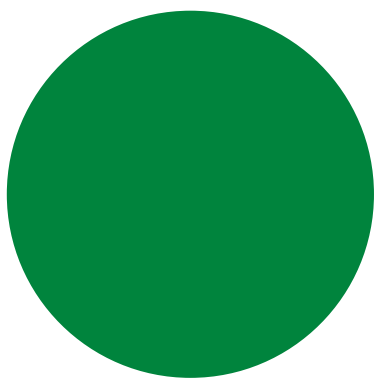




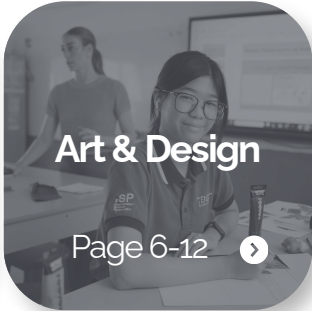
Key Stage 3 Curriculum Handbook 2025

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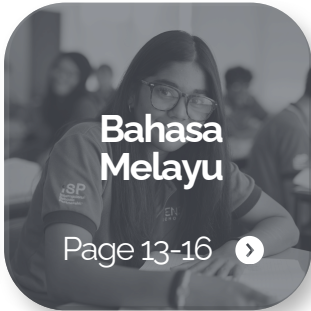
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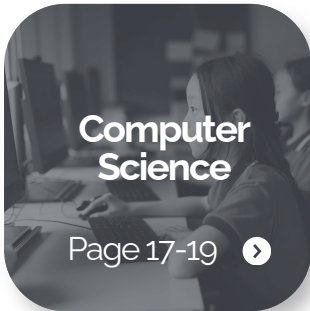
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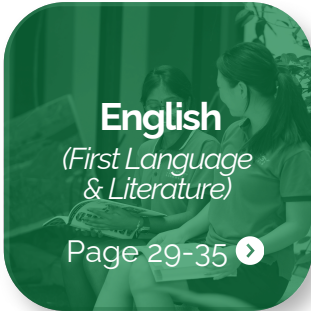
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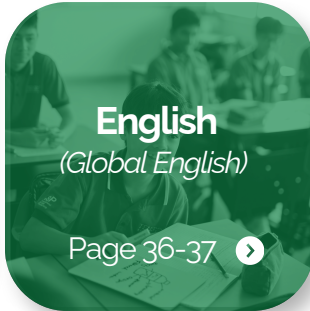
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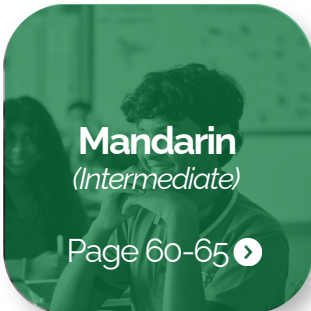
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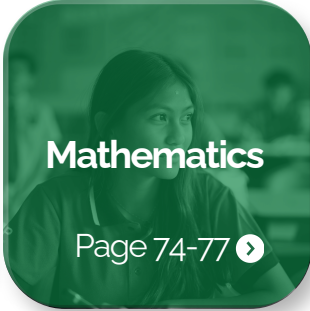
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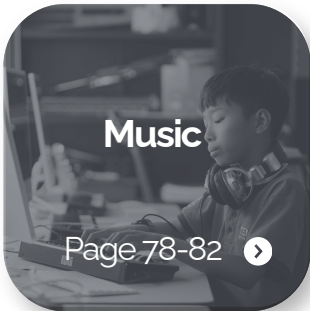
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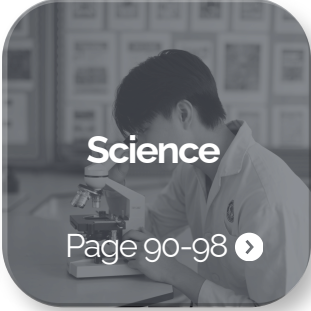
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Document Overview



Overview

Learning in Key Stage 3

This document provides an overview of the subject content and order of delivery that will provide your child with the knowledge, skills, and understanding to successfully progress towards their IGCSE (International General Certificate of Secondary Education) qualification.

While this curriculum document vitally tells us what the students need to learn, it does not explain how the students will learn.

Our experienced and highly skilled subject specialists develop and refine the planning and delivery of these shared s to promote amazing learning opportunities. Challenge will be adapted so that every young person can experience good struggle in the hard wiring of knowledge, skills and understanding.

Our students will develop not simply the ability to achieve a high level of attainment in individual subjects. They will, through exciting and memorable experiences develop a passion and confidence for learning and a set of future skills that will enable them to successfully select, adapt and prosper in their IGCSE choices and beyond.

Overview

How to use this document

This overview offers a clear chronological view of the syllabus content being delivered in every subject throughout the school year.

You can use this information to:

- Plan towards key points in the school year, such as module assessments or projects
- Support and complete pre-reading of s in preparation for lesson delivery
- Support and guide independent research linked to lesson delivery
- Recognise when **challenge** or **key** s are delivered to increase support and focus.
- Guide three-way discussion and planning for support and intervention between students, teachers and parents through direct contact and Parent Student Teacher Conferences (PSTCs).

KS3

Art & Design



01

Introduction

The Art Department: A Guide for Parents on the KS3 Curriculum

Art, craft, and design are essential forms of human creativity. They help us understand our history and envision our future. The Art Department at Tenby strives to create an environment where students feel a sense of achievement and are encouraged to engage with the cultural life of both the school and the community. We believe that artistic skills are not simply inherited but developed through learning and practice.

Our department emphasises a critical understanding of both European and World Art, ensuring that students gain cultural knowledge, regardless of their background. We believe it is important for all students to recognise how art and design reflect and shape history, as well as their contributions to culture and society.

Curriculum Aims

The aim of our KS3 curriculum is to provide students with a comprehensive understanding of art and design. We focus on developing essential skills while also imparting substantial knowledge about the world of art. We start by exploring the history of art and the formal elements that form the foundation of artistic expression. As students' progress, they will learn about key artists and movements necessary for their full participation in society.

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Art Genres and Skill Development

Throughout KS3, students will explore traditional art genres, such as still life, portraiture, and landscape, each in their unique way to build a cumulative understanding. We emphasize skill acquisition through repeated practice in painting, drawing, sculpture, and printmaking. Students will work like real artists following a three-tiered system:

1. Initial Studies - Thumbnails and warm-up exercises.
2. Progress Pieces - More developed drawings (first drafts).
3. Final Outcomes - Portfolio pieces that showcase the skills learned.

This structured approach helps students clearly see their skill development, boosting their confidence and sense of achievement as they strengthen the techniques needed for success in KS4.

Engagement and Growth

We aim to engage, inspire, and challenge students, equipping them with the knowledge and skills to experiment and create their own art. We encourage students to step outside their comfort zones while providing the necessary support to do so. As they progress, they will develop critical thinking skills and a deeper understanding of art and design.

The foundations laid in KS3 through retrieval practice and distributed learning are essential for students' future educational paths, whether toward a Foundation Course in Art or university courses in creative subjects. To celebrate their artistic journeys, we plan to host an annual exhibition showcasing the work of our GCSE and A Level Art students every summer.

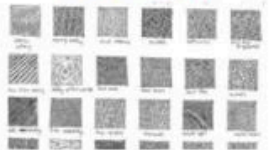
Knowledge Organisers For Each Year Group

Year 7 Curriculum Focus Foundation Skills in Drawing, Painting, Printmaking, and 3D Art

Students will explore various aspects of art, including mark making, composition, alignment, perspective, and form. The learning journey in Year 7 starts with an introduction to the concepts and processes related to the formal elements of art.

Curriculum Components:

- Substantive Knowledge:** This includes key artists and movements.
- Disciplinary Knowledge:** This pertains to the subject's specific practices and methodologies.
- Cumulative Knowledge:** This is organised in a third column to facilitate effective curriculum planning.

Year 7 Learning Journey	Key Artists & Movements	Media, Skills, Techniques and Processes	Key Vocabulary:
1 : Still Life Formal Elements	Pablo Picasso Henry Matisse Georgia O Keefe Bridget Riley Andy Warhol Yayoi Kusama	FORMAL ELEMENTS LINE TONE SHAPE & FORM TEXTURE COLOUR PATTERN 	Media/Medium The materials and tools used by an artist to create a piece of art. Technique The skill in which an artist uses tools and materials to create a piece of art. Abstract A piece of art which is not realistic. It uses shapes, colours and textures. Style The technique an artist uses to expressive the individual character of their work. Composition The arrangement and layout of an artwork or objects. Highlight The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person. Shadow, shade, shading The tonal and darker areas within a drawing/painting where there is less light on the object or person. Texture The feel, appearance or the tactile quality of the work of art. Mark making Mark making is used to create texture within a piece of art by drawing lines and patterns. Collage A piece of art made by using a variety of materials such as paper and photographs which are cut out, rearranged and glued on a surface.
2 : "Ism's" Art History & Portraiture	An art movement, or ism, is a style in art. It may have a common philosophy, followed by a group of artists.	 	
3 : Landscapes & Narratives	Aesop's Fables Ernst Haeckel Christopher Marley Levon Biss Jennifer Angus Noel Badges Pugh Emilie Clark Rosamond Purcell John Dyer	  Composition, proportion, perspective, shape, pencil, pen & ink, charcoal & chalk, wax resist, watercolour, poster paint, monotypes, mono-print, collagraph.	

Knowledge Organisers For Each Year Group

Year 8 Curriculum Focus: Patterns, Pop Culture, and Design

The Year 8 learning journey starts with an exploration of line and pattern, revisiting key concepts and processes related to the formal elements of art. Students will engage with various substantive knowledge through different artistic movements and an introduction to the principles of design, as well as broader cultural themes.

Curriculum Components:

1.Substantive Knowledge:

- Key artists and movements relevant to the concepts of pattern and design.

2.Disciplinary Knowledge:

- Understanding the subject-specific processes and techniques involved in creating and analyzing art.

3.Cumulative Knowledge:

- Building a comprehensive understanding of how these elements interconnect and contribute to the overall study of art and design.

This framework will support effective curriculum planning and provide students with a rich learning experience in Year 8.

Year 8 Learning Journey	Key Artists & Movements	Media, Skills, Techniques and Processes	Key Vocabulary:
Rhythms of the Everyday Drawing and printmaking inspired by still life. Focus on line, pattern, and expressive mark-making.	Fernand Leger Patrick Caulfield Florence Hutchings	FORMAL ELEMENTS LINE TONE SHAPE & FORM TEXTURE COLOUR PATTERN 	Monochromatic Colours that are shade or tint variations of the same hue.. Complementary Those colours across from each other on a colour wheel. Printmaking The activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks Pattern a repeated decorative design Composition The arrangement and layout of artwork/objects.
Topeng- Ancestral Echoes Mixed media and clay inspired by Nenek Moyang. Explore Orang Asli traditions through texture and form.	Mah Meri Jah Hut		Shadow, shade, shading The tonal and darker areas within a drawing/painting where there is less light on the object or person. Texture The feel, appearance or the tactile quality of the work of art Mark making Mark making is used to create texture within a piece of art by drawing lines and patterns.
Concrete Roots Collaborative sculpture based on urban and natural forms. Create an 'urban jungle' through group installation work.	Wim Jonker Diana Al-Hadid Sylvain Corentin David Moreno	 Composition, colour relationships, mark making, design principles, layout, collagraphs, photography, digital manipulation, mixed media, chalk, charcoal, paint.	Perspective The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other

Knowledge Organisers For Each Year Group

Year 9 Curriculum Focus

Media Exploration, Distortion, Icons & the Power of Art

The learning journey in Year 9 starts with an introduction to distortion and abstract concepts. Students will then revisit the formal elements of art, incorporating new substantive knowledge and examining historical themes along with the power of art.

