



KEY STAGE 3
LONG TERM PLAN

WELCOME

At In Toto Ed our curriculum offer allows students to flourish and excel in subjects that interest them and they find enjoyable, through a balanced curriculum. Our personalised, and adaptive, curriculum offer allows students a way to learn that engages their interest and sparks their curiosity. Students are supported through their studies by staff who offer support in academic and pastoral mentoring sessions, allowing students to feel fully supported in all areas of their school experience.

We offer unique pathways for students to follow, which are personalised and tailored to their learning needs.

Please note that not all subjects are available in all schools.

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| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|---|--|--|--|---|
| | Still life & Cubism | Still life & Cubism | Still life | Ceramics / 3D modelling | Landscapes | Landscapes |
| Year 7 | Key Artists Explored <ul style="list-style-type: none"> Georges Braque Pablo Picasso Juan Gris | Key Artists Explored <ul style="list-style-type: none"> Georges Braque Pablo Picasso Juan Gris | Key Artists Explored <ul style="list-style-type: none"> Maxine Sutton Henri Matisse | Key Artists Explored <ul style="list-style-type: none"> Andy Goldsworthy Betty Woodman | Key Artists Explored <ul style="list-style-type: none"> David Hockney | Key Artists Explored <ul style="list-style-type: none"> Sheila Hicks Diedrick Brackens |
| | Key Concepts <ul style="list-style-type: none"> Observational Drawing Shape and Form Light & Shadow Perspective Reflection | Key Concepts <ul style="list-style-type: none"> Observational Drawing Colour Colour theory Experimenting with ways of adding colour Artist Influence Artist Response | Key Concepts <ul style="list-style-type: none"> Textiles Techniques Textiles Artists Using hand tools/Sewing machine Embroidery | Key Concepts <ul style="list-style-type: none"> Working 3 dimensionally Being inspired by nature | Key Concepts <ul style="list-style-type: none"> Landscapes Observational Painting Photography | Key Concepts <ul style="list-style-type: none"> Textiles Weaving Texture and Pattern |
| | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone texture shape composition scale structure surface | Skills Workshops that examine: <ul style="list-style-type: none"> Colour Distortion Colour blocking Cubism | Skills Workshops that examine: <ul style="list-style-type: none"> Stitched Artwork Colour blocking Collage Textile representation paintings and drawings | Skills Workshops that examine: <ul style="list-style-type: none"> Nature as inspiration Working 3-Dimensionally Experimenting with 3D mediums Tactile mediums Texture Sculpting | Skills Workshops that examine: <ul style="list-style-type: none"> Light Atmosphere Depth Colour | Skills Workshops that examine: <ul style="list-style-type: none"> Colour Texture Pattern 2D-3D |
| | Key Activities <ul style="list-style-type: none"> Drawing Painting Charcoal Carbon paper Work around the theme | Key Activities <ul style="list-style-type: none"> Oil Pastels Acrylics Water colours Colour Wheels/ Colour Theory/ Colour Mixing | Key Activities <ul style="list-style-type: none"> Applique Reverse applique Using the sewing machine Embroidery | Key activities <ul style="list-style-type: none"> Clay Modroc Cardboard 2D-3D Relief printing with seed pods/ leaves etc into clay | Key activities <ul style="list-style-type: none"> Watercolour painting Photography | Key activities <ul style="list-style-type: none"> Making Cardboard Loom Weaving with wool |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|--|--|--|---|--|
| | Portraiture & identity | Identity & abstraction | Objects & identity | Objects & identity | Landscapes | Abstract landscapes |
| Year 8 | Key Artists Explored <ul style="list-style-type: none"> Leonardo de Vinci | Key Artists Explored <ul style="list-style-type: none"> David Hockney Deb Weiers | Key Artists Explored <ul style="list-style-type: none"> Frida Kahlo Andy Warhol | Key Artists Explored <ul style="list-style-type: none"> Yinka Shonibare | Key Artists Explored <ul style="list-style-type: none"> Claude Monet Joseph Mallord William Turner | Key Artists Explored <ul style="list-style-type: none"> Vincent Van Gogh Wassily Kandinsky |
| | Key Concepts <ul style="list-style-type: none"> Observational Drawing Symbolism of portraiture Life drawing of the face Shape and Form Light & Shadow Reflection | Key Concepts <ul style="list-style-type: none"> Symbolism of portraiture Photo Montage collage | Key Concepts <ul style="list-style-type: none"> Observational Drawing Shape and Form Light & Shadow Representation in art | Key Concepts <ul style="list-style-type: none"> Photography Shape and Form Light & Shadow Representation in art | Key Concepts <ul style="list-style-type: none"> Observational Drawing and painting Shape and Form Light & Shadow Colour Perspective Reflection | Key Concepts <ul style="list-style-type: none"> Abstract Drawing and painting Shape and Form Colour |
| | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone contrast shape scale surface reflection | Skills Workshops that examine: <ul style="list-style-type: none"> Collage Composition Representation | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone texture shape composition scale structure surface | Skills Workshops that examine: <ul style="list-style-type: none"> composition scale structure surface | Skills Workshops that examine: <ul style="list-style-type: none"> composition scale structure surface | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone texture shape composition scale structure surface |
| | Key Activities <ul style="list-style-type: none"> Drawing the facial features Photography Carbon paper Drawing with a mirror | Key Activities <ul style="list-style-type: none"> Photography Collage – key techniques to include: texture, reveal, replace, combine, outline, strips, symbols and shapes, painting & drawing over. | Key Activities <ul style="list-style-type: none"> Drawing Painting Charcoal Carbon paper Assemblage Collage Photography Colour Theory Recap | Key Activities <ul style="list-style-type: none"> Assemblage Photography Painting Papier Mache/ Modroc | Key Activities <ul style="list-style-type: none"> Drawing Painting | Key Activities <ul style="list-style-type: none"> Drawing Painting |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|--|--|--|--|---|
| | Still life realism | Still life | Ceramics & representation | Identity | Photography, collage & printmaking | Photography, collage & printmaking |
| Year 9 | Key Artists Explored <ul style="list-style-type: none"> Wayne Thiebaud | Key Artists Explored <ul style="list-style-type: none"> Giorgio Morandi | Key Artists Explored <ul style="list-style-type: none"> Grayson Perry Pablo Picasso | Key Artists Explored <ul style="list-style-type: none"> Jean Michel Basquiat | Key Artists Explored <ul style="list-style-type: none"> Kurt Schwitters Hannah Hoch | Key Artists Explored <ul style="list-style-type: none"> Pablo Picasso |
| | Key Concepts <ul style="list-style-type: none"> Observational Drawing Surface textures Tonal Values Shape and Form Proportion Scale Perspective Reflection | Key Concepts <ul style="list-style-type: none"> Observational Drawing Composition Shape and Form Light & Shadow Perspective Reflection | Key Concepts <ul style="list-style-type: none"> 2D-3D Tactility of materials Tell a story using a vase design 1: Personal story OR 2: Cultural commentary | Key Concepts <ul style="list-style-type: none"> Expressionism Identity Colour Mixed Media | Key Concepts <ul style="list-style-type: none"> Collage Photography Dadaism Surrealism | Key Concepts <ul style="list-style-type: none"> Collage Photography Dadaism Surrealism |
| | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone texture shape composition scale structure surface reflection | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone texture shape composition scale structure surface | Skills Workshops that examine: <ul style="list-style-type: none"> Working 3-Dimensionally Experimenting with 3D mediums Tactile mediums Texture Sculpting Form Shape Structure Surface | Skills Workshops that examine: <ul style="list-style-type: none"> line form tone shape composition scale positive/negative space | Skills Workshops that examine: <ul style="list-style-type: none"> composition tone shape repetition layering mixed media | Skills Workshops that examine: <ul style="list-style-type: none"> composition tone shape repetition layering mixed media |
| | Key Activities <ul style="list-style-type: none"> Drawing 3D Shapes Charcoal Carbon paper Oil pastels | Key Activities <ul style="list-style-type: none"> Drawing Painting Photography Colour theory recap | Key Activities <ul style="list-style-type: none"> Clay Modroc Cardboard 2D-3D Relief printing with objects | Key Activities <ul style="list-style-type: none"> Painting Oil Pastel Spray Paint/ Stencilling | Key Activities <ul style="list-style-type: none"> Photography Photocopying Repeat pattern Print making: polystyrene block print making, lino cut print making, monotyping | Key Activities <ul style="list-style-type: none"> Drawing Painting Charcoal Carbon paper Work around the theme |

