	Netball (Girls) Hockey (Boys) HRE (Fitness) Badminton	Football (astro/field)(Girls) Football (Boys) Handball Gymnastics
Term 4	Term 5	Term 6
Netball (Boys) Rugby Union (Girls) Handball Gymnastics	Rounders (Girls) Cricket (Boys) Athletics Tennis	Rounders (Boys) Cricket (Girls) Athletics Tennis
Kit	Boys: SLS rugby shirt, SLS polo, SLS blue rugby shorts, SLS white shorts, navy blue tracksuit trousers, predominantly white trainers, gum shield, football boots and shin pads. Girls: SLS polo, SLS shorts, navy blue tracksuit trousers, navy blue leggings, predominantly white trainers, gum shield, football boots and shin pads. Optional: SLS hoodie, thermal layers Please refer to updated kit requirements School-Uniform-Requirements-2021-22.pdf (st-laurence.com)	
Setting	Students have two lessons a week, one which is single sex and the other is mixed gender. Students are grouped together into one of four groups based on the Key Concept Stages achieved in Year 7. They are taught on a carousel which will cover two sports each term.	
Assessment	Pupils are assessed on their performance throughout each term using Key Concept Stage criteria. These criteria are specialised to describe what each Key Concept Stage looks like in an individual sport. Teachers assess and record feedback for students within their assessment booklets.	
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.	
Home Learning	N/A	
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures.	

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Miss Charlotte Bryer, Head of PSHE.

Term 1		Term 2		Term 3	
<ul style="list-style-type: none"> • Introduction lesson – value of PSHE • Values • Ready to learn • Being a positive bystander • Online safety • Social media-digital resilience 		<ul style="list-style-type: none"> • Wellbeing activities • Knife crime • Peer pressure • Gangs and county lines <ul style="list-style-type: none"> • Drugs- effects and risks 		<ul style="list-style-type: none"> • Mental health • Careers • Careers presentations 	
Term 4		Term 5		Term 6	
<ul style="list-style-type: none"> • Healthy and unhealthy relationships • Marriage • Types of abuse • Harassment • Safe sex – contraception • 		<ul style="list-style-type: none"> • Sexting • Understanding LGBTQIA+ • Gender stereotyping • Body Image • First Aid 		<ul style="list-style-type: none"> • Causes of racism • Discrimination • Democracy and the law • Government 	
Text book	N/A				
Setting	Taught in learning groups				
Assessment	Through verbal contributions and progress review sheets.				
Trips and expenses	N/A				
Home Learning	One piece per term				
Extension work	As part of differentiated work in class.				

RE

Term 1	Term 2	Term 3
<p>What does Justice mean?</p> <ul style="list-style-type: none"> • What is Justice? • How are religious ideas expressed through text and actions? • The meaning of Abraham and the importance of this story in terms of Justice 	<p>What does Justice mean?</p> <ul style="list-style-type: none"> • Art Gallery task • The spiritual aim in Hinduism • Samsara, Karma, and liberation • Spirituality shown through actions • Martin Luther King, Oscar Romero, Maria Gomez and Mother Teresa 	<p>Science vs Religion</p> <ul style="list-style-type: none"> • Truth, belief, fact and opinion • Is science always correct? • Different theories of creation • How and Why questions • Creationism and non-literal accounts of creation
Term 4	Term 5	Term 6
<p>Science vs Religion</p> <ul style="list-style-type: none"> • Is the world designed? • Weaknesses in design and the consequence for religious beliefs • How should we treat the environment? • Does religion give us good guidance on how to care for the environment? • What can science do for the environment? 	<p>What is the importance of life’s grand narratives?</p> <p>Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> • What are grand narratives? • What is the meaning a purpose of life? • What narratives do religious and non-religious people identify with? 	<p>What is the importance of life’s grand narratives?</p> <p>Refining and practising skills and designing, creating and evaluating a variety of pieces based on learning.</p> <ul style="list-style-type: none"> • Where is the place of humans in grand narratives? • Is the more to life than just physical existence
Resources	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be a explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument	
Home Learning	Home learning will include tasks such as revision, research, or applying ideas to case studies. These tasks are support through the student drive, where there are many resources to help with home learning	
Extension work	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.	