Curriculum Components::

- Substantive Knowledge:** Key artists and movements are outlined to provide context and inspiration.
- Disciplinary Knowledge:** This focuses on the processes and techniques specific to the subject of art.

- Cumulative Knowledge:** This section details the progression of understanding and skills that students will develop throughout the year.

This structure ensures a comprehensive approach to curriculum planning, fostering students' engagement and critical thinking in the exploration of art.

Year 9 Learning Journey	Key Artists & Movements	Media, Skills, Techniques and Processes	Key Vocabulary:
Broken Realities Still life with a twist — explore distortion, abstraction, and perspective. Use drawing and painting to disrupt and reimagine everyday forms.	Cubism Paul Cezanne Georges Braque Pablo Picasso	FORMAL ELEMENTS LINE TONE SHAPE & FORM TEXTURE COLOUR PATTERN 	Technique The skill in which an artist uses tools and materials to create a piece of art. Style The technique an artist uses to expressive the individual character of their work. Cubism Cubism was a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects together in the same picture, resulting in paintings that appear fragmented and abstracted. Abstract art Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect . Iconography The iconography of an artwork is the imagery within it. Futurism An Italian art movement of the early twentieth century that aimed to capture in art the dynamism and energy of the modern world. Vorticism A British avant-garde group formed in London in 1914 with the aim of creating art that expressed the dynamism of the modern world.
Icon Portraiture meets street art in a bold, expressive project. Merge identity with graphic style and urban influence.	Iconography Leonardo da Vinci Andy Warhol Banksy Shepard Fairey		
Driven to Create A dynamic, student-led personal project. Develop your own theme using mixed media and movement.	Futurism Vorticism Giacomo Balla Umberto Boccioni Frank Aurbach Alexander Calder	 Composition, abstraction, distortion, icons, social awareness, public art, design, history, symbolism, mixed-media, paint, tonal reductions.	

KS3

Bahasa Melayu



All students study Bahasa Melayu, along with either French or Mandarin.

Term	Year 7	Year 8	Year 9
1	Unit 1 Pengenalan Diri dan Ucapan • Use greetings • Introduce yourself • Give your name, where you live etc Unit 2 Keluarga dan Haiwan Peliharaan • Talk about you, family and pets • Talk about activities you do with your family • Understand Malay salutations User personal pronouns	Unit 12 Perjalanan dan Pengangkutan • Learn about prepositions • Vocabulary related to travel • Travel experience Unit 13 Panduan Arah • Give and understand directions • Use prepositions to describe location Look at a map and explain how to get from one place to another.	Unit 23 Makanan dan Minuman dari serata dunia • Talk about foods and drinks from other countries • Use the passive voice Unit 24 Cuaca Dunia • Talk about different types of weather • Make a comparison with the weather in Malaysia • Use demonstrative
2	Unit 3 Rumah dan Tempat Tinggal • Talk about the home Describe the house • Recognise basic tenses Unit 4 Kehidupan di Rumah • Talk about home life • Use time phrase • Use common prepositions • Ask question using question words	Unit 14 Perkhidmatan Awam • Talk about public services • Use adverbs Write a formal letter Unit 15 Tempat-tempat untuk dilawati dan tarikan pelancong • Talk about Malaysian places of interest and tourists attractions • Use the relative pronoun 'yang'	Unit 25 Persekitaran Geografi • Talk about natural landscape • Describe your holiday destination • Use abstract nouns Unit 26 Tempat dan Adat luar negara • Talk about traditional costumes • Describe the different and similarities between them Use conjunctions

All students study Bahasa Melayu, along with either French or Mandarin.

Term	Year 7	Year 8	Year 9
3	Unit 5 Rutin Sekolah - Describe your school - Understand singular and plural - Describe a typical school day and school trip Unit 6 Makan dan Minum - Talk about what you eat and drink - Use adjectives - Write a shopping list	Unit 16 Cuaca - Talk about the weather - Use superlative yang paling and ter - Write an essay on news reports Unit 17 Penginapan semasa cuti - Talk about holiday and book accommodation - Write formal letter giving feedback - Use the adjective dekat	Unit 27 Perancangan kerjaya masa depan - Talk about different jobs and your dream career - Write an essay about work experience - Use affix pe...an Unit 28 Mencari Pekerjaan - Understand and reply to the job advertisement - Write a letter applying for a job - Prepare your CV
4	Unit 7 Makan di luar - Book a table, order food and drink, ask for the bill - Understand common classifier Unit 8 Kesihatan dan kecergasan - Talk about health and fitness - Describe what you do to stay healthy - Understand and use affixes	Unit 18 Percutian yang bermakna - Talk about volunteering jobs - Use question words - Use directions - Use adverbs and auxiliary verbs Unit 19 Alam semula jadi - To use reduplication words To use vocabulary relating to natural environment	Unit 29 Pengajian lepasan sekolah - Talk about future education Use the prefix ter... - Discuss your exam results and your future plan Unit 30 Komunikasi - Prefix Vocabulary about communication

All students study Bahasa Melayu, along with either French or Mandarin.

Term	Year 7	Year 8	Year 9
5	Unit 9 Membeli belah • Talk about shopping • Buy something and negotiate the price • Use numbers and express quantity • Tell the time Unit 10 Rekreasi dan Hiburan • Talk about leisure activities • Vocabulary about different types of activities Buy cinema tickets and invite friends to party	Unit 20 Kampung halaman dan Persekitaran • To use the comparative • To use adjectives, describe feeling and emotions • Use vocabulary relating to city and village life Unit 21 Bertemu orang daripada pelbagai latar belakang • Use negative form • Ask and answer questions to get to know someone Vocabulary relating to countries and language	Unit 31 Bahasa di tempat kerja • Affix • Language of work place • Giving opinions politely
6	Unit 11 Perayaan dan Majlis Istimewa • Talk about festivals in Malaysia • Use the correct greeting for each festivals Use indefinite pronouns	Unit 22 Kehidupan dan Percutian di luar negara • Use negative form • Ask and answer questions to get to know someone • Vocabulary relating to countries and languages Unit 23 Makanan dan Minuman dari serata dunia • Talk about foods and drinks from other country • Use the passive voice	Unit 32 Isu-isu Dunia • Affixes • Vocabulary issues around the word-natural disasters

KS3

Computer Science



Half Term	Year 7	Year 8	Year 9
1	Staying Safe: In this introductory unit, students will be introduced to the MS Education platforms that they will use across the curriculum. Students will learn how to engage positively and professionally using technology, as well as how to identify and reduce the risks of working, playing, and learning in a fully connected digital world. .	Digital Communication: In this unit, students will learn all about how data and information is communicated across the world. We will investigate the hardware and logic systems that carry our data across the internet, and even code our very own digital message transmission system using microcontrollers.	Game Development: In this unit, students will investigate one of the highest grossing economies in the world today by looking at what makes a successful video game company. We will use our skills in project planning and coding to create our very own computer game. We will learn how the mechanics of a game can make or break it in the production phase, as well as how to promote our games through production channels.
2			
3	Computer Systems: Students will learn about the fascinating history of computer systems and how the individual hardware components work together to form a functional computer. This will include physical computing systems, where students will get to program microcontrollers to react to the environment around us.	Mobile App Development: It's time for us to get creative and build our very own mobile app! This unit will focus on a wide range of skills in project planning and coding, as well as the psychology of human computer interaction. Students will also learn how audio and video are compressed and optimised for mobile use.	Artificial Intelligence: ChatGPT has taken over, and we want to know how it works, and how we can make it work better for us! In this unit, students will learn about the different AI models that exist, lift the lid on each of them work and how we can use them better.
4			Robotics: In this unit we investigate the impact of robotics on our world and code physical systems to interact with the world around us.

Half Term	Year 7	Year 8	Year 9
5	Digital Graphics: Students will learn about how computers store all data in a binary system, and how computers use binary and hexadecimal numbers to store and display bitmap images.	Social Media Millionaires: Using social media and the world of online influencers as a guide, students will learn what it takes to be a successful digital content creator in the modern world. As well as skills in video production and editing, we will also be learning about the business behind the screen by looking at how we use engagement metrics, data analytics, and programming to boost success.	Enterprise Skills Project: Now that students have selected their options and know their path for the next few years, this unit looks at the best ways computer science can be used in a variety of professional careers. Students will get a choice of projects to complete ranging from the tech-heavy programming projects for those who love to code, through to more creative and expressive projects in animation and video. There are also options around business and enterprise including social media marketing.
6	Students will then identify how this is different to vector graphics, before using Python to procedurally create graphical geometric images using code.		

KS3

Design & Technology



Half Term	Year 7	Year 8	Year 9
1	Eat The Rainbow – Year 7 Food & Nutrition Project In this delicious and educational project, students will learn how to plan and prepare healthy, colourful meals that support a balanced diet. They'll explore food safety, hygiene, and basic cooking skills while designing meals with health, culture, and user needs in mind. The project will culminate in a Bento Box competition, where students present their perfected dishes. Along the way, they'll learn about nutrition, the Eatwell Guide, and how to store food safely.	Lantern – Year 8 Textiles & Electronics Project In this creative cross-curricular project, students will design and make an Islamic-inspired decorative lantern. They'll explore how lighting can express identity and emotion, drawing inspiration from cultural design movements and geometric patterns. Using textile techniques and basic electronics, students will digitally print their own repeating pattern, sew the lantern using zig-zag stitching, and install a battery-powered LED light. The final product will be a bold, colourful lantern that blends fashion, interior design, and technology—just like in real-world homeware design.	Biomimicry-Inspired Lamp – Year 9 Design & Technology Project In this innovative project, students will design and make a wooden desk or bedside lamp inspired by nature and sustainable design. Taking cues from biomimicry and the famous Anglepoise lamp, they'll create a movable lamp with a child-safe structure and an eco-printed textile lampshade. The lampshade will be decorated using natural materials like leaves or flowers, and the lamp will be designed for use in a child's room. This project blends engineering, textiles, and environmental awareness to produce a functional and creative product.
2			

Half Term	Year 7	Year 8	Year 9
3	Mechanical Marvels – Year 7 Design Project In this exciting STEM project, students will learn how engineers use mechanical linkages to solve real-world problems. They'll design and build a working grabber tool using acrylic, focusing on a reverse motion linkage. The grabber will be able to pick up small items like ping pong balls and could be useful for picking up litter or helping people with mobility challenges. This project encourages creative thinking, engineering skills, and an understanding of how simple mechanisms can create complex movement.	3D Printed Luggage Tag – Year 8 Design & Technology Project In this creative design project, students will explore how everyday products like luggage tags can reflect personal identity and style. They'll learn about iconic design movements such as Pop Art and Bauhaus, and use 3D printing to create a personalised tag made from PLA plastic. The final product will feature custom graphics, raised text or patterns, and be accompanied by a promotional point-of-sale card—just like a real retail product. This project builds skills in digital design, branding, and modern manufacturing techniques.	Natural Forms – Year 9 Textile Design Project In this project, students will investigate how natural forms inspire artists and textile designers, developing a critical understanding of relevant sources. They will explore a variety of natural textures and shapes such as seed pods, coral, fungi, and leaves through detailed observation and research. Students will gather and analyze images, collect visual information, and study artists and designers who work with natural themes, reflecting on how these sources influence their own ideas. They will document their findings with annotated sketches, photographic studies, and written reflections that explain what they see, how textile techniques connect, and why these inspirations are important. This investigation will form the foundation for their design development in textile techniques like Fabric dyeing, block printing, and sample making. By critically engaging with a range of sources, students will build a strong thematic context to inform their creative outcomes and prepare for further study in GCSE Textile Design.
4			