BIOLOGY

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|---|---|---|--|--|
| Year 7 | Movement | Cells | Interdependence | Plant reproduction | Variation | Human reproduction |
| | <ul style="list-style-type: none"> Levels of organisations The skeleton Movement: joints and muscles | <ul style="list-style-type: none"> Observing cells Plant and animal cells Specialise cells Movement of substances | <ul style="list-style-type: none"> Food chains and webs Disruption to food chains and webs Ecosystems Competition | <ul style="list-style-type: none"> Flowers and pollination Fertilisation and germination Seed dispersal | <ul style="list-style-type: none"> Variation Continuous and discontinuous variation Adapting to change | <ul style="list-style-type: none"> Adolescence Reproductive systems Fertilisation and implantation Development of the fetus The menstrual cycle |
| Year 8 | Breathing | Digestion | Respiration | Photosynthesis | Evolution | Inheritance |
| | <ul style="list-style-type: none"> Gas Exchange Breathing Drugs Alcohol Smoking | <ul style="list-style-type: none"> Nutrients Food tests Diets Digestive system Bacteria and enzymes in digestion | <ul style="list-style-type: none"> Aerobic respiration Anaerobic respiration Biotechnology | <ul style="list-style-type: none"> Leaves Investigating photosynthesis Plant minerals | <ul style="list-style-type: none"> Natural selection Charles Darwin Extinction Preserving biodiversity | <ul style="list-style-type: none"> Inheritance DNA Genetics Genetic modification |
| Year 9 | Cells and organisation | Cells and organisation | Cell division | Organisation and digestion | Organisation and digestion | Organising animals and plants |
| | <ul style="list-style-type: none"> Eukaryotic Vs Prokaryotic Cells Specialised cells Microscopy RP | <ul style="list-style-type: none"> Diffusion and osmosis Active transport Exchanging materials Osmosis RP | <ul style="list-style-type: none"> Growth and differentiation Stem cells Stem cell dilemmas | <ul style="list-style-type: none"> Tissues and organs Human digestive system How digestion works Chemistry of food RP | <ul style="list-style-type: none"> Catalyst and enzymes Factors affecting enzyme actions Making digestion efficient | <ul style="list-style-type: none"> The blood The blood vessels The heart |

CHEMISTRY

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|---|---|---|--|---|
| Year 7 | Particle model | Separating mixtures | Acids and alkalis | Metals and non-metals | Earth structure | Universe |
| | <ul style="list-style-type: none"> States of matter Melting and freezing Boiling Diffusion Gas pressure | <ul style="list-style-type: none"> Pure substances and mixtures Solutions Solubility Filtration Evaporation and distillation Chromatography | <ul style="list-style-type: none"> Chemical reaction acids and alkalis Indicators and pH Acid strength Neutralisation Making salts | <ul style="list-style-type: none"> Elements Chemical reactions Metals and acids Metal and oxygen Metals and water Displacement reaction | <ul style="list-style-type: none"> The structure of the Earth Sedimentary rocks Igneous and metamorphic rocks The rock cycle Ceramics | <ul style="list-style-type: none"> The night sky The solar system The Earth The moon and changing ideas |
| Year 8 | Elements | Periodic table | Types of reaction | Chemical energy | Climate | Earth resources |
| | <ul style="list-style-type: none"> Elements Atoms Compounds Polymers | <ul style="list-style-type: none"> The periodic table Group 1 Group 7 Group 0 | <ul style="list-style-type: none"> Atoms in chemical reactions Combustion Thermal decomposition Conservation of mass | <ul style="list-style-type: none"> Exothermic and endothermic Energy levels Bond energies | <ul style="list-style-type: none"> Global warming The carbon cycle Climate change | <ul style="list-style-type: none"> Extracting metals Recycling |
| Year 9 | Atomic structure | History of the atom | Bonding | Structure and properties | Metals vs non-metals | RPs |
| | <ul style="list-style-type: none"> Atoms Elements Chemical equations Mixtures | <ul style="list-style-type: none"> Plum pudding model Development of the periodic table | <ul style="list-style-type: none"> Electronic structure Group 1 elements Group 7 elements Group 0 elements | <ul style="list-style-type: none"> Formation of ions Covalent structures Simple molecular substances Structure of carbon | <ul style="list-style-type: none"> Polymers Changing state Separation techniques | <ul style="list-style-type: none"> Distillation Metals vs non metal reactions |

