

ST MARY'S CATHOLIC SCHOOL

# KS3 CURRICULUM MAP



2025 - 2026



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**Year 7 Curriculum**

|                                | <b>Year 7 Term 1</b>   | <b>Year 7 Term 2</b>   | <b>Year 7 Term 3</b>   | <b>Year 7 Term 4</b>  | <b>Year 7 Term 5</b>  | <b>Year 7 Term 6</b>  |
|--------------------------------|--|--|--|---|---|---|
| <b>Art</b>                     | Still Life with Bottles – Colour Theory  | Still Life with Bottles – Colour Theory  | Hockney Landscapes and mark making   | Hockney Landscapes and mark making  | Indian Mandala Zodiac Pattern Projects  | Indian Mandala Zodiac Patter Projects   |
| <b>Design &amp; Technology</b> | Rotation A - Block Head Project<br>Timbers<br>Manufacture Process<br>Isometric Design  | Rotation A - Block Head Project<br>Timbers<br>Manufacture Process<br>Isometric Design  | Rotation B - Eco Plastic Keyring /<br>Rosary & Pouch<br>Plastics<br>Graphic Design<br>Textiles   | Rotation B - Eco Plastic Keyring /<br>Rosary & Pouch<br>Plastics<br>Graphic Design<br>Textiles  | Rotation C - Food<br>Hygiene and Safety<br>Kitchen Equipment<br>Eat Well Guide  | Rotation C - Food<br>Hygiene and Safety<br>Kitchen Equipment<br>Eat Well Guide  |
| <b>Drama</b>                   | Intro to Drama   | Fairy Tales  | Mini Plays   | Charlie & The Chocolate Factory   | The Jabberwocky   | Macbeth   |
| <b>English</b>                 | Memories & Moments   | Poetry   | Gothic Writing   | Wonder  | Oliver Twist  | Shakespeare Shorts  |
| <b>Geography</b>               | My place in the world  | Map Skills<br>Exploring the world  | Settlement   | India   | Africa  | Geographical fieldwork  |
| <b>History</b>                 | The Romans<br>Romulus and Remus<br>A journey through Rome<br>Hannibal<br>Invasion of Britain (A)<br>London through time: Roman London AD43-AD400 | The Romans<br>How was Rome fed and supplied?<br>Women and Family Life<br>Were the Romans Civilised? (A)<br>What have the Romans ever done for us?<br>Black and British: Romans<br>Saxons and Vikings | Medieval Realms 1066-1485<br>Why did the Normans win the Battle of Hastings? (A)<br>William in Control<br>Thomas Becket<br>Changing Role of Women: Women in Medieval times | Medieval Realms 1066-1485<br>King John Magna Carta (A)<br>Life in a Medieval Village (E)<br>London through time: Medieval London AD400-1450 | Medieval Realms 1066-1485<br>The Black Death (A)<br>Peasants Revolt<br><br>Islamic Civilisations<br>How can we explain the First Crusade? | Migration to Britain through time<br>Overview<br>Early Medieval migration<br>Late Medieval migration<br>Early Modern migration<br>Industrial and Imperial migration<br>Modern migration |
| <b>ICT</b>                     | File Management<br>School Network,<br>Moodle, Email and Office 365 OneNote,<br>Baseline Testing, E-Safety  | Computer Systems basic   | Introduction to programming fundamentals using BBC Microbit  | Introduction to programming fundamentals using BBC Microbit   | Data Modelling using Modelling Spreadsheet  | Data Modelling using Modelling Spreadsheet  |