Half Term	Year 7	Year 8	Year 9
5	Personal Desk Organiser – Year 7 Design Project In this hands-on design project, students will create a personalised desk organiser using foam board. The aim is to help them understand how good design can improve focus and productivity by reducing clutter. Each organiser will be tailored to the student's own needs or those of a peer, and will reflect their personality or style. This encourages creativity, problem-solving, and practical design skills in a real-world context.	International Street Food Challenge – Year 8 Food & Nutrition Project In this global culinary project, students will explore the vibrant world of street food. They'll research international dishes, test recipes, and then plan and cook their own original street food creation. Designed to be served quickly and creatively in a mobile setting, each dish will be judged on taste, presentation, creativity, and safe food preparation. This project helps students develop independence in the kitchen while celebrating global flavours and cultures.	Modern Meal Prep – Year 9 Food & Nutrition Project In this practical and health-focused project, students will explore how to create nutritious, affordable versions of popular takeaway meals. They'll research modern dietary needs, plan balanced meals, and develop their cooking skills to prepare a complete dish suitable for home meal prep. The final challenge will be to produce a healthy alternative to a fast food favourite, judged on taste, presentation, nutritional value, creativity, and cost-effectiveness. This project encourages independence, smart food choices, and real-world cooking confidence.
6			

KS3 Drama



Half Term	Year 7	Year 8	Year 9
1	Singapore Trip • Introduce the term 'tableaux'. • To use the skills taught to create a group presentation. • Negotiate working in a group to create a short performance. • Enhance class cooperation through group work. • Explore basic movement skills such as facial, gestures and slow motion. • Raise awareness of performance etiquette. • Introduce simple Drama vocabulary in order to evaluate performances.	Relationships • Exploring family and sibling relationships. • Learning drama techniques and incorporating them into the theme. • The techniques learned are Split Scene, Angel Vs Devil and Thought Tracking. • Student to get used to using drama terms when discussing their performance and incorporating these new techniques when they perform.	Stanislavski • To be familiar with understand new drama language, Naturalism, emotion memory, magic if etc. • To participate and contribute fully in drama activities. • To gain an understanding of different theatre styles. • To consider the effect of the drama on the audience. • To understand the intentions of each drama theorist.

Half Term	Year 7	Year 8	Year 9
2	The House on Haunted Hill • Use storytelling to create mood & atmosphere. • Use music & lighting to create atmosphere. • Use character cards to help create depth to characters. • Develop voice and movement skills to show character. • Experiment with the convention of 'flashback' to improve structure of performances. • Develop simple Drama vocabulary in order to evaluate performances.	Pantomime • Understand and identify the features of the genre 'Pantomime' • Successfully use group working skills to negotiate performance ideas • Use literacy skills to evaluate the performance of others	Brecht • To be familiar with understand new drama language, epic theatre, half curtain, social comment, direct address • To participate and contribute fully in drama activities. • To gain an understanding of different theatre styles. • To consider the effect of the drama on the audience. • To understand the intentions of each drama theorist.
3	Shakespeare – Romeo & Juliet To study edited extracts from the play. To gain an understanding of the whole of the play. To focus on character and study an aspect of the character in more detail.	Shakespeare – Macbeth To study edited extracts from the play. To gain an understanding of the whole of the play. To focus on character and study an aspect of the character in more detail. To be aware of interpretive choices a director makes.	Shakespeare – A Midsummer Night's Dream To study edited extracts from the play. To gain an understanding of the whole of the play. To focus on character and study an aspect of the character in more detail.

Half Term	Year 7	Year 8	Year 9
4	Shakespeare – Romeo & Juliet - To work using ensemble towards a whole class presentation. - To perform for whole year group as part of Shakespeare Week.	Shakespeare – Macbeth - To work using ensemble towards a whole class presentation. - To perform for whole year group as part of Shakespeare Week.	Shakespeare – A Midsummer Night's Dream - To work using ensemble towards a whole class presentation. - To perform for whole year group as part of Shakespeare Week.
5	Melodrama - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To use voice and movement skills to portray exaggerated characters fitting for the style. - To work using learnt skills to create a group presentation.	Physical Theatre - To understand and be able to manipulate their physicality to express different emotions, concepts and ideas. - To understand the Berkoffs style of Total Theatre in their performances. - To experiment with Frantic Assemblies techniques which include:- Hymn Hands, Round, By, Through & Chair Duets.	Mask Theatre - Learning the fundamental techniques of playing in mask and the development and presentation of a sound and movement creation in mask. - Students will use mime, movement, gesture and improvisation as they explore the various masks.

Half Term	Year 7	Year 8	Year 9
6	Silent Comedy - To study the performance style. - To gain an understanding of the style and its place in drama history. - To focus on the elements of storyline and typical plot scenarios. - To understand the stock characters and their roles in the drama. - To be aware of interpretive choices a director makes. - To work using learnt skills to create a group presentation.	Greek Theatre - Exploring the theatrical conventions used in Classic Greek Theatre, such as unison, chorus and canon - Understanding the genres of Tragedy and Comedy, and their origins in Greek theatre. - Students will learn the different types of theatre seating and do performances based on these theatre types.	Commedia Dell 'Arte - To encourage the students to become more culturally aware by exploring an Italian performance style - To explore an externally focussed performance style that focuses largely on mime, gesture and movement - To focus on the key characters of a Commedia dell' arte performance - To encourage students to improve their confidence skills by supporting them in working with others, contributing to discussion and thus enhancing their social skills - To encourage students to embark in peer and self-assessment

KS3

English: First Language & Literature



Half Term	Year 7	Year 8	Year 9
1	Adventures: Reading and writing short stories Key Skills: • Expressing and developing ideas • Organising and structuring writing • Varying vocabulary and sentence structures • Adapting tone to suit the task • Using accurate spellings, punctuation and grammar Writing Assessment: Short adventure story	Mysteries: Detective stories, unexplained occurrences and urban legends Key Skills: • Expressing and developing ideas • Organising and structuring writing • Varying vocabulary and sentence structures • Adapting tone to suit the task • Using accurate spellings, punctuation and grammar Writing Assessment: Mystery story	Prose: Animal Farm Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Extract analysis

Half Term	Year 7	Year 8	Year 9
2	Drama: A Christmas Carol (playscript) Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Extract comprehension and analysis	Evolution of Poetry: Study and use a variety of poetic forms and techniques Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Poem analysis	The Art of Rhetoric: The history, language and structure of persuasive speeches Key Skills: • Expressing and developing ideas verbally to engage an audience • Organising and structuring ideas within a speech • Speaking clearly, fluently and effectively • Adapting tone and language to suit the audience and format • Listening and responding verbally to other speakers Speaking Assessment: Persuasive speech

Half Term	Year 7	Year 8	Year 9
3	Heroes: What makes someone heroic, in fiction or reality? Key Skills: - Expressing and developing ideas verbally to engage an audience - Organising and structuring ideas within a speech - Speaking clearly, fluently and effectively - Adapting tone and language to suit the audience and format - Listening and responding verbally to other speakers Speaking Assessment: Advisory speech	Drama: Macbeth Key Skills: Expressing and developing ideas verbally to engage an audience Organising and structuring ideas within a speech Speaking clearly, fluently and effectively Adapting tone and language to suit the audience and format Listening and responding verbally to other speakers Speaking Assessment: Soliloquy	Short Stories: Future Worlds Key Skills: Expressing and developing ideas Organising and structuring writing Varying vocabulary and sentence structures Adapting tone to suit the task Using accurate spellings, punctuation and grammar Writing Assessment: Narrative piece

Half Term	Year 7	Year 8	Year 9
4	Prose: Chinese Cinderella Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Extract analysis	Comedy: Reading and writing for performance Key Skills: • Expressing and developing ideas verbally to engage an audience • Organising and structuring ideas within a speech • Speaking clearly, fluently and effectively • Adapting tone and language to suit the audience and format • Listening and responding verbally to other speakers Speaking Assessment: Comedy sketch	Drama: An Inspector Calls Key Skills: • Expressing and developing ideas verbally to engage an audience • Organising and structuring ideas within a speech • Speaking clearly, fluently and effectively • Adapting tone and language to suit the audience and format • Listening and responding verbally to other speakers Speaking Assessment: Missing Scene Performance

Half Term	Year 7	Year 8	Year 9
5	Travel and Transport: Where, why and how do people travel? Key Skills: • Expressing and developing ideas • Organising and structuring writing • Varying vocabulary and sentence structures • Adapting tone to suit the task • Using accurate spellings, punctuation and grammar Writing Assessment: Persuasive email	Prose: The Bone Sparrow Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Comprehension and analysis	Poetry: The World in Conflict Key Skills: • Building knowledge and understanding of a literary text • Using quotations effectively to support ideas • Understanding and using the writer's contexts, ideas and attitudes • Analysing the writer's use of language, structure and form • Developing a personal response to the text Reading Assessment: Poem analysis

Half Term	Year 7	Year 8	Year 9
6	Poetry: Animals Observed Key Skills: • Expressing and developing ideas verbally to engage an audience • Organising and structuring ideas within a speech • Speaking clearly, fluently and effectively • Adapting tone and language to suit the audience and format • Listening and responding verbally to other speakers Speaking Assessment: Slam poem	Exploring Articles: How to write well and engage readers Key Skills: • Expressing and developing ideas • Organising and structuring writing • Varying vocabulary and sentence structures • Adapting tone to suit the task • Using accurate spellings, punctuation and grammar Writing Assessment: Magazine article	Dark Descriptions: Read and craft Gothic descriptions Key Skills: • Expressing and developing ideas • Organising and structuring writing • Varying vocabulary and sentence structures • Adapting tone to suit the task • Using accurate spellings, punctuation and grammar Writing Assessment: Descriptive piece

KS3

English: Global English

(Tagore Classes Only)



Note that the Global English course is divided into thematic units, each of which builds vocabulary and a range of English skills. The pace of teaching will depend on the students' needs. There are nine units in each year; it may not be possible to cover every unit.