Resources

While we may use certain pages for various topics, we do not use one text book at KS3 RE.

Resistant Materials

Curriculum subject to change in Term 3

Term 1/3/5*	Term 2/4/6 *
<p>Mini shelf project</p> <p>Students develop prototyping skills by designing, modelling and testing designs for a small wooden storage unit. They will work with wood and steel rod to design and make a small shelf and, in doing this, will acquire new skills to enable them to join timber using a variety of wood joints.</p> <p>The focus will be on designing to a need, planning their own practical work and achieving a high quality finish.</p>	<p>LED lamp project</p> <p>You will investigate basic LED light circuits and design a lamp. You will build your lamp on an MDF base and make a shade made from materials such as paper, card, fabric, polypropylene etc.</p> <p>There will be opportunity to use the 2D Design software and laser cutter to create your design.</p>
Resources	N/A
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year.* Each module lasts approximately two terms (two hours per week.)
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout covering generating ideas, planning, making and evaluating.
Trips and expenses	Voluntary contributions for RM and Textiles.
Home Learning	Home learning tasks are set approximately once a fortnight.
Extension work	KS3 STEM club (St Laurence Extra).

Science

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Reactions - What are chemical reactions? How do we describe chemical reactions? Oxidation and decomposition reactions.</p> <p>Well Being Project – Looking at how students can make themselves mentally and physically fit.</p> <p>Health and Lifestyle – What are the components of a healthy diet? Food tests, the human digestive system and effects of drugs, alcohol and smoking.</p>	<p>Energy - Energy in food, energy transfers and how do we generate electricity?</p> <p>The periodic table - Metals and non-metals, the element groups and properties of elements.</p> <p>Separation Techniques – What are mixtures? How do we make solutions? How can we separate mixtures?</p>	<p>Ecosystem processes - What is Photosynthesis? Plant minerals, aerobic and anaerobic respiration, food chains and food webs.</p> <p>Electricity and magnetism – Series and parallel circuits, electrical quantities, magnets and electromagnets.</p> <p>The Earth – The structure of the Earth, the Earth’s atmosphere, the rock cycle and climate change.</p>
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access this using their Kerboodle login. Kerboodle	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments during each topic. Usually this will consist of a task to test scientific skills and knowledge.	
Trips and expenses	STEM opportunities vary each year with minimal or no cost involvement	
Home Learning	Science homework will be set weekly and may include research tasks, assessment preparation, graph drawing, experiment planning and short literacy tasks	
Extension work	<p>Students should always try to keep an eye on the various news outlets. Useful websites include the following:</p> <ul style="list-style-type: none"> - http://www.sciencemuseum.org.uk/onlinestuff.aspx - http://www.nasa.gov/audience/for kids/kidsclub/flash/ - http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&fcategory=all&filter=all&fAudience=AUD00000002&reference=students - http://www.bbc.co.uk/newsround/ <p>BBC Bitesize has recently been updated with key topics for Key Stage 3.</p>	

Textiles

Curriculum subject to change in Term 3

Term1/3/5*	Term 2/4/6*
<p>Protective clothing</p> <p>You will write a specification for a user and work, adapting the pattern if necessary, to make an apron.</p> <p>You will learn about materials, how to thread up the sewing machines and use them safely and independently. New skills will include embellishment, learning how to mitre corners and investigating different ways of creating storage i.e. styles of pockets. You will also stitch hems and personalise your apron.</p>	<p>Hats project</p> <p>You will design for a given specification to produce a working technical drawing to make a hat for a specified user. You will learn new practical skills such as shaping, working with stretchy fabrics and topstitching.</p> <p>Decorative techniques can be introduced, including the use of CAD / CAM to personalise the finished product.</p> <p>Consideration is given to the care and labelling of Textile items.</p>
Resources	Materials are mostly provided by the school
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year.* Each module lasts approximately two terms (three hours per fortnight)
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term
Trips and expenses	Voluntary pupil contributions
Home Learning	Home learning tasks are set approximately every other lesson
Extension work	Internet research 'creating a brand', KS3 STEM club (St Laurence Extra programme)