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| <b>Maths</b>           | Sequences<br>Algebraic Notation<br>Equality and<br>Equivalence<br>Integers and Decimals<br>Fractions, Decimals and<br>Percentages         | Sequences<br>Algebraic Notation<br>Equality and<br>Equivalence<br>Integers and<br>Decimals<br>Fractions, Decimals<br>and Percentages                                       | Problem solving with<br>addition and<br>subtraction<br>Problem solving with<br>multiplication and<br>division<br>Fractions and<br>Percentages of<br>Amounts<br>Operations and<br>Equations with<br>directed number<br>Addition and<br>Subtraction of<br>Fractions | Problem solving with<br>addition and<br>subtraction<br>Problem solving with<br>multiplication and<br>division<br>Fractions and<br>Percentages of<br>Amounts<br>Operations and<br>Equations with<br>directed number<br>Addition and<br>Subtraction of<br>Fractions | Constructing and<br>Measuring<br>Geometric Reasoning<br>Developing number<br>sense<br>Sets and Probability<br>Prime numbers and<br>proof        | Constructing and<br>Measuring<br>Geometric Reasoning<br>Developing number<br>sense<br>Sets and Probability<br>Prime numbers and<br>proof |
| <b>MFL<br/>French</b>  | Introductions and<br>my world<br>Alphabet<br>Numbers<br>Dates<br>Brothers and sisters<br>My World<br>My likes and dislikes<br>Personality | My World<br>What I do<br>Describing photos<br>My School<br>Telling the time<br>Colours<br>School subjects and<br>opinions  | My School<br>School uniform<br>Daily routine<br>French schools  | My School<br>Differences in school<br>systems<br>My ideal school<br>Free-time and leisure<br>Countries<br>Weather   | Free-time and leisure<br>Sports<br>Faire / jouer<br>Sport in French-<br>speaking countries<br>Saying what you like<br>to do<br>Asking questions | Family Life<br>My family<br>My pets<br>Describing people<br>Where you live<br>Breakfast traditions<br>Bastille Day                       |
| <b>MFL<br/>Spanish</b> | Alphabet, phonics<br>practice, numbers,<br>introducing yourself<br>with various key<br>questions and answers                              | In the classroom,<br>nationalities, pets<br>and colours<br>Family members,<br>adjectives of<br>personality,<br>adjectival agreement,<br>physical aspects,<br>eyes and hair | School subjects,<br>opinions, teachers,<br>introduction to food<br>role plays,<br>introduction to<br>present tense  | Rooms of the house,<br>bedroom, key<br>phrases to describe<br>house, daily routine  | Time, sports,<br>activities, opinion<br>phrases which take<br>the infinitive and<br>giving justifications,<br>introduction to<br>future tense   | Places in town,<br>directions, arranging<br>to meet, weather<br>and seasons, future<br>weekend plans                                     |
| <b>MFL<br/>Italian</b> | Phonics practice,<br>numbers, introducing<br>yourself with various  | In the classroom,<br>subjects, opinions,<br>reasons, telling the<br>time and typical day   | Rooms of the house,<br>bedroom, key<br>phrases to describe<br>house, daily routine,   | Sports, free time<br>activities, TV and<br>films, opinion<br>phrases which take   | Places in town,<br>directions, arranging<br>to meet, weather<br>and seasons,  | Food and drinks,<br>giving and justifying<br>opinions, eating<br>habits, eating out,   |

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|                | key questions and answers<br>Family members, adjectives of personality, adjectival agreement  | a school. School subjects, opinions, teachers                              | introduction to present tense   | the infinitive and giving justifications                    | introduction to past tense  | ordering meals, making complaints, introduction to future tense |
| <b>Music</b>   | Learning the notes on the keyboard – Frere Jacques  | Learning how to read notation – Wallace and Gromit                         | Developing right hand and left hand skills on the keyboard – Walking in the Air | Recognising different instruments – Carnival of the Animals | An understanding of Folk Music – What shall we do with the drunken sailor | Creating a remix – Twinkle Twinkle Little Star                  |
| <b>PE</b>      | Students from 7 to 11 will participate in 2 hours of Physical Education a week, the curriculum aims for these lessons are: <ul style="list-style-type: none"> <li>To instil a lifelong love of sport;</li> <li>Students to acquire and develop skills in a wide range of sports and apply these in a competitive environment;</li> <li>Improve physical and mental health.</li> </ul> |  |   |   |   |   |
| <b>RE</b>      | Creation and Covenant   | Prophecy and Promise   | From Galilee to Jerusalem   | From Desert to Garden                                       | To the Ends of the Earth  | Dialogue and Encounter  |
| <b>Science</b> | Intro to Science skills<br>Cells<br>The particle model<br>Forces  | Body systems<br>Elements, atoms, compounds<br>The particle model<br>Forces | Body systems<br>Elements, atoms, compounds<br>Sound<br>Reproduction             | Sound<br>Reproduction<br>Science/Careers Week               | Reactions<br>Light  | Acids and alkalis<br>Space                                      |

### Year 8 Curriculum

|                                | Year 8 Term 1  | Year 8 Term 2  | Year 8 Term 3  | Year 8 Term 4  | Year 8 Term 5  | Year 8 Term 6  |
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| <b>Art</b>                     | Me, Myself and I – Self-portrait project inspired by Julian Opie                       | Me, Myself and I – Self-portrait project inspired by Julian Opie                       | Insects and the Natural World – Bug pattern project  | Insects and the Natural World – Bug pattern project  | Perspective and Skyscapes  | Perspective and Skyscapes  |
| <b>Design &amp; Technology</b> | Rotation A – Book Stand Project<br>Textiles<br>Manufacture<br>Specification<br>Timbers | Rotation A – Book Stand Project<br>Textiles<br>Manufacture<br>Specification<br>Timbers | Rotation B – 21 <sup>st</sup> Century Design<br>Electronics and Programming<br>Sustainability<br>Computer Aided Design | Rotation B – 21 <sup>st</sup> Century Design<br>Electronics and Programming<br>Sustainability<br>Computer Aided Design | Rotation C – Food<br>The Digestive System<br>Special Diets & Religion<br>Packaging | Rotation C – Food<br>The Digestive System<br>Special Diets & Religion<br>Packaging |
| <b>Drama</b>                   | Ghost Stories  | Melodrama  | Mid Summer Night's Dream   | Physical Theatre   | Genres   | Text Exploration   |