COMPUTER SCIENCE

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|---|--|--|--|---|
| Year 7 | Digital literacy | Digital media | Networks | Scratch part 1 | Spreadsheets and data | Solving problems |
| | Understanding how to stay safe online and to be able to search successfully | Creating, displaying and understanding formats of digital media | Understanding what networks are, how we use them and why they're important | Introduction to the basics of Scratch – Mini project. | How we use spreadsheets to hold data and basic function of Excel | Introduction to problem solving and using computational thinking |
| Year 8 | Game design 1 | Scratch part 2 | Web developing | Building 3D worlds | App development | Virtual reality 1 |
| | Introduction to basic game design and what features contribute to making a great game | Using code in Scratch to produce a moving race track including complex loops and selection statements | Creating a website using Wix to understand the basic of Web development | Using code to produce a 3D world using Minecraft Education resources | How apps are made, what software is needed, what code is used, how the layers of code come together to create an app | Learn how VR can be used for general fitness and make a game which helps users raise their heart rates |
| Year 9 | Game design 2 | Swift coding | Animation | Microbits | Virtual reality 2 | Final IT project |
| | Using Scratch to produce a complex game with sound and moving characters | Use Swift coding to control virtual robots and other devices | Animation basics, creating a simple digital 2D animation project using Blender | Learn how to use Python to develop code to control Microbit cars | Build on prior knowledge with VR games to produce a 3D project/game | Choosing a topic or piece of software from prior learning to create a project with – eg. Excel – Database or iMovie – AV Production |

DESIGN & TECHNOLOGY - COOKERY SKILLS

| | Term 1 | | Term 2 | Term 3 |
|--------|--|--|---|---|
| Year 7 | Mini skills project | | Super snacks | Where our food comes from? |
| | <ul style="list-style-type: none"> • Introduction to Food Technology • Developing basic food skills, peeling, chopping, grating, slicing • Using basic kitchen equipment including graters, knives, kettle, grill • Recipes include Fruit salad, Dippy Divers, Coleslaw • Students will complete an investigation into enzymic browning • Students will complete a knife skills proficiency test | | <ul style="list-style-type: none"> • Students learn how to make healthy snacks • Introduction to the Eatwell plate • Students develop their skills to include weighing, baking • Recipes include potato wedges, vegetable soup, pitta pizzas • Students will investigate Dextrinisation/ rubbing in method • Students will study the effects of cooking food at the effects • Where foods should be stored | <ul style="list-style-type: none"> • Introduction to where our food comes from? • Students look at if food come from an animal or plant • Students are introduced to local and seasonal foods • Students make recipe that include Manchester tart, cress heads, mini quiche • Students will study and investigate food miles, sustainability and carbon foot print |
| Year 8 | Healthy eating project | | Foods from around the world | Foods symbols |
| | <ul style="list-style-type: none"> • Introduction to the 8 tips for Healthy Eating • In-depth look at the Eatwell Plate • Students build on their independence of using the hob • Recipes include cobbler, lentil and vegetable bake • Students will complete an investigation into gelatinisation • Students will study about micro and macro nutrients • Students will study Recommended Daily Intake, Basal Metabolic Rate and Physical Activity Level | | <ul style="list-style-type: none"> • Introduction of recipes for foods around the world • Students will make food from around the world focusing on one a different country each week • Recipes include Pizza, American Cookies, Swedish Meatballs • Students will study the factors affecting food choice and research, plan and make a product • Students to research food miles, eggs, coagulation | <ul style="list-style-type: none"> • Introduction of important food symbols that students can see everyday • Student will make foods that linked to the symbols. • Recipes include Fairtrade banana flapjack, Sustainable fish chowder. • Students will investigate the different types of food manufacture • Students will study different commodities that link to food symbols |
| Year 9 | Bread project | Cake project | Special diets | Party food project |
| | <ul style="list-style-type: none"> • Students will explore the ingredients to make bread • Students will make a variety of different bread including bread rolls, garlic Bread. • Students will investigate gluten and the process of dextrinisation. | <ul style="list-style-type: none"> • Students will explore the ingredients to make a cake • Students will make a variety of different cakes including Victoria sponge, brownies • Students will complete an investigation into raising agents and the process of caramelisation | <ul style="list-style-type: none"> • Students will look at range of special diets including vegetarian, vegan and gluten free • Students will explore specialist ingredients such as gluten free flour • Students will make recipes that include gluten free focaccia bread, vegetable Burgers • Students will research a special diet, then plan and make a two course meal for a person on a special diet. | <ul style="list-style-type: none"> • Students will look at different celebrations and foods served at these celebrations. • Students will explore foods served at birthdays, weddings etc. • Students will make a range of party foods which include sausage rolls, cupcakes, birthday cake etc. • Students will study HACCAP and safe storage of party foods • Students will study the different types of food poisoning and the effects. |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|---|---|---|--|---|
| | Writing and grammar: | | Assessed via task and detailed feedback – most tasks are to be handed written unless explicitly requested otherwise. Candidates must use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | | | |
| Year 7 | Autobiographical writing | Harry Potter | Poetry | World War Literature | Introduction to Shakespeare | Persuasive Writing |
| | Skills: introduction to autobiographical/ biographical writing, extracts of autobiographies, writing personal autobiography in form of diary entry | Skills: Reading whole text, reading literature for enjoyment, introduction to analysis (character/ language/ theme), comprehension | Skills: introduction to poetry and key vocab i.e.: rhyme/ rhythm/ stanza etc. Exploration of a range of forms of poems i.e. narrative/ haiku etc., creative task in writing own poetry | Text: Private Peaceful Skills: analysis of character/ setting etc., comprehension, social/ historical context. | Skills: Exploration of Social/ historical context, introduction to Shakespearean language, form and structure, extract based study of a range of plays, descriptive writing | Skills: introduction to persuasive writing, identifying persuasive writing techniques in a range of texts: speeches/ letters/ adverts. Writing own piece of persuasive writing including techniques, self/peer assessment. |
| Year 8 | Dystopian Fiction | The Hunger Games | A Midsummer Night’s Dream | Animal Farm | Culture Poetry | Victorian Childhood: Non-fiction |
| | Skills: story boarding, narrative/ descriptive writing from a stimulus, analysis of literary extracts and film trailers Extracts: Divergent, 1984, The Hunger Games | Skills: Reading whole text, comprehension, character analysis, creative writing, | Skills: Revision of playwright, analysis of character, setting and language, drama, social/ historical context | Skills: social/ historical context, reading whole text, comprehension, analysis of character, setting, and language | Skills: analysing poetic techniques, language and structure (EXT). Introduction to new key terms: i.e. culture | Skills: persuasive writing, speaking and listening, social/ historical context, reading and |
| Year 9 | Gothic Fiction / Coraline | Gothic Fiction / Coraline | The Tempest | Power & Control Poetry | Speeches that changed the world | Short stories |
| | Skills: Introduction to genre, comprehension, analysis of character, setting, theme. Links to similar texts. Descriptive writing. | Skills: Introduction to genre, comprehension, analysis of character, setting, theme. Links to similar texts. Descriptive writing. | Skills: Revision of playwright, analysis of character, setting and language, drama, social/ historical context | Skills: analysing poetic techniques, language and structure (EXT). Introduction to new key terms: i.e. culture, exploration of a range of forms of poems i.e. sonnet/ epic poem etc. | Skills: introduction to skills of rhetoric and persuasion. Analysis and exploration of a range of speeches from 18/19/20 century | Skills: short stories from culturally diverse authors. ‘The danger of a single story’. Exploring social/ historical context. Analysing structure of short stories, forming predictions |