Unit	Year 7	Year 8	Year 9
1	Making Connections	Languages of the World	Views and Voice
2	Time to Celebrate	Design and Architecture	Well-Being
3	What We Wear, What We Waste	Our Society	Tourism
4	From A to B	Advertising	Science
5	The Great Outdoors	Natural Resources	Technology
6	Sports and Games	Natural Wonders	Rules and Laws
7	Success	Historical Figures	Competition
8	In the News	Storytelling	The Environment
9	The Digital World	Music	Achievements and Ambitions

KS3

French Foreign Language



Half Term	Year 7	Year 8	Year 9
1	Revision Personal Information Language Nationalities Numbers Ages, days, dates, birthday Face descriptions Animals	Fashion Clothes Adjectives to describe clothes Weather Leisure activities including music preferences Adjectives to describe leisure activities Expressions of frequency Telling the time	The World of Media and Technology TV programmes Films Different types of music Reading preferences Advertising – what works and what doesn't work Expressions of frequency
2	Revision Personal Information Languages Nationalities Numbers Ages, days, dates, birthday Face descriptions Animals		

Half Term	Year 7	Year 8	Year 9
3	Le Petit Nicolas (Based on the film The Little Nicolas) Introduction of characters Jobs Physical description Personality Friends House chores Colours (Revision)	Holidays Holiday destinations Holiday accommodation Holiday leisure activities Adjectives to describe holiday activities Types of transport Typical holiday objects Past tense time expressions	Addicted to Technology Old and new technology Pros and cons of old and new technology Adjectives and expressions to describe our opinion of all these Leisure activities using technology Social media Pros and cons of social media Favourite technology and gadget Expressions of frequency
4	Food, Drinks, Meals Opinions of food What I can and can't eat Eating out and ordering food Quantities and recipes Food specialties and art	French-speaking countries French speaking countries Adjectives to describe countries Daily routine Telling the time Making comparisons	

Half Term	Year 7	Year 8	Year 9
5	School School subjects Personality adjectives Comparing teachers Time Description of timetable Break time activities School facilities Opinions (revision)	French-speaking countries French speaking countries Adjectives to describe countries Daily routine Telling the time Making comparisons	Relationships Family members Adjectives of personality Adjectives and expressions to describe feelings Household chores Discussing what activities chores they must, can and want to do Ways to spend pocket money Expressions of frequency (Revision) Giving advice to other teenagers Comparing regular teenager activities in the past with the present
6	My home Places in a town Different locations Types of accommodation/homes Rooms in a house Furniture and household items Adjectives to describe a home Leisure activities (present and near future tense)	Les choristes (Based on the film The Chorus) Introduction of characters Physical description Personality Predictions (future tense) Clothes and adjectives	

KS3

Future Skills



The Future Skills programme serves to support young people to develop fully as individuals and as members of families and social and economic communities. **All** students will receive the following content through vertical Tutoring in Years 7, 8 and 9.

Half Term	Year 7	Year 8	Year 9
1	Learning to Learn: 1. Foundations of a Learner Mindset 2. Understanding Learning Styles 3. "How My Brain Works": Memory, Attention, and Focus 4. Becoming an Independent Learner: Reflection & Responsibility	Learning to Learn: 1. Study Strategies: What Works for You? 2. Collaborative Learning: Cooperation vs. Collaboration 3. Growth Mindset: How Does Our Brain Grow and Change? 4. Build Your Personalised Learning Toolkit	Learning to Learn: 1. Preparing for IGCSEs: Choosing the Right Subjects 2. Note-taking and Summarising 3. Mindfulness 4. Becoming an Independent Learner: Levelling Up
2	Organisational Skills 1. How to communicate with Teachers and Peers/Teams 2. Keeping up with homework and learning to learn 3. Building routines 4. Organising physical space	Emotional Intelligence 1. Self awareness 2. Social awareness 3. Introduction to relationships 4. Bullying, violence & discrimination	Economic Wellbeing and Careers 1. Introduction to Financial Literacy (parent speakers) 2. Understanding the World of Work (parent speakers) 3. Goal Settings and Aspirations 4. Citizenship and Community Involvement

Half Term	Year 7	Year 8	Year 9
3	Relationships and Social Skills 1.Changing friendships 2.Communication skills 3.Bullying and Cyberbullying 4.Respect and Tolerance	Collaboration 1.Effective communication 2.Barriers to communication 3.Effective collaboration 4.Problem solving skills	Relationships 1.Recognising unhealthy relationships 2.Communication/Conflict Resolution 3.Building Resilience and Growing Confidence 4.Relationships in The Digital Age
4	Character Development/Emotional Intelligence 1.Social Behaviour and Self-Regulation 2.Managing Responses 3.Self-confidence 4.Responsibility & Leadership	Self-Confidence 1.Understanding self-confidence 2.Building self-confidence 3.Overcoming challenges 4.Celebrating self-confidence	Social Issues & Citizenship 1.Human Rights and Social Justice 2.Environmental Awareness 3.Digital Citizenship 4.Community Involvement and Volunteering

Half Term	Year 7	Year 8	Year 9
5	Health & Wellbeing 1. Physical Health (Create your own obstacle course) 2. Planning your own balanced diet 3. Personal hygiene 4. Presentation on knowledge and skills gained in H&W	Health & Wellbeing 1. Body image & eating disorder 2. Self-identity 3. Managing online pressure 4. Understanding puberty & Overcoming mental barriers (e.g., screentime, The Nerd Syndrome, pressure)	Responsible Decision-Making 1. Staying safe online: Misinformation and Extremism 2. Health-related Choices: Aesthetic Procedures 3. The Risks and Consequences of Drug & Alcohol Abuse 4. Staying safe online: Protect your Personal Data
6	Collaboration (PBL) 1. Introduction to Writing & Creative Writing Techniques 2. Creating an eBook 3. Supervised Groupwork 4. Presentation of eBook	Creativity & Adaptability 1. Dealing with change 2. Embracing ambiguity 3. Making mistakes 4. How can we be resilient and face challenges?	Self-Awareness 1. Exploring Interests, Hobbies, and Passions 2. Healthy Mindsets: Understanding Body Image 3. Marginalisation & Privilege 4. Taking Others' Perspectives

KS3

Geography



Year	Term 1	Term 2	Term 3
7	Amazing Places • Countries and Continents • Malaysia – physical and political geography • Malaysia – a place project • Southeast Asia – locations and digital data • Distances and Directions – geographical skill • Longitude and Latitude – geographical skill • Grid references – geographical skill • Assessment and Reflection • Amazing Place Project ◦ Map work ◦ Digital data ◦ Geographical description ◦ Presentation skills ◦ Assessed Presentation	Settlements • What are Settlements? • Types and Purpose of Settlements • Settlement Hierarchy and functions • Cities – global growth and distribution • Kuala Lumpur – opportunities and challenges • Urbanisation • Sustainable cities • Singapore • Cities of the Future • Assessment and Reflection	Coastal Environments • How do humans use the coastline? • Waves • What do waves do? • Coastal erosion and Transportation • Coastal Landforms – erosional • Coastal Landforms – depositional • Coastal Management • Decision Making Activity • Assessment and Reflection

Year	Term 1	Term 2	Term 3
8	Global Environments - Tropical Rainforest • Global Biomes – locations and characteristics • Global Biomes – reasons for distribution • Tropical rainforests – location and structure • Rainforest adaptations – plant and Animal • Causes and impacts of deforestation • Sustainable management of rainforests Global Environments - Cold Environments • What is a cold environment – location and characteristics • Cold environment adaptations • Alaska – opportunities and challenges • Unit Assessment and reflection	River Systems • Drainage Basins ◦ Stores, Flows, Inputs and Outputs • River Processes ◦ Erosion, Depositional and Transportational • Upper course Features ◦ V-shaped valleys, Waterfalls • Lower course Features ◦ Meanders, Oxbow Lakes and Floodplains • River Flooding ◦ Causes and Consequences ◦ Management • Unit Assessment and Progress check	Solving Global Issues • United Nations Sustainable Development Goal For each of the following, we will study the global and local issues of them, and then analyse potential future solutions to them • Poverty – causes and effects, solution • Forced migration: climate and conflict refugees, potential resolutions • Climate Change and renewable energy • Oceanic degradation

Year	Term 1	Term 2	Term 3
9	Hazards • The structure of the Earth • Plate boundaries • Continental Drift Theory • Volcanoes • Living near Volcanoes • Earthquakes • Managing Hazards • Earthquake Engineering • Monserrat – a volcano • Group Project on Monserrat • Japan – an earthquake • Tsunamis • Unit Assessment and reflection	Resources • Resources trends and Patterns • Global water patterns, issues, solutions and case studies • Global food patterns, issues, solutions and case studies • Global Energy patterns, issues, solutions and case studies • Assessment and Reflection	Individual Research Project • Geographical primary and secondary data collection • Research methods • Digital Data use and analysis • Quantitative data presentation skills • Cartographic skills • Analysis and Evaluative skills • Presentation skills

KS3 History



Half Term	Year 7	Year 8	Year 9
1	What is History / Han Dynasty - How the Han controlled China - Chronology and key Han events - Sources of evidence from the Han Dynasty - Silk Road - Significance of key Han people, events and inventions	Exploration - Age of Exploration - Christopher Columbus: great explorer? - Aztec Empire - Spanish Conquest	History of Ideas - Ancient philosophers - Golden Age of Islam - Renaissance - Industrial Revolution: population explosion - Industrial Revolution: Dragons Den
2	Romans - Overview - Desire for empire - How did life change - Gladiators	Exploration - Golden Age of Piracy - Irish immigrants - Dr Livingstone - East India Company - Race to the South Pole	History of Ideas - Enlightenment and causes of French Revolution - French Revolution: key events - Communism: theory and the Russian Revolution - Communism: the CCP and Mao
3	Romans - Public health - Other aspects of life – religion, literature, architecture, art, slavery, government - Dragons Den pitches	Women in History - Famous women in history - Life in 19th Century - Arguments for and against the vote - WSPU & NUWSS - methods - Emily Davison	World War One - Causes – militarism, alliances, imperialism, assassination - Schlieffen Plan - Trench warfare - Why was Germany defeated

Half Term	Year 7	Year 8	Year 9
4	The Tudors - Protestants and Catholics - Henry VIII – divorce - Henry VIII – man or monster source work ‘Bloody Mary’	Women in History - Why did some women get the right to vote in 1918? - Writing an explanatory essay - Film: The Suffragette - Chinese foot binding - SE Asian feminism	World War Two - Hitler's Foreign Policy - Appeasement - Key events presentations - Pearl Harbour - Atomic Bomb
5	The Tudors - Mary, Queen of Scots - Elizabeth I: Spanish Armada - Elizabeth I: Golden Age Portraits	USA - Pilgrim Fathers - American War Of Independence - Introduction and Life in Africa - Triangular Trade - Middle Passage and slave auctions - Plantations - Abolition	The Holocaust - Early persecution - Nuremburg Laws - WWII and steps to the Holocaust - Final Solution - Resistance - Film – The Pianist
6	Malaysian History - Empire and Melaka - Significant figures - Japanese Occupation - Malayan Emergency - Merdeka	USA - Assessment preparation - Abraham Lincoln - Roaring 20s: causes - Roaring 20s: daily life - KKK & Jim Crow laws - Black Civil Rights Movements	Genocide - Cambodia and the Khmer Rouge - Rwandan Genocide - Memorials

KS3

Mandarin Language

(Beginner)



Half Term	Year 7	Year 8	Year 9
1	Greetings and Introductions - Basic Greetings - Difference between respectful you 你、您 - Basic numbers, countries, and continents - Vocabulary	Health and fitness - Vocabulary and expressions for health, fitness, and well-being - Frequency words: 常常、总是、经常 - Coordinating adjectives with 又.....又..... - Using 怎么了/怎么样 to discuss health concerns - Speech writing on maintaining a healthy lifestyle	Weather and climate - Vocabulary for weather conditions and temperatures - Asking and answering weather-related questions - Comparisons using 比 - Sentence structure 如果.....就..... for conditional statements - Expressing future events (要.....了, 快要.....了, 快.....了) - Describing impressions with Verb + 起来 + 了 - Measure word 场 for weather events (e.g., 一场雨)
2	Family members - Introduce family members and pets - Using measure words (个、口、岁、只) - Understanding and differentiating 二 vs. 两	Home life - Vocabulary for types of houses, furniture, and household appliances - Localisers for expressing location (左边、右边、上边、下边) - Measure words for household items: 朵、棵、张、台、部 - Using 有 sentences to indicate existence or possession	Transportation - Vocabulary for public and private transport - Asking about travel plans and ticket options - Comparing transportation modes using 比...更, 最, 没有... - Sequence expressions with 先...然后... - Word order for describing transportation (e.g., 我坐公共汽车上学) - Measure words 辆、匹、种 - Regional vocabulary variations for transportation terms in China, Hong Kong, and Taiwan