GEOGRAPHY

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|---|--|---|--|---|
| Year 7 | What makes a geographer | Weather and climate | Population | Coasts | Forest biomes | The geography of India |
| | Students will use atlases, maps and globes to develop their locational knowledge of the world. Students will focus in on specific places to develop an awareness of how geographers examine place. OS maps and GIS will be used alongside fieldwork to build students' procedural knowledge. | <p>This unit teaches students about the physical processes that help explain our weather and climate. Students will use fieldwork to investigate weather in their local area. Students will also learn about how and why our climate is changing.</p> <p>This unit develops students' understanding of weather and climate at different scales and how it impacts people and the planet around the world.</p> | This unit teaches students about the changing size and distribution of the world's population and how these can be affected by factors such as migration. Through examining a range of examples, students will develop an understanding of how countries react to different population challenges. | This unit teaches students how physical and human processes shape our coastline. Students will also learn about the threats and challenges coastlines face in a warming world. | This unit teaches students about the distribution of forest biomes around the world. Students will learn about how humans interact with forests and the challenges that can result. Students will also learn how humans seek to manage forests to ensure a sustainable future for the biome and the wider world. | This unit teaches students about the human and physical geography of India, how this leads to diverse lives within the country, and how it affects its power and status around the world. Students will learn about different places in India and how migration patterns influence their society. |
| Year 8 | Globalisation | Rocks, weathering and soil | Tectonic hazards | Global inequalities and development | Cities | The Democratic Republic of the Congo |
| | This unit introduces students to the concept of globalisation and develops their understanding of how people and places are connected through economics and culture. Students will evaluate how the benefits and challenges brought by globalisation differs over global space. | This unit teaches students about the physical processes that create and alter different types of rocks and soils over time. Students will also develop their understanding of how humans use different rocks and soils and why this can affect geographical patterns of wealth and population. | This unit teaches students about the physical processes that lead to tectonic hazards and investigates the geographical pattern of hazards across the world. Students will also learn how tectonic hazards affect people in different places and how people seek to manage hazards. | This unit teaches students about the patterns, causes and impact of inequality around the world. Students will investigate how patterns of inequality affect people and places and how attempts have been made to reduce the development gap. | This unit teaches students about cities in the UK, and OS and GIS maps. Students will investigate if cities in the UK have common structure. | This unit teaches students about the patterns, causes and impact of inequality around the world. Students will investigate how patterns of inequality affect people and places and how attempts have been made to reduce the development gap. |