Half Term	Year 7	Year 8	Year 9
3	Everyday life - Talk about daily routine - Times, days of the week, months and dates - Time expressions:的时候、以前、以后 - Using progressive markers 正/在 /正在 - Asking questions with 几点 (what time) and 什么时候 (when) - Making sentences by using: Subject + verb + noun.	Clothes - Vocabulary for clothing items and colours - Describing appearance and outfits - Money units and prices - Using 什么样的 to ask "what kind of..." - Measure words for clothing: 条、件、套、对、双、顶 - Differentiating 穿 (wear for clothes) and 戴 (wear for accessories) - Using 的 to form noun phrases (e.g., 红色的裙子)	Holidays: Travel experiences - Vocabulary for famous Chinese attractions (e.g., 兵马俑、故宫、颐和园) - Using 了 and 过 to indicate past events - Sentence structures: 是...的 (emphasising details of past actions), 越...越..., and 越来越... - Describing travel details: companions, transportation, accommodation, weather, and impressions
4	Hobbies - Talk about hobby – express likes, dislikes and opinions about hobbies - Structures: 一边.....一边..... (doing two things simultaneously) - Expressing activity duration - Role play and Speech	Shopping - Vocabulary for shopping activities and shop-related language - Listening to and understanding conversations in shops - Discussing opinions about online vs. in-person shopping - New measure words: 支、把、面 - Post-verbs indicating location/direction: 在、到 - Units of length and mass for describing items (e.g., 米、厘米、公斤)	Holidays: Planning a trip - Vocabulary for travel planning, destinations, and hotel bookings - Expressing future events with 会、要、打算 - Using 比如.....等等 for giving examples - Asking and answering practical questions for planning trips - Time expressions indicating future events (e.g., 明年、下个月、暑假)

Half Term	Year 7	Year 8	Year 9
5	Eating and drinking - Read and order from the menu. - Express opinions about food - Sentence structures:还有..... for ordering additional items - Using position words 这儿/那儿 - Using particles 吧, 呢, and 了 - Measure words for food and drink: 包, 盒, 盘, 碗, 块, 杯, 瓶 - Asking and answering with 怎么样 to express opinions	Living Environment - Vocabulary for different living environments (urban, suburban, rural) - Describing locations on a map in Mandarin - Asking for and giving directions Localisers for compass directions: 东方、北边、南边、西边 - Prepositions expressing location and movement: 在、从、到 - Simple directional complements: 来 (come), 去 (go) - Sentence structure:离..... + adjective (e.g., 学校离我家很近)	Public services and customs - Vocabulary for customs, banks, post offices, and travel documents - Asking and answering questions at official places - Using verbal aspect marker 会 - Sentence patterns: 也.....,都....., 除了.....以外..... - Using 把-constructions to describe handling objects or tasks - Measure words for documents and letters: 本、张、封
6		School Routine - Vocabulary for school subjects - Expressing preferences and opinions with 因为.....所以..... - Using measure words 些、门、节 - Sentence patterns with 跟 (with whom) and 一点儿 (a bit) - Asking and answering 为什么 (why) questions	Chinese festivals - Vocabulary for major Chinese festivals and traditional foods - Talking about customs, taboos, and celebration activities - Sentence patterns: 也.....也..... for connecting ideas, 因此 for cause-effect, and 把-sentences for describing actions - Result complements: e.g., 吃完了 (finished eating), 写错了 (wrote incorrectly)

Half Term	Year 7	Year 8	Year 9
7		School Facilities - Vocabulary for school buildings and facilities - Using directional complements for movement (e.g., 上来、出去) - Sentence structures: 虽然.....但是..... (contrasting ideas), 地 (adverbial marker) - Giving and understanding directions using 往.....走	Working experience - Vocabulary and sentence structures related to occupations and work duties - Prepositions 跟 (with), 给 (to) Modal verb 应该 (should) - Communicating personal experience and giving opinions
8			Applying for a job - Understanding and creating job applications - Practising self-introduction and interview responses Using key grammar: 用...来..., 不但...而且..., 只要...就... - Using ordinal numbers 第一, 第二, 第三.....

Half Term	Year 7	Year 8	Year 9
9			Future educations and career plans • Talking about future events and career goals • Using question forms to gather information • Applying adverbial phrases (得 and 了) and measure words (家、所) • Describing one's own future using appropriate grammar and vocabulary
10			Technology and social media • Vocabulary related to internet use, social media, and communication tools • Discussing pros and cons • Expressing contrast using 尽管... 还... • Using 的 for noun modification

Half Term	Year 7	Year 8	Year 9
11			Learning Chinese as a foreign language • Vocabulary and grammar related to learning languages • Sentence structures using potential complements and conditional statements • Reflection and narration of personal language learning journeys
12			Saving the planet • Discussing environmental issues in Mandarin • Use of modal verbs (会) and compound conditional/conjunctive structures • Vocabulary relating to recycling, pollution, and sustainability

KS3

Mandarin Language

(Intermediate)



Half Term	Year 7	Year 8	Year 9
1	Greetings and Introductions - Basic Greetings - Difference between respectful you 你、您 - Basic numbers, countries, and continents vocabulary	Living Environment - Vocabulary for different living environments (urban, suburban, rural) - Describing locations on a map in Mandarin - Asking for and giving directions - Localisers for compass directions: 东方、北边、南边、西边 - Prepositions expressing location and movement: 在、从、到 - Simple directional complements: 来 (come), 去 (go) - Sentence structure:离..... + adjective (e.g., 学校离我家很近)	Working experience - Vocabulary and sentence structures related to occupations and work duties - Prepositions 跟 (with), 给 (to) - Modal verb 应该 (should) - Communicating personal experience and giving opinions
2	Family members - Introduce family members and pets - Using measure words (个、口、岁、只) - Understanding and differentiating 二 vs. 两	School Routine - Vocabulary for school subjects - Expressing preferences and opinions with 因为.....所以..... - Using measure words 些、门、节 - Sentence patterns with 跟 (with whom) and 一点儿 (a bit) - Asking and answering 为什么 (why) questions	Applying for a job - Understanding and creating job applications - Practising self-introduction and interview responses - Using key grammar: 用...来..., 不但...而且..., 只要...就... - Using ordinal numbers 第一, 第二, 第三.....

Half Term	Year 7	Year 8	Year 9
3	Everyday life - Talk about daily routine Times, days of the week, months, and dates - Time expressions:的时候、以前、以后 - Using progressive markers 正/在 / 正在 - Asking questions with 几点 (what time) and 什么时候 (when) - Making sentences by using: Subject + verb + noun.	School Facilities - Vocabulary for school buildings and facilities - Using directional complements for movement (e.g., 上来、出去) - Sentence structures: 虽然.....但是..... (contrasting ideas), 地 (adverbial marker) - Giving and understanding directions using 往.....走	Future educations and career plans - Talking about future events and career goals - Using question forms to gather information - Applying adverbial phrases (得 and 了) and measure words (家、所) - Describing one's own future using appropriate grammar and vocabulary
4	Hobbies - Talk about hobby – express likes, dislikes and opinions about hobbies - Structures: 一边.....一边..... (doing two things simultaneously) - Expressing activity duration - Role play and Speech	Weather and climate - Vocabulary for weather conditions and temperatures - Asking and answering weather-related questions - Comparisons using 比 - Sentence structure 如果.....就..... for conditional statements - Expressing future events (要.....了, 快要.....了, 快.....了) - Describing impressions with Verb + 起来 + 了 - Measure word 场 for weather events (e.g., 一场雨)	Interviewing Chinese celebrities - Listening and responding to interviews and narratives - Using comparison structures 像...一样 / 跟...一样 - Introducing 被 passive construction - Building vocabulary related to professions, traits, and lifestyle

Half Term	Year 7	Year 8	Year 9
5	Eating and drinking - Read and order from the menu. - Express opinions about food Sentence structures:还有..... for ordering additional items - Using position words 这儿/那儿 - Using particles 吧, 呢, and 了 - Measure words for food and drink: 包, 盒, 盘, 碗, 块, 杯, 瓶 - Asking and answering with 怎么样 to express opinions	Holidays: Travel experiences - Vocabulary for famous Chinese attractions (e.g., 兵马俑、故宫、颐和园) - Using 了 and 过 to indicate past events - Sentence structures: 是...的 (emphasising details of past actions), 越...越..., and 越来越... - Describing travel details: companions, transportation, accommodation, weather, and impressions	Technology and social media - Vocabulary related to internet use, social media, and communication tools - Discussing pros and cons - Expressing contrast using 尽管...还... - Using 的 for noun modification
6	Health and fitness - Vocabulary and expressions for health, fitness, and well-being - Frequency words: 常常、总是、经常 - Coordinating adjectives with 又.....又..... - Using 怎么了/怎么样 to discuss health concerns - Speech writing on maintaining a healthy lifestyle	Holidays: Planning a trip - Vocabulary for travel planning, destinations, and hotel bookings - Expressing future events with 会、要、打算 - Using 比如.....等等 for giving examples - Asking and answering practical questions for planning trips - Time expressions indicating future events (e.g., 明年、下个月、暑假)	Chinese as a foreign language - Vocabulary and grammar related to learning languages - Sentence structures using potential complements and conditional statements - Reflection and narration of personal language learning journeys

Half Term	Year 7	Year 8	Year 9
7	Home life - Vocabulary for types of houses, furniture, and household appliances - Localisers for expressing location (左边、右边、上边、下边) - Measure words for household items: 朵、棵、张、台、部 - Using 有 sentences to indicate existence or possession	Public services and customs - Vocabulary for customs, banks, post offices, and travel documents - Asking and answering questions at official places - Using verbal aspect marker 会 - Sentence patterns: 也.....,都....., 除了.....以外..... - Using 把-constructions to describe handling objects or tasks - Measure words for documents and letters: 本、张、封	Saving the planet - Discussing environmental issues in Mandarin - Use of modal verbs (会) and compound conditional/conjunctive structures - Vocabulary relating to recycling, pollution, and sustainability
8	Clothes - Vocabulary for clothing items and colours - Describing appearance and outfits - Money units and prices Using 什么样的 to ask "what kind of..." - Measure words for clothing: 条、件、套、对、双、顶 - Differentiating 穿 (wear for clothes) and 戴 (wear for accessories) - Using 的 to form noun phrases (e.g., 红色的裙子)	Chinese festivals - Vocabulary for major Chinese festivals and traditional foods - Talking about customs, taboos, and celebration activities - Sentence patterns: 也.....也..... for connecting ideas, 因此 for cause-effect, and 把-sentences for describing actions - Result complements: e.g., 吃完了 (finished eating), 写错了 (wrote incorrectly)	Chinese festivals - Vocabulary for major Chinese festivals and traditional foods - Talking about customs, taboos, and celebration activities - Sentence patterns: 也.....也..... for connecting ideas, 因此 for cause-effect, and 把-sentences for describing actions - Result complements: e.g., 吃完了 (finished eating), 写错了 (wrote incorrectly)

Half Term	Year 7	Year 8	Year 9
9	Shopping - Vocabulary for shopping activities and shop-related language - Listening to and understanding conversations in shops - Discussing opinions about online vs. in-person shopping - New measure words: 支、把、面 - Post-verbs indicating location/direction: 在、到 - Units of length and mass for describing items (e.g., 米、厘米、公斤)		

KS3

Mandarin Language

(Advanced)



Half Term	Year 7	Year 8	Year 9
1	Abolishing the Secondary School Entrance Examination - Master core vocabulary and phrases related to "exams, pressure, educational philosophy." - Compare differences between Chinese and Western educational philosophies. - Explore topics, describe exam preparation pressure, and propose coping strategies - Sources of pressure for junior high school students - Types of pressure during exam preparation - Ways to cope with stress - Abilities that junior high students should develop outside of studying and exams (through extracurricular activities) - Express opinions on the topic of abolishing the secondary school entrance exam.	Spring Festival and Christmas - Understand the differences between the Spring Festival and Christmas. - Discuss Chinese traditional festivals. - Discuss Western traditional festivals. - Share Malaysian traditional festivals.	Pressure of the College Entrance Examination (高考) - News report format: highlight the theme "The Gaokao is approaching." - Understand that the intense preparation for the Gaokao puts huge pressure on students, affecting their physical and mental health. - Explore six effective methods for relieving pre-exam stress. - Provide words of encouragement to examinees.