GEOGRAPHY

| Year 9 | Term 1 | | Term 2 | | Term 3 | |
|--------|---|--|---|--|--|--|
| | Rivers | Natural resources | The geography of West Asia | Ice and glaciers | The geography of Russia | The impact of humans on the world |
| | This unit teaches students about how river processes shape the land and affect our lives. Students will use fieldwork to investigate downstream changes in rivers and use GIS to analyse flood risk across geographical space. Students will also evaluate different methods of flood management. | This unit teaches students about the growing demand for natural resources and the different renewable and non-renewable ways humans try to meet their needs. Students will learn the impact of overexploitation and some of the ways natural resource exploitation can be managed. | This unit teaches students about the physical and human geography of West Asia and demonstrates the diversity of people's lives across the region. Students will investigate how natural resources affect the economy of the region and study how climate change is shaping its future. | This unit teaches students about glaciers, the formation of corries, aretes, pyramidal peaks glacial and troughs, landforms formed by glacial deposits, and the impact of glacial retreat. Students will also evaluate the opportunities associated with glacial landscapes. | This unit teaches students about the human and physical features of Russia, its population distribution, biome distribution, and climate influence. Students will also evaluate the Taiga Forests - plant and animal adaptation and threats to the forests - and mineral extraction in the Tundra. | This unit teaches students about how humans have affected our world by looking at environmental issues such as plastic pollution and the impact of fossil fuel use. The unit leads students to question whether we are in a new geological epoch. Students will use their knowledge of climate change, forest biomes, coasts and natural resources to consider how humans interact and change the natural environment. |

HISTORY

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|--|--------------------------------------|--|--|--------------------------------------|
| Year 7 | Unit 1: The Norman Conquest | Unit 2: Medieval Women | Unit 3: The Crusades | Unit 4: The Black Death & Silk Road | Unit 5: The Renaissance | Unit 6: Henry VIII |
| | How do we know about the impact? | What does the treatment of Matilda tell us about Medieval women? | What they were and their importance. | How connected was the medieval world? | What was it? Why did it happen? | Who was he? |
| Year 8 | Unit 1: Elizabeth 1 | Unit 2: European Conquest of America | Unit 3: The British Empire | Unit 4: Transatlantic Slavery | Unit 5: The Enlightenment | Unit 6: The French Revolution |
| | Who was she? | What impact did this have on the modern world? | Why did it grow? | How were West African societies impacted? | What was the enlightenment? | What were the causes and impact? |
| Year 9 | Unit 1: The Industrial Revolution | Unit 2: Women's Suffrage | Unit 3: World War 1 | Unit 4: World War II | Unit 5: What was the Holocaust? | Unit 6: Decolonisation |
| | How do we know about the impact? | Why did it take so long to get the vote? | What were the causes and impact? | What were the causes and impact? | What were the causes and impact? | Who decolonised the 20th century? |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|--|---|--|---|--|
| Year 7 | Factors and Multiples Sequences Perimeter and Area | Negative Numbers Averages Equivalent Fractions Algebraic Expressions | Angles Decimals Linear Graphs | Percentages 3D Shapes Introduction to Probability | Ratio, Proportion and Rates of Change Symmetry Solving Equations | Using Data Pencil and Paper Calculations Transformations Working with Numbers |
| | <ul style="list-style-type: none"> Factors and Highest common factors Multiples and Common Multiples Prime Factors Sequences and Rules Working out missing terms Other Sequences Finding the Nth Term Perimeter and Area of a rectangle Compound Shapes Area of a triangle Area of a parallelogram Area of a trapezium | <ul style="list-style-type: none"> The number line Arithmetic with negative numbers Subtraction with negative numbers Multiplication with negative numbers Division with negative numbers Mode, median and range The mean Statistical diagrams Equivalent fractions Adding and subtracting fractions Mixed numbers and improper fractions Adding and subtracting mixed numbers Order of operations Expressions and substitution Simplifying expressions Using formulae | <ul style="list-style-type: none"> Calculating angles Angles in a triangle Angles in a quadrilateral Angles within parallel lines Constructions Rounding numbers Multiplying and dividing by powers of 10 Putting decimals in order Estimates Adding and subtracting decimals Multiplying and dividing decimals Coordinates Graphs from formulae Graphs of $x=a$, $y=b$, $y=x$ and $y=-x$ Graphs of the form $x+y=a$ Conversion graphs | <ul style="list-style-type: none"> Fractions, decimals and percentages Fractions of a quantity Percentages of quantities Percentages with a calculator Naming and drawing 3D shapes Using nets to construct 3D shapes Volume of a cuboid Surface area of a cuboid Probability words Probability scales Experimental probability | <ul style="list-style-type: none"> Introduction to ratio Simplifying ratios Ratios and sharing Ratios in every day life Reflection symmetry Rotation symmetry Properties of triangles and quadrilaterals Finding unknown numbers Solving equations Solving more complex equations Setting up and solving equations | <ul style="list-style-type: none"> Interpreting pie charts Drawing pie charts Grouped frequencies Continuous data Short and long term multiplication Short and long division Calculations with measurements Multiplication with large and small numbers Division with large and small numbers Reflections Rotations Translations Tessellations Powers and roots Powers of 10 Rounding large numbers Significant figures Large numbers in standard form |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|--|--|---|---|---|
| Year 8 | Percentage Changes Graphs Correlation Congruence and Scaling | Manipulating Algebraic Expressions Working with Fractions Circles Finding Probabilities | Equations and Formulae Proportion Applications of Graphs Comparing Sets of Data | Percentage Changes Polygons Expressions and Equations | Prisms and Cylinders Compound Units Solving Equations Graphically Pythagoras' Theorem | Working with Decimals Manipulating Brackets Trigonometric Ratios |
| | <ul style="list-style-type: none"> Percentage increases and decreases Using a multiplier Calculating a percentage change Graphs from linear equations Gradient of a straight line Graphs from quadratic equations Scatter graphs and correlation Creating scatter graphs Congruent shapes Enlargements Shape and ratio scales | <ul style="list-style-type: none"> Algebraic Notation Like terms Expanding brackets Using index notation Adding and subtracting fractions Multiplying fractions Multiplying mixed numbers Dividing fractions Parts of a circle Formula for the circumference of a circle Formula for the area of a circle Using probability scales Mutually exclusive outcomes Using sample spaces to calculate probabilities. | <ul style="list-style-type: none"> Equations without brackets Equations with variables on both sides More complex equations Rearranging formulae Direct proportion Graphs and direct proportion Inverse proportion Comparing direct and inverse proportion Step graphs Distance-time graphs More time graphs Graphs showing growth Grouped frequency tables Drawing frequency diagrams Comparing data Which average to use | <ul style="list-style-type: none"> Simple interest Percentage increases and decreases Calculating the original value Using percentages Angles in polygons Constructions Angles in regular polygons Regular polygons and tessellations Multiplying out brackets Factorising algebraic expressions Equations with brackets Equations with fractions | <ul style="list-style-type: none"> Metric units for area and volume Volume of a prism Surface area of a prism Volume of a cylinder Surface area of a cylinder Speed More about proportion Unit costs Graphs from equations of the form $ax \pm by = c$ Graphs from quadratic equations Solving quadratic equations by drawing graphs Calculating the length of the hypotenuse Calculating the length of a shorter side Using Pythagoras' Theorem to solve problems | <ul style="list-style-type: none"> Negative powers of 10 Standard form Rounding appropriately Mental calculations Solving problems More about brackets Factorising expressions containing powers Expanding the product of two brackets Expanding expressions with more than two brackets Finding trigonometric ratios of angles Using trigonometric ratios to find the sizes of angles Using trigonometric ratios to find lengths |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|--|--|---|---|---|
| Year 9 | Basic Number Geometry and Measures: Measures and Scale Drawings | Statistics: Charts, Tables and Averages Geometry and Measures: Angles Number: Number Properties | Number: Number Properties Number: Approximations Number: Decimals and Fractions | Number: Decimals and Fractions Algebra: Linear Graphs | Algebra: Linear Graphs Algebra: Expressions and Formulae | Algebra: Expressions and Formulae Ratio and Proportion and Rates of Change: Ratio, speed and proportion |
| | <ul style="list-style-type: none"> Place value and ordering numbers The four rules Order of operations and BIDMAS Systems of measurement Conversion factors Scale drawings Nets Using an isometric grid | <ul style="list-style-type: none"> Frequency tables Statistical diagrams Line graphs Statistical averages Angles facts Triangles Angles in a polygon Regular polygons Angles in parallel lines Special quadrilaterals Bearings Multiples of whole numbers Factors of whole numbers Prime numbers | <ul style="list-style-type: none"> Prime factors, LCM and HCF Square numbers Square roots Basic calculations on a calculator Rounding whole numbers Rounding decimals Approximating calculations Calculating with decimals | <ul style="list-style-type: none"> Fractions and reciprocals Writing one quantity as a fraction of another Adding and subtracting fractions Multiplying and dividing fractions Fractions on a calculator Graphs and equations Drawing linear graphs by finding points Gradient of a line $Y=mx+c$ Finding the equation of a line from its graph The equation of a parallel line Real-life uses of graphs | <ul style="list-style-type: none"> Solving simultaneous equations using graphs Basic algebra Substitution Expanding brackets Factorisation | <ul style="list-style-type: none"> Quadratic expansion Quadratic factorisation Changing the subject of a formula Ratio Speed, distance and time Direct proportion problems Best buys |

MUSIC

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|---|---|---|---|--|
| Year 7 | Elements of Music | Fundamental drum grooves | Keyboard skills | Four chords | Structure of pop music | Classroom band |
| | Students will explore the Elements of Music and how music is constructed. They will learn about pitch, rhythm, tone, timbre, structure, harmony, melody, texture, and dynamics. | Students will explore the different parts of the drum kit, and five of the most important drum patterns in popular music. Students will learn how to identify these patterns by ear. | Students will learn fundamental keyboard skills to help them understand the construction of melody. Students will be able to identify all the notes on a keyboard. | Students will learn all about chords and their role in a piece of music. Students will learn how to construct and play simple triads and the difference between major and minor chords. | Students will learn all about the different sections in a song structure. Students will learn how to play a complete pop song. | Students gain an understanding of different instruments and how to play them in an ensemble. Students will work together to perform a popular music piece. |
| Year 8 | Hooks, riffs, and Rock n Roll | Blues | Samba | Reggae | Music production and EDM | |
| | Students will develop an understanding of the historical context of Rock. Students will develop an understanding of major and minor scales. | Students will develop an understanding of the historical context of blues. Students will use musical vocabulary to identify key features including the 12 bar Blues chord sequence and the Blues Scale. | Students will develop an understanding of the historical context of Samba and be introduced to syncopated rhythms through a practical study of Samba music. | Students will learn about the background to Reggae music, the cultural importance of Reggae and what influenced the style. They will develop a greater understanding of the key features and artists from Reggae Music. | Students will be introduced to music sequencing software (Logic Pro) and the key functions needed to create electronic dance music. Over the term students will continually create an EDM track | |
| Year 9 | Jazz | Song writing | Film music | | Band skills and next steps | |
| | Students will develop an understanding of the historical context of jazz. Students will use musical vocabulary to identify key features including swing and Improvisation | Students will explore a range of Popular songs through listening activities. They will analyse and break down the construction of how the songs were created and designed. Students will also be given the opportunity to compose lyrics. | Students will develop an understanding of how music for film developed. They will explore sound FX and how composers create mood for film. Students will also learn about some of the leading film composers. Students will use Logic Pro to import a film clip and compose for the moving image. | | Students will develop their understanding of "band" instruments but focusing on one in particular. They will develop their understanding of tab, chord charts and chord diagrams suitable to their instrument. They will identify how relationships work within a band setting and how showmanship is a key factor. Students will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance. Students will also discuss their next steps regarding music. | |