Half Term	Year 7	Year 8	Year 9
2	Attending Boarding School - Understand the life scenes of boarding school and master core vocabulary and phrases. - Give 3-4 examples of difficulties (disadvantages) encountered at boarding school and propose solutions. - Analyse the benefits (advantages) of attending boarding school for the future.	Chinese Dining Etiquette - Discuss differences between Chinese and Western traditional cultures - Birthday celebration customs - Food culture - Educational methods - Family values	Leisure Activities - Interview theme: Changes in Chinese leisure activities. - Understand how traditional leisure activities in China are being replaced by emerging entertainment. - Talk about the negative effects of new forms of entertainment on modern people. - Thinking question: Are changes in leisure activities good or bad? - Express views: Which leisure activities are beneficial / which bring negative effects.

Half Term	Year 7	Year 8	Year 9
3	The Benefits of Wearing School Uniforms - Master core vocabulary and phrases related to the pros and cons of school uniforms. - Understand the text's stance and key arguments. - Explore the pros and cons of wearing uniforms; list the basic structure of an argumentative essay: thesis, sub-points, evidence, reasoning.	Globalisation of Food - Learn about the food pyramid. - Understand what food globalisation is. - Explain the reasons for food globalisation. - Explore the positive and negative effects of food globalisation. - Discuss how to preserve traditional local food culture.	Camping - Letter format: writing an application letter and its purpose. - Share an unforgettable camping experience – reason for applying to be camp leader. - Highlight qualifications and advantages for being camp leader. - State expectations: willingness to serve junior students as camp leader.
4	Teenagers' Bad Habits - Give examples of teenagers' bad habits. - Explore the causes of bad habits: - Improper family education - Negative peer influence - Negative impact of mass media - Propose ways to prevent and improve bad habits.	Food Culture - Understand the role of food culture in Chinese daily life. - Learn about China's traditional dietary structure. - Understand the concept of "food as medicine." - Learn why Chinese cuisine has diverse regional styles and unique dish names. - Learn the custom of using chopsticks for Chinese meals.	Debate Club - Text in notice format: understand the size of the current club and the need for new members. - Understand the specific content of the Chinese Debate Club recruitment notice. - Encourage students to actively join the club. - Discuss: if organising a club, what choice students would make; what conditions are needed; what preparations are required.

Half Term	Year 7	Year 8	Year 9
5	Volunteering in the Countryside - Give examples of how teenagers can serve society. - Explore the benefits of teenagers participating in volunteer activities. - Discuss challenges teenagers face during volunteer work.	Reflection on 《亲爱的安德烈》 - Differentiate between Western and Chinese parent-child relationships. - Answer oral questions based on real-life situations. - Give examples of generation gaps with parents; design a poster. - Reflect on personal family relationships (with parents /siblings) and how to handle them; write a blog post. - Learn Chinese history and geography knowledge and answer related questions.	The Internet vs. Printed Books - Argumentative essay: Is it necessary to read printed books in the internet era? - Learn arguments proving printed books are still needed. - Reflect on personal reading habits: push oneself toward meaningful reading.
6	Teenagers in Relationships - Understand why teenagers want to date during school years. - Explore the pros and cons of teenage relationships. - Analyse the influence of good and bad friends.	International Schools - Differentiate types of schools and discuss the features of one's own school. - Answer oral questions based on real-life situations. - Write out pros and cons based on given situations. - Explore traditional festivals, food, and arts from different countries and prepare a PPT. - Learn about the history of the Xia, Shang, and Zhou dynasties and answer related questions.	Food Waste - Speech format: recognise the shocking phenomenon of food waste. - Study initiatives to reduce food waste. - Reaffirm the urgency of cherishing food and understand thrift as a timeless virtue. - Personal reflection: Do you waste food? How to cherish food in the future?

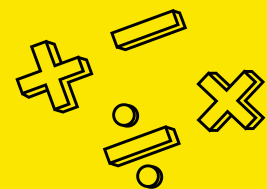
Half Term	Year 7	Year 8	Year 9
7	Reflection on Kung Fu Panda - Identify different genres of films and books. - Summarise the plot of a movie/book. - Master how to write a reflection: - Describe feelings (moved, excited, happy, angry, scared...) - Explain an impressive quote or scene - Analyse and evaluate (agree/disagree with aspects) - Share inspiration, resonance, or lessons learned - Practice writing with parallel sentence structures.	New Year's Eve Dinner - Understand cultural background and symbolic meaning of New Year's Eve dinner. - Answer oral questions based on real-life situations. - Explore commercialisation phenomena and their impacts. - Explain idioms and make sentences/fill in exercises. - Write a letter based on given situations.	Household Robots - Learn through a brochure-style text: understand the increasing popularity of household robots. - Introduce three types of household robots. - Recruitment: invite families to test the robots for free, with requirements listed. - Learn how to write company contact details. - Express opinions: would you apply to use household robots for free?

Half Term	Year 7	Year 8	Year 9
8	Blocking Social Media Websites • Give examples of computer usage. • Explain the effects of overusing computers. • Discuss the internet as a double-edged sword. • Explore pros and cons of social networking sites.	Traditional Values • Explore how elders and oneself can make effective use of time. • Answer oral questions based on real-life situations. • Discuss traditional virtues of different countries. • Write a story based on the proverb "A young idler, an old beggar." • Learn narrative essay format and write on the topic: "Parents are children's first teachers." • Learn about Qingming Festival customs and culture.	Low-Carbon Lifestyle • Give examples of environmental pollution. • Understand what global warming is. • Explain the importance of a low-carbon lifestyle. • Share ways to practice environmental protection at home. • Discuss how schools can join environmental efforts.
9	E-Schoolbag • Explain what an e-schoolbag is. • Describe advantages and disadvantages of e-schoolbags. • Share views on whether online classes should replace traditional classes.	Spring Rolls • Learn names of different cooking methods. • Learn to describe restaurants in Chinese and give evaluations.	Pre-IGCSE Mandarin (Second Language) Oral Sharing (2–3 minutes) • Research the topic Draft the script

Half Term	Year 7	Year 8	Year 9
10	City and Suburbs - Understand the features of cities and suburbs. - Explain the pros and cons of living in the suburbs. - Explain the pros and cons of living in the city. - Discuss public facilities around your home and propose new ones to build.	Lifestyle - Write to express understanding and practices of a healthy lifestyle. - Understand the relationship between happiness and health and express personal views. - Answer oral questions based on real-life situations. - Learn the basics and diversity of vegetarian culture. - Write an essay on "Life Lies in Exercise." - Gain some understanding of the Qin Dynasty's history and answer related questions.	
11	Unforgettable Journey - Talk about your last unforgettable trip. - Explain the pros and cons of self-guided tours. - Explain the pros and cons of group tours. - Express opinions on which is better: group tours or self-guided tours.	Inner Beauty vs. Outer Beauty - Debate topic: Inner beauty is more important than outer beauty. - Understand the differences between inner and outer beauty. - Understand advantages of outer beauty in social, work, and partner selection contexts. - Understand advantages of inner beauty: more lasting, deeper. - Debate conclusion: young people should enhance personal qualities and cultivate lasting inner beauty.	

KS3

Mathematics



Half Term	Year 7	Year 8	Year 9
1	1 Integers Adding and Subtracting Integers, Multiplying and Dividing Integers, Lowest Common Multiples & Highest Common Factors, Tests for Divisibility, Square Roots, Cube Roots and BIDMAS. 2 Expressions, Equations, and Formulae Constructing Expressions, Using Expressions and Formulae, Collecting Like Terms, Expanding Brackets, Constructing & Solving Equations Inequalities.	1 Integers Multiplying with Integers, Factors, multiples and primes, square roots and cube roots, indices 2 Expressions, Equations and Formulae Constructing Expressions, Using Expressions and Formulae, Expanding and factorising, Constructing & Solving Equations Inequalities.	Chapter 1: Reviewing Number Concept (1.1-1.7) Chapter 5: Fractions, Percentages and Standard Form (5.1-5.4) Chapter 2: Making Sense of Algebra (2.1-2.5)
2	3 Place Value and Rounding Multiplying and dividing by powers of 10, Rounding 4 Decimals Ordering Decimals, Adding, Subtracting, Multiplying Dividing Decimals, Making Decimals calculations easier 5 Angles and Constructions A sum of 360°, Intersecting Lines, Drawing Lines and Quadrilaterals	3 Place Value and Rounding Multiplying and dividing by powers of 0.1 and 0.01, Rounding 4 Decimals Ordering Decimals, Multiplying Dividing Decimals, Making Decimals calculations easier 5 Angles and Constructions Parallel Lines The exterior angle of a triangle, Constructions	Chapter 6: Equations, Factors and Formulae (6.1-6.3) Chapter 3: Lines, Angles and Shapes (3.1-3.6)

Half Term	Year 7	Year 8	Year 9
3	6 Collecting Data Investigating, Taking a sample 7 Fractions Ordering Fractions, Adding Mixed Numbers, Multiplying and dividing Fractions 8 Shapes and Symmetry Identify the symmetry of 2D Shapes, Circles and Polygons, Recognising congruent shapes, 3D Shapes	6 Collecting Data Data collection and sampling 7 Fractions Fractions and recurring decimals, Ordering Fractions, Subtracting Mixed numbers, multiplying an integer by a mixed number, Dividing an integer by fraction Making Fractions Calculations Easier 8 Shapes and Symmetry Quadrilaterals and polygons The circumference of a circle, 3D Shapes	Chapter 4: Collecting, Organising and Displaying Data (4.1-4.3) Chapter 16: Scatter Diagrams and Correlation (16.1) Chapter 13: Understanding Measurement (13.1-13.5)
4	9 Sequences and Functions Generating Sequences (1) and (2), Using nth Term, Representing Simple Functions 10 Percentages Fractions, decimals and Percentages, Percentages large and small 11 Graphs Functions, Graphs of functions, Lines Parallel to the axes, Interpreting Graphs	9 Sequences and Functions Generating Sequences Finding rules for sequences, Using nth Term, Representing Simple Functions 10 Percentages Percentages Increase and Decrease, Using Multiplier 11 Graphs Functions, Plotting graphs, Gradient and intercept, Interpreting Graphs	Chapter 7: Perimeter Area and Volume (7.1- 7.3) Chapter 11: Pythagoras Theorem and Similar Shapes (11.1-11.4)

Half Term	Year 7	Year 8	Year 9
5	12 Ratio and Proportion Simplifying Ratio, Sharing in a ratio, Using Direct Proportion 13 Probabilities The Probability Scale, Mutually Exclusive Outcomes, Experimental Probabilities 14 Position and Transformations Maps and plans, The distance between two points	12 Ratio and Proportion Simplifying Ratio, Sharing in a ratio, Ratio and direct proportions 13 Probabilities • Calculating probabilities • Mutually Exclusive Outcomes, Experimental and theoretical Probabilities 14 Position and Transformation Bearing, The midpoints of a line segment	Chapter 19: Symmetry (19.1-19.4) Chapter 17: Managing Money (17.1-17.3) Chapter 21: Ratio, Rate and Proportion (21.1-21.6)
6	Translating 2D Shapes, Reflecting Shapes, Rotating Shapes, Enlarging Shapes 15 Shapes, Area and Volume • Converting between units for area • Using Hectares • The area of a triangle • Calculating the volume of cubes and cuboids • Calculating the surface area of cubes and cuboids • Plans and Elevations	Translating 2D Shapes, Reflecting Shapes, Rotating Shapes, Enlarging Shapes 15 Shapes, Area and Volume Converting between miles & kilometres, the area of a parallelogram, and trapezium, Calculating the volume of triangular prisms, Calculating the surface area of triangular prisms and pyramids. 16 Interpreting Result Interpreting and drawing frequency diagrams, Time Series graphs, Stem and Leaf Diagrams, Pie Chart, Representing Data Using Statistics	Chapter 10: Straight Lines and Quadratic Equations (10.1-10.2) Chapter 20: Further Solving of Equations and Inequalities (20.1-20.2)

KS3

Music



Half Term	Year 7	Year 8	Year 9
1	Base-line testing, The Elements of Music, Singing ABRSM Theory study begins, focusing on Note duration, Time Signatures, Tempo, Dynamics, Keys & Scales, and Intervals. During this term, Year 7 will be taking part in a singing unit. In addition to performing, this unit will also link theoretical concepts by being exposed to sheet music whilst singing.	Blues Music Exploring Blues music origins and learning to play Blues music. History/Context Blues song structure Performances: Blues Songs This unit is accompanied by Listening & Appraising skills and ABRSM music theory tasks which can be applied to contemporary/Blues music	Western Classical Styles: Viennese Waltz and Ground Bass Students will focus on the Western Classical eras. They will be taught about both Viennese Waltz music, and Ground Bass techniques. Listening and Appraising shifts to Western Classical eras, and ABRSM theory is delivered to coincide with listening tasks.
2	Singing & ABRSM (cont.) Students will continue developing their theoretical understanding of music via the ABRSM syllabus. Students will also be preparing end of term singing performances for the school community to enjoy.	Blues Music (cont.) Exploring Blues music performance, and composition Building upon skills and understanding from Term 1, students will learn to compose their own Blues songs using the 12-bar-blues sequence, the blues scale, and understanding of lyrical content and phrase structure.	Western Classical Styles: Viennese Waltz and Ground Bass (cont.) Students will have the opportunity to compose in Ground Bass form this term. Listening and Appraising shifts to Western Classical eras, and ABRSM theory is delivered to coincide with listening tasks.

Half Term	Year 7	Year 8	Year 9
3	Keyboard Skills & Classical Composers Students will develop their keyboard skills and be introduced to iconic themes from Classical Era composers. We will be focusing on famous pieces of music from the Baroque, Classical and Romantic eras.	Theme & Variation Students will continue to develop keyboard skills and be taught how to use rhythmic, melodic and harmonic devices to compose short pieces of music. Iconic themes from classical era pieces will be used as stimuli. This area of study also develops historical understanding of the Baroque, Classical and Romantic eras.	School of Reggae As part of our World Music study, we will be learning about Caribbean musical culture, focussing on the roots of Reggae and Calypso styles. This unit is accompanied by Listening & Appraising tasks, and a strong academic focus on rhythmic devices.
4	Keyboard Skills & Classical Composers (cont.) Students will carry out Composer Research projects, learning about J.S Bach, Mozart, Beethoven, and Chopin. Students will perform an iconic theme, present their findings, and continue to develop ABRSM theory knowledge.	Theme & Variation Listening, Appraising and historical context is taught alongside Theme and Variation composition work during this term. ABRSM theoretical concepts, and rhythmic devices are also taught and consolidated alongside this unit.	School of Reggae (cont.) Students will present on the history and roots of Caribbean music, and perform a reggae piece in groups, developing their ensemble skills. Listening & Appraising continues throughout.

Half Term	Year 7	Year 8	Year 9
5	Instruments of the Orchestra, Exploring Timbre, Performance & Listening. Students will learn about the different families: Strings, Brass, Woodwind & Percussion. Listening and Appraisal begins, accompanied by Instrument Research projects.	Stomp! & Samba: Rhythm Projects This term, students will learn how to Stomp! This famous West End inspired percussive style is a fun way to be active in the classroom whilst learning how to read rhythmic notation. This also gives students the opportunity to create their own instruments! We also touch upon the fundamentals of Brazilian Samba music, working on more complex rhythmic devices. It is creative, collaborative, musical, academic, and active. ABRSM theoretical concepts, and rhythmic devices are taught alongside this unit.	Rock & Popular Music Exploring Popular Music Performance, History/Context Song structure, Performances: Pop & Rock Songs This unit is accompanied by Listening & Appraising skills and ABRSM music theory tasks which can be applied to contemporary music.

Half Term	Year 7	Year 8	Year 9
6	Instruments of the Orchestra (cont.) - Exploring Timbre & Texture Listening and Appraising continues, embedded by ABRSM theory. Our listening will focus on Western Classical eras. An introduction to Music Technology composition (NoteFlight). Students will be given a skeleton score to complete and customise to a given brief.	Rhythm Projects (cont.) Students will develop their Stomp projects, performing an original piece of percussive music. They will also provide a score to accompany these performances to demonstrate their notating ability.	Rock & Popular Music (cont.) Exploring Rock Performance, History/Context Song structure, Performances: Pop & Rock Songs This unit is accompanied by Listening & Appraising skills and ABRSM music theory tasks which can be applied to contemporary music.

KS3

Physical Education



All students will have the opportunity to develop a full range of skills, knowledge and understanding through the delivery of the following activity areas. Each year the success criteria progress to make the lessons more demanding and to ensure 'Good struggle' continues.

Year 7		Year 8		Year 9	
Invasion - Control, passing, teamwork, collaboration and effective communication					
Knowledge 1	I know the rules and laws of the game	I can apply the rules and laws in a game situation	I know and apply the rules when playing and can support officiating		
Knowledge 2	I know how to control/receive the ball using both feet/hands	I know how to control/receive the ball at speed and use at least two different turns	I know how to control/receive the ball using a variety of methods when under pressure		
Skill 1	I can pass on both sides, finding a teammate whilst static	I can pass the ball with variation, correct weight and accuracy	I can apply a range of passing techniques to varying game contexts		
Skill 2	I can pass accurately from static on my strong side	I can pass on both sides, finding a teammate whilst moving	I can combine a variety of passes showing accuracy and power		
Understanding 1	I understand how to locate space and how this can give me an advantage	I understand how to use a change of speed to find space and outwit my opponent	I understand how to feint and create space before receiving and why this is important		
Understanding 2	I can communicate when I want to receive the ball	I can communicate effectively when passing and receiving	I can communicate effectively to support my team		

All students will have the opportunity to develop a full range of skills, knowledge and understanding through the delivery of the following activity areas. Each year the success criteria progress to make the lessons more demanding and to ensure 'Good struggle' continues.

Year 7		Year 8		Year 9	
Net Games - Footwork and anticipation, Fairplay and negotiation/conflict resolution					
Knowledge 1	I know how to start a rally with a serve	I know how to direct my serve and make it difficult to return	I know how to serve using a variety of techniques, change of direction, and use of disguise		
Knowledge 2	I know how to anticipate the return and get into position	I know how to move with correct footwork	I know how to move effectively and efficiently in a game situation		
Skill 1	I can maintain a mid-court rally with shots that are easy to reach	I can make contact most of the time and place the shuttle/ball in both sides of the court	I can perform a variety of shots with success		
Skill 2	I can perform skills in closed situation in a sequence	I can be effective in a game, performing the shots I set out to play with	I can outwit my opponent when under pressure demonstrating a good level of skill		
Understanding 1	I can understand both scoring and court markings	I can understand both scoring and court markings and support officiating	I can understand both scoring and court markings and explain to others.		
Understanding 2	I understand and apply the rules to a game situation	I understand and can apply the rules to a game situation and umpire with support	I can understand and apply the rules to a game situation and umpire with confidence		

All students will have the opportunity to develop a full range of skills, knowledge and understanding through the delivery of the following activity areas. Each year the success criteria progress to make the lessons more demanding and to ensure 'Good struggle' continues.

Year 7		Year 8		Year 9	
Fitness – Speed, principles of training, resilience and positive choices					
Knowledge 1	I know how to establish my current level of personal fitness and highlight strengths and weaknesses	I know how to establish my current level of personal fitness and set clear SMART targets	I know how to establish my current levels of personal fitness and begin to plan a fitness plan		
Knowledge 2	I can record and monitor my heart rate using my fingers or a heart rate monitor	I can record and monitor my heart rate using my fingers or a heart rate monitor and can explain recovery rate	I know how to record and monitor my heart rate using my fingers and be able to explain maximum heart rate		
Skill 1	I can name 12 muscles	I can identify and label 12 major muscles	I can identify, label, and give examples of when 12 different muscles are used in sport		
Skill 2	I can apply the FITT principle to my training sessions	I can record and evaluate my levels of performance by recording	I can record and evaluate my end of unit performance levels using subject specific criteria		
Understanding 1	I understand why resilience is important and try hard even when I am tired	I understand how resilience supports my development and try my hardest for the lesson's entirety	I plan and monitor my own personal fitness training and always give my all. I am resilient.		
Understanding 2	I understand and can explain 3 different training methods	I understand and can explain in detail 4 training methods	I understand and can explain in detail and give examples of at least 5 different training methods		

All students will have the opportunity to develop a full range of skills, knowledge and understanding through the delivery of the following activity areas. Each year the success criteria progress to make the lessons more demanding and to ensure 'Good struggle' continues.

Year 7		Year 8		Year 9	
Striking and Fielding - Coordination, responsibility and decision making					
Knowledge 1	I know how scoring works and the basic pitch positions	I know and can apply the rules and laws of striking, bowling and fielding	I know all the rules and rarely make mistakes when officiating.		
Knowledge 2	I know the correct technique for defensive and attacking shots	I know and can select and apply attacking and defensive shots	I know how to control my shots and place the ball in different areas dependent on the field		
Skill 1	I can demonstrate catching and throwing action over short distances	I can stop and perform a “long” and “short” barrier, and throw accurately	I can consistently catch and accurately return the ball at speed, including deep field positions		
Skill 2	I can throw, catch and stop the ball with under 50% success rate.	I can throw, catch and stop the ball between 50-70% success rate.	I can throw, catch and stop the ball with over 70% success rate.		
Understanding 1	I understand the correct stance and grip	I understand and can use the correct technique in defensive and attacking shots	I understand and can play the appropriate shot to variety of balls bowled and can explain why		
Understanding 2	I understand the importance of decision-making.	I understand the importance of decision-making and can explain how it affects bowling, batting, and fielding	I understand the importance of decision-making, can demonstrate good decision-making, and evaluate and reflect on my decisions in detail.		

All students will have the opportunity to develop a full range of skills, knowledge and understanding through the delivery of the following activity areas. Each year the success criteria progress to make the lessons more demanding and to ensure 'Good struggle' continues.