| Year 7 | Term 1 | | Term 2 | | Term 3 | |
|--------|--|--|--|---|--|--|
| | Football | Badminton | Basketball | Gymnastics | Rounders | Athletics |
| | Passing and receiving the ball between two points using preferred foot; Shooting, dribbling and changing direction; use of space | Develop the basic grip, forehand and backhand technique; Introduction to serve; Correct body position; Linking skills; Keep the shuttle under control using a racket | Use and apply attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions | <p>To be able to perform a range of balance and travel movements in isolation and in sequences.</p> <p>To know how sequences can be developed using both floor and apparatus, including safety principles.</p> <p>To understand the concepts of stretching and curling, matching and mirroring and speed change.</p> | Develop the basic batting, bowling, catching waist height technique; develop the short barrier fielding technique; underarm and overarm throw | Maintain running speed at a steady rate for a prolonged period of time. Basic Running techniques Low to High start - Sprinting and Throwing |
| | | | Volleyball | Trampolining | Cricket | Tennis |
| | | | Develop and refine hand-eye coordination; develop basic principles for the 'dig' and 'set' passes in Volleyball; Linking skills - footwork and ready position; underarm serve; develop the technique of the 'set' pass | <p>Jumping on the cross to gain height and stability, stopping absorbing the bounce of the trampoline through the bend of the knees, vision on end of mat or wall spot throughout.</p> <p>Shaped Jumps -tuck, straddle and pike, with extension of limbs</p> <p>Landing in straight position after flight, with arms extended above head.</p> | Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience | Develop the basic technique of a forehand and backhand stroke, of a volley; Introduction to serve; Correct body position; Linking skills; Keep the ball under control using a racket |

| Year 8 | Term 1 | | Term 2 | | Term 3 | |
|--------|---|---|--|--|---|--|
| | Football | Badminton | Basketball | Gymnastics | Rounders | Athletics |
| | Passing and receiving the ball between two points using both feet; Shooting, dribbling and changing direction with accuracy; use of space | Develop basic forehand and backhand net shot and underarm lift serve; Introduction to rallying; Correct body position; Linking skills; shuttle and racket control Tag | Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions | <p>To be able to use a range of apparatus to obtain flight safely and effectively.</p> <p>To know how sequences can be developed in pairs using floor and apparatus.</p> <p>To understand the concepts of twisting and turning, symmetry and asymmetry, and unison and canon.</p> | Develop the basic batting, bowling, catching above head height technique; develop the short barrier fielding Technique; underarm and overarm throw | <p>Maintain running speed at a steady rate for a prolonged period of time.</p> <p>Running techniques; Sprinting and Throwing</p> |
| | | | Volleyball | Trampolining | Cricket | Tennis |
| | | | <p>Develop the basic principles for the dig and set passes in</p> <p>Linking skills - footwork and ready position; underarm serve; develop the 'volley' or 'set' technique</p> | <p>Basic Shapes: straddle, tuck, pike and star.</p> <p>Replication of core skills.</p> <p>Seat landing, front landing, back landing.</p> <p>Development of aesthetics, control and body management skills.</p> <p>Developing sequences/ movement patterns.</p> <p>Development of peer/self-assessment.</p> | Develop the long barrier fielding technique; correct bodyposition, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience | Develop the basic technique of a forehand and backhand stroke, of a volley; Serve - arm action and ball toss; Correct body position; Linking skills; ball and racket control |

| Year 9 | Term 1 | | Term 2 | | Term 3 | |
|--------|---|--|--|---|---|---|
| | Football | Badminton | Basketball | Gymnastics | Rounders | Athletics |
| | <p>Passing and receiving the ball across a range of distances using preferred foot; Shooting, dribbling and changing direction; use of space; Use of volleys and sharp turning of the ball; practice defensive skills, manoeuvres and parts of the body to control the ball</p> | <p>Refine forehand and backhand net shot and underarm lift; attacking and drop shots; Development of serve and body positioning; Linking skills; Hitting techniques; Refine footwork, including the ready position Tag</p> | <p>Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions</p> | <p>To be able pairs and group balances.</p> <p>To be able to construct a simple RG sequence.</p> <p>To know that gymnastics includes the disciplines of Acrobatic Gymnastics and RG.</p> <p>To understand the principles of counter tension and counterbalance and the principles behind the construction of RG sequences</p> | <p>Develop the basic batting, bowling, catching below waist height technique; develop the short barrier fielding technique; underarm and overarm throw</p> | <p>Maintain running speed at a steady rate for a prolonged period of time.</p> <p>Running techniques; Sprinting and Throwing</p> |
| Year 9 | | | Volleyball | Trampolining | Cricket | Tennis |
| | | | <p>Volleyball Develop the basic principles for the dig and set passes in</p> <p>Linking skills - footwork and ready position; underarm serve; Adapting technique to change direction of the pass</p> | <p>Replication of core skills.</p> <p>Development of aesthetics, control and body management skills.</p> <p>Developing sequences/ movement patterns. Development of peer/self-assessment</p> | <p>Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching one handed, underarm and overhead; accuracy aiming for targets and resilience</p> | <p>Refine forehand and backhand stroke and volley; Development of serve and body positioning; Linking skills; Racket and ball familiarisation; Refine footwork, including the ready position and split step</p> |

PHYSICS

| | Term 1 | | Term 2 | | Term 3 | |
|--------|--|--|---|---|---|---|
| Year 7 | Speed | Potential difference | Energy costs | Energy transfer | Sound | Light |
| | <ul style="list-style-type: none"> • Introduction to forces • Balances and unbalances forces • Speed and distance | <ul style="list-style-type: none"> • Resistance • Series and parallel circuits • Current • Charging up | <ul style="list-style-type: none"> • Food and fuels • Energy resources • Energy and power | <ul style="list-style-type: none"> • Energy adds up • Energy dissipation • Conservation of energy | <ul style="list-style-type: none"> • Sound waves and speed • Loudness and amplitude • Frequency and pitch • The ear | <ul style="list-style-type: none"> • Light • Reflection • Refraction • The eye and vision • Colour |
| Year 8 | Forces | Magnetism | Electromagnets | Energy | Wave effects | Wave properties |
| | <ul style="list-style-type: none"> • Friction, squashing, stretching • Pressure in solids, liquids and gas • Turning forces | <ul style="list-style-type: none"> • Magnets and magnetic fields • Magnetism project | <ul style="list-style-type: none"> • Electromagnets • Using electromagnets | <ul style="list-style-type: none"> • Work, energy and machines • Energy and temperature • Energy transfer: particles, radiation and insulation | <ul style="list-style-type: none"> • Sound waves • Water waves • Energy in waves • Radiation and energy | <ul style="list-style-type: none"> • Modelling waves • Waves practical |
| Year 9 | Energy stores and systems | Specific heat capacity | Energy resources | Electricity | Circuits | Electricity in the home |
| | <ul style="list-style-type: none"> • Conservation of energy • Kinetic and potential energy stores • Energy transfer | <ul style="list-style-type: none"> • SHC RP • Power • Reducing unwanted energy transfers | <ul style="list-style-type: none"> • Wind, solar and geothermal • Hydro-electricity • Waves and tides • Biofuels and non-renewables | <ul style="list-style-type: none"> • Current and circuit symbols • Resistance and $V=IR$ • Investigating resistance | <ul style="list-style-type: none"> • I-V Circuits • Circuit devices • Series circuits • Parallel circuits • Investigating circuits | <ul style="list-style-type: none"> • Power of electrical appliances • More on power • National grid |