	Year 7	Year 8	Year 9
Aquatic activities - Technique, cardiovascular endurance, time management and reflection			
	Swimming	Swimming	Personal Survival Swimming <i>(clothes on for all skills)</i>
Knowledge 1	I know how to breathe correctly in freestyle and breaststroke	I know how to select an efficient breathing pattern at speed to suit the 3 strokes selected	I know how to perform a straddle entry
Knowledge 2	I can swim 2 different strokes, sustaining form and effort over 25m	I can swim 50m, sustaining form and effort in 2 strokes	I know how to adopt the HELP position
Skill 1	I can tread water safely for 2 minutes with both hands in the water	I can tread water safely for 2 minutes, 1 hand out of the water for 1 minute	I can tread water for 3 minutes, 1 hand out of the water for 1 minute
Skill 2	I can perform a touch turn	I can perform tumble turns	I can skull 50m without stopping
Understanding 1	I understand and can demonstrate legal starts and finishes in at least 2 strokes	I understand and can demonstrate legal starts and finishes in at least 3 strokes	I understand how to remove clothing whilst treading water
Understanding 2	I understand with support how to reflect on my technique	I can reflect on my technique using video analysis	I understand how to surface dive both head and feet first

Year 7		Year 8		Year 9	
Athletics - Reaction time, strength, problem solving and leadership					
Knowledge 1	I know how to apply the correct rules and laws when sprinting	I know how to apply a technically correct racing start	I know how to sprint with correct technique and explain the key coaching		
Knowledge 2	I know how to judge my pace when running middle to long distance	I know how to spring technically with the correct arm and leg action	I know and can explain the importance of running economically with correct posture		
Skill 1	I can give and receive the relay baton without dropping it	I can give and receive the relay baton using an up or down sweeping	I can give and receive the relay baton using an up or down sweeping technique and can accelerate out of the check marks		
Skill 2	I can throw from standing and have some idea of the safety and rules	I can use and apply the correct rules of safety and competition when throwing	I can throw with balance, control and my movement shows speed and aggression		
Understanding 1	I understand the correct grip and have a reasonably effective standing	I understand how to prepare for my throw correctly and apply the correct grip and release	I understand and can explain the importance of different forces of biomechanics		
Understanding 2	I understand how to perform a run up and take off legally	I understand and can run up and take off with good shape and timing	I understand how to mark out my run up correctly and show approach		

Students select either a Performance pathway or Skill development pathway depending on what they want to get out of lessons. This helps us to teach at the correct level for the groups and to allow more breadth for the students who are not yet sure of the physical activities they enjoy the most.

KS3

Science



The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Biology

Year 7	Year 8	Year 9
Topic 1: Classifying life 1. What is life? 2. Investigating living organism: Yeast 3. Classification and species 4. Classifying Invertebrate animals 5. Simple keys 6. Classifying vertebrates 7. Classifying plants 8. Making your own identification keys 9. Are viruses living? 10 Extension: Moving classification forwards Topic 2: Cells 1. The building blocks of life 2. The cell story 3. Animal and plant cell 4. Using a microscope 5. Specialised animal cell 6. Specialised plant cell 7. Modelling cells 8. Tissues and organs in animals 9. Tissues and organs in plants	Topic 5: Respiration and the respiratory system 1. Diffusion in Biology 2. Aerobic respiration in animals and plants 3. Extension: Anaerobic respiration 4. Investigating respiration 5. The lungs and gas exchange 6. Breathing 7. The effect of exercise on the breathing rate 8. The structure of the alveoli 9. Asthma 10. Transport in the blood 11. Extension: Coping with extremes	Topic 9: Plant Biology 1. What do we know about plants? 2. Photosynthesis 3. Investigation: Starch test 4. Investigation: Oxygen bubbles 5. The needs of minerals 6. The use of fertilisers 7. Water and mineral transports in plants 8. Extension: Xylem, phloem, and plant pests Topic 10: Excretion and the kidney 1. What is excretion? 2. The human excretory system 3. Extension: Who made the best model 4. When kidneys go wrong 5. Extension: Kidneys works everywhere

The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Biology

Year 7	Year 8	Year 9
Topic 3: Microorganisms 1. Microorganisms 2. Extension: Microorganisms are our friends 3. Microorganism and disease 4. Using Science to prevent disease 5. The decomposers 6. Investigating rotting rates 7. Food chains, food webs, and decomposers Topic 4: Water and life 1. The physical environment 2. The water cycle 3. Global warming and the water cycle	Topic 6: Lifestyle and health 1. The food we eat 2. Carbohydrates, fats and protein 3. Measuring energy 4. A balanced diet 5. Diet, growth, and development 6. Starvation, obesity, and health 7. Smoking and health 8. Extension: Building the evidence 9. The human skeleton 10. Muscle and movement 11. Health and inequality	Topic 10: Excretion and the kidney 1. What is excretion? 2. The human excretory system 3. Extension: Who made the best model 4. When kidneys go wrong 5. Extension: Kidneys works everywhere Topic 11: Human genetics and development 1. Reproduction: a characteristic of life 2. Fertilisation: New life begins 3. Boy or girl? Sex inheritance in humans 4. Variation between individuals 5. The development of a fetus 6. Health of the mother, health of the child 7. Understanding Science, saving lives 8. Smoking and pregnancy

The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Chemistry

Year 7	Year 8	Year 9
Topic 1: Particle Model 1. The particle model 2. The state of matter 3. Using the particle model 4. Evaporating, boiling and condensing 5. Investigating boiling point 6. Melting and freezing 7. Extension: Models in Science Topic 2: Element, compounds, and mixtures 1. Element and the periodic table 2. Discovering the elements 3. Chemical symbols 4. Atom 5. Organising the elements 6. Compounds 7. What's in a name? 8. Chemical formulae 9. What's in a mixture? 10. What's in a solution? Comparing elements, mixtures and compounds 11. Extension: What are you made of?	Topic 7: Inside atoms 1. Inside atom 2. Extension: Discovering electrons 3. Finding nucleus 4. Inside subatomic particles 5. Proton and nucleon numbers Topic 8: Pure substances and solutions 1. Pure substance 2. Drinking seawater 3. Chromatography 4. Solutions and concentration 5. Extension: How much salt in sea 6. Chlorine and water 7. Solubility 8. Investigating solubility and temperature 9. Investigating solubility and temperature – writing up investigation.	Topic 10: Structure, bonding and properties 1. Proton number and the periodic table 2. Electrons in atoms 3. Making ions 4. Inside ionic compound 5. Covalent bonding 6. Covalent structures 7. More about structure 8. Life saving compounds Topic 11: Patterns in the periodic table 1. Calculating density 2. Explaining density 3. Using density 4. The Periodic table: Group 1 5. More about Group 1 6. Extension: The Periodic table - Group 2

The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Chemistry

Year 7	Year 8	Year 9
Topic 3: Metals and Non-metals 1. Magnificent metal 2. Comparing conductors 3. Amazing alloys 4. Non-metal elements 5. Extension: Explaining metal and non-metal properties 6. Better bicycles Topic 4: Chemical reactions 1 1. What are chemical reactions 2. Atoms in chemical reactions 3. Investigating a chemical reactions 4. Precipitation reactions 5. Corrosion reactions	Topic 9: Chemical reactions 2 1. More chemical reactions 2. Word equations 3. Energy changes 4. Investigating fuels 5. Extension: Investigating food energy 6. Metals and oxygen 7. Metals and water 8. Metals and acid 9. The reactivity series 10. Lead in the reactivity series	TOPIC 12: Chemical reactions 3 1. Mass and energy in chemical changes 2. Extension: Writing symbol equations 3. Metal displacement reactions 4. Extracting metals 5. Extracting copper 6. Making salt from acids and metals 7. More about salts 8. Makings salts from acids and carbonates 9. Rates of reactions 10. Concentration and reaction rate 11. Temperature and reaction rate 12. Surface area and reaction rate

The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Chemistry

Year 7	Year 8	Year 9
Topic 5: Acids and Alkalis 1.Acids & Alkalis 2.The pH scale 3.Neutralisation reactions 4.Investigating neutralisations 5.Acids rain 6.Gas products of acid reactions Topic 6: Models of Earth 1.Models of the Earth 2.Plate tectonics 3.The restless Earth 4.Volcanoes		Topic 13: Planet Earth 1.Continental drift 2.Evidence from fossils 3.Evidence from seafloor spreading

The subjects and topics go according to teacher rotation. The unit/topic numbering is based on student's course book. ALL students will cover the listed content at some point in each year.

Physics

Year 7	Year 8	Year 9
Topic 1: Energy 1. What is energy? 2. Extension: Energy 3. Energy types 4. Energy transfer and dissipation 5. GPE and Kinetic 6. Investigation: Pendulum motion 7. Elastic potential energy Topic 2: Forces 1. Introduction of forces 2. Gravity 3. How old gravity 4. Air resistance 5. Extension: Streamlining 6. Extension: Round in circles Topic 3: Sound 1. Sound waves and travel 2. Extension: Detecting sound 3. Echoes	Topic 6: Forces 1. Speed 2. Extension: Precision and accuracy 3. Distance-time graph 4. Extension: Acceleration and speed-time graph 5. Extension: Presenting data from racing 6. Balanced and Unbalanced force 7. Friction 8. Changing Idea about motion 9. Tension and upthrust 10. Extension: Presenting data from springs 11. Levers 12. Calculating moments 13. Extension: Centre of mass and stability 14. Pressure 15. Using Pressure 16. Pressure in liquids 17. Pressure in gases 18. Diffusion of gases and liquids	Topic 11: Forces 1. Floating and sinking 2. Using ideas about density Topic 12: Energy 1. Hot and cold 2. Conservation of energy 3. Conduction 4. Convection 5. Radiation 6. Cooling by evaporation Topic 4: Electricity (Y7) 1. Charging up 2. Electric circuit 3. Electric current 4. Modelling circuit 5. Extension: Dangers of electricity

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Physics

Year 7	Year 8	Year 9
Topic 13: Sound (Y9) 1. Loudness and amplitude 2. Pitch and frequency 3. Hearing, decibels, and risk 4. Adding up and cancelling out Topic 5: The Earth in Space 1. Day and night 2. Seasons 3. The night sky 4. Our solar system 5. The moon 6. Ancient astronomy 7. Geocentric model 8. Modern ideas about the Universe 9. Extension: Using planetary data	Topic 7: Light 1. Seeing things 2. Laws of reflection 3. Reflection and images 4. Refraction 5. Refraction and total internal reflection 6. Extension: Speed of light 7. Dispersion 8. Colour 9. Looking at coloured objects 10. Extension: Changing idea of light 11. Extension: The eye and camera Topic 8: Magnetism 1. The properties of magnets 2. Magnetic fields 3. Electromagnets 4. Using electromagnets 5. Investigating electromagnets	Topic 14: Electricity 1. Current in series and parallel circuits 2. Voltage in series and parallel circuits 3. Resistance 4. Investigation: Resistance of a wire 5. Extension: Energy and power Topic 15: The Earth in Space 1. Extension: The origin of Universe 2. Collisions, asteroids, and extinction 3. Collisions and the Moon 4. The life cycle of stars

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Physics

Year 7	Year 8	Year 9
	Topic 9: Energy 1. The world's energy needs 2. Generating electricity 3. Fossil fuels 4. Solar and geothermal 5. Water and wind 6. Biofuels and bioplastic Topic 10: The Earth in space 1. Galaxies 2. Asteroids 3. Magnetic Earth	