| | Term 1 | | Term 2 | | Term 3 | |
|--------|---|---|--|---|---|--|
| | Health & Wellbeing | Living in the wider world | Relationships | Health & Wellbeing | Relationships | Living in the wider world |
| Year 7 | Transition and safety | Developing skills and aspirations | Diversity | Health a puberty | Building relationships | Financial decision making |
| | Transition to secondary school and personal safety in and outside school, including first aid | Careers, teamwork and enterprise skills, and raising aspirations | Diversity, prejudice, and bullying | Healthy routines, influences on health, puberty, unwanted contact, and FGM | Self-worth, romance and friendships (including online) and relationship boundaries | Saving, borrowing, budgeting and making financial choices |
| Year 8 | Drugs and alcohol | Community and careers | Discrimination | Emotional wellbeing | Identity and relationships | Digital literacy |
| | Alcohol and drug misuse and pressures relating to drug use | Equality of opportunity in careers and life choices, and different types and patterns of work | Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Mental health and emotional wellbeing, including body image and coping strategies | Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | Online safety, digital literacy, media reliability, and gambling hooks |
| Year 9 | Peer influence, substance use and gangs | Setting goals | Respectful relationships | Healthy lifestyle | Intimate relationships | Employability skills |
| | Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Learning strengths, career options and goal setting as part of the GCSE options process | Families and parenting, healthy relationships, conflict resolution, and relationship changes | Diet, exercise, lifestyle balance and healthy choices, and first aid | Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Employability and online presence |

RELIGIOUS STUDIES

| | Term 1 | Term 2 | Term 3 |
|--------|---|---|---|
| Year 7 | <p>Exploring Philosophy Blik: how do I interpret the world around me?</p> <p>Socrates: questioning world views Understanding Socrates' influence on thinking.</p> <p>Plato Understanding Plato's influence on thinking.</p> | <p>Meaning and examples of covenants Understanding the importance of covenants.</p> <p>Abram Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p>Becoming Abraham Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p>The father of many nations Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p>The Promised Land What is the significance of the promised lands?</p> <p>The new covenant What does this Covenant represent?</p> | <p>Prophethood How are Abrahamic faiths connected through prophets?</p> <p>Adam and creation Understanding Adam and Creation.</p> <p>Isaac and Ismail Risalah: how are Abrahamic faiths connected through prophets?</p> <p>Moses and the burning bush Prophethood: how are Abrahamic faiths connected through prophets?</p> |
| Year 8 | <p>Ethics The nature of human kindness</p> <p>Deontology and Emmanuel Kant Understanding Deontology and Kant's thinking.</p> <p>Teology and utilitarianism Understanding what this means and the application of the belief system.</p> <p>Situation ethics Understanding the importance of situation ethics.</p> <p>Virtue ethics Understanding the importance of virtue ethics.</p> <p>Suffering and compassion How are these aspects important in informing ethics?</p> | <p>Views of Jesus Anthropology of Jesus.</p> <p>Messianic prophecy in Judaism How is this of importance?</p> <p>Jesus and the gospels What do we learn about them?</p> <p>Jesus and incarnation What does this mean?</p> <p>Adam and creation Understanding Adam and Creation.</p> <p>Islamic interpretations of Jesus What do these look like?</p> | <p>Buddhism: Siddhartha Gautama How significant are the three jewels to Buddhists?</p> <p>Dhamma and skilful actions Interpretations of these and their importance.</p> <p>Dhamma and moral precepts Interpretations of these and their importance.</p> |

RELIGIOUS STUDIES

| | Term 1 | Term 2 | Term 3 |
|--------|---|---|--|
| Year 9 | <p>The Ten Commandments Religious law: what is the social context and relevance today?</p> <p>Two Great Commandments The meaning and relevance of these today.</p> <p>Situation ethics of Jesus Understanding how the situation ethics of Jesus influence Christians today.</p> <p>Muslims and Shariah Law Understanding the importance of Shariah Law on Muslims.</p> <p>Interpreting Shariah Understanding the importance of the interpretation of Shariah Law.</p> <p>Muslim attitudes to music How do Muslims view music?</p> | <p>Religious revivals: Martin Luther How did Martin Luther influence the reformation?</p> <p>Reaching Heaven by faith alone How is this of importance?</p> <p>Pacifism What does this mean?</p> <p>Unjust laws Rebels: should we embrace or challenge authority?</p> <p>Vandana Shiva Understanding what this means and embracing the earth's power.</p> | <p>Religion and the environment: stewardship and dominion Changing world: how should the Earth's resources be used?</p> <p>Khalifah: Muslim perspectives on the earth Investigating Muslim attitudes to the earth.</p> <p>Tikkun Olam and the role of personal responsibility Interpretations of Tikkun Olam.</p> <p>Pope Francis and the Laudato Si' encyclical Interpretations of these and their importance.</p> <p>Peter Singer and animal rights I can explain Peter Singer's argument against speciesism and think about how it can be used to argue for animal rights.</p> |



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