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| <b>English</b>    | Sci-Fi  | A Midsummer Night's Dream / The Tempest  | Rhetoric and Writing to Persuade   | The Woman in Black   | Poetry Through the Ages  | Myths and Legends  |
| <b>Geography</b>  | Coasts  | Population   | Weather and climate  | Globalisation  | Kenya  | Why is the Arctic unique?<br>Geographical fieldwork  |
| <b>History</b>    | The Tudors<br>Why did Henry break with Rome?<br>Edward and Mary<br>Religious changes<br>Black and British: Tudors<br>Changing Role of Women: Women in the 16 <sup>th</sup> and 17 <sup>th</sup> centuries | The Tudors<br>How did Elizabeth Control England (A)<br>Causes of the English Civil War<br>London through Time: Early Modern London 1450-1750         | English Civil War and Oliver Cromwell<br>Why was the world turned upside down?<br>Cromwell: hero or villain? (A)<br>Changing Role of Women: Witchcraft<br>Black and British: The Stuarts | Industrial Revolution<br>How far did the Industrial Revolution improve Britain? (A)<br>Changing Role of Women: Women in Industrial Britain<br>London through Time: London 1750-1900<br>British Empire and the Slave Trade<br>India | British Empire and the Slave Trade<br>The Colonies<br>American Independence<br>Middle Passage<br>Life on a Plantation<br>Slave resistance<br>Abolition (A)   | Twentieth Century US<br>Civil Rights<br>The Civil War<br>Harriet Tubman<br>Rosa Parks<br>Martin Luther King<br>Malcolm X<br>Voting Rights                    |
| <b>ICT</b>        | Web Programming (HTML and CSS),<br>E-Safety – Plagiarism, copyright, cyberbullying and social networking sites  | Web Programming (HTML and CSS),<br>E-Safety – Plagiarism, copyright, cyberbullying and social networking sites                                       | Computer Systems Fundamentals I  | Game Design principles –<br>Event driven/Object Oriented<br>Programming at a basic level   | Game Design principles –<br>Event driven/Object Oriented<br>Programming at a basic level   | Introduction to text-based programming   |
| <b>Maths</b>      | Ratio and Scale<br>Multiplicative change<br>Multiplying and Dividing Fractions<br>The Cartesian Plane<br>Representing Data<br>Tables and Probability  | Ratio and Scale<br>Multiplicative change<br>Multiplying and Dividing Fractions<br>The Cartesian Plane<br>Representing Data<br>Tables and Probability | Brackets, Equations and Inequalities<br>Sequences<br>Indices<br>Fractions and Percentages<br>Standard Form<br>Number Sense   | Brackets, Equations and Inequalities<br>Sequences<br>Indices<br>Fractions and Percentages<br>Standard Form<br>Number Sense   | Angles in parallel lines and polygons<br>Area of trapezia and circles<br>Lines of symmetry and reflection<br>The Data Handling Cycle<br>Measures of location | Angles in parallel lines and polygons<br>Area of trapezia and circles<br>Lines of symmetry and reflection<br>The Data Handling Cycle<br>Measures of location |
| <b>MFL French</b> | My Town   | Holidays<br>Perfect tense with   | Holidays   | Festivals and traditions   | Festivals and traditions   | Free Time<br>Digital technology  |

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|                    | In the café – ordering food and drinks<br>What there is and isn't in my town<br>Using the verb aller<br>Using the future tense<br>Weather<br>Using the present and future tense together   | –er verbs, saying what you did in the holidays<br>Describing a visit to a theme park, using irregular verbs in the past tense<br>Saying where you went and how | Using the perfect tense of verbs which take être<br>Using negatives in the perfect tense<br>Asking and answering questions<br>Using the present and perfect tense together | Festivals and dates<br>Likes and dislikes<br>Present tense or irregular verbs<br>At the market<br>Recipes and celebration meals in different cultures               | School trips to Alsace<br>Traditions and festivals in French-speaking countries<br>Free Time<br>TV programmes likes and dislikes<br>Talking about celebrities        | Cinema<br>Leisure activities in French-speaking countries<br>Perfect tense   |
| <b>MFL Spanish</b> | Places in town, directions, arranging to meet, weather and seasons, future weekend plans   | Television, films, inviting someone to go out, making excuses, saying what someone likes or dislikes, using phrases with infinitives                           | Countries, transport, accommodation, activities, introduction to past tense  | Talking about clothes, school uniform, using comparatives and superlatives in Spanish, demonstrative pronouns, using 3 tenses, using se puede with shopping, prices | Food and drink, mealtimes and time expressions, shopping for food using higher numbers, eating at a restaurant and understanding the difference between tú and usted | Learning parts of the body and “me duele”, describing symptoms and remedies, talking about healthy and unhealthy food, resolutions for the future, talking about lifestyle changes |
| <b>MFL Italian</b> | Rooms of the house, bedroom, key phrases to describe house, daily routine, introduction to present tense   | Sports, free time activities, TV and films, opinion phrases which take the infinitive and giving justifications  | Places in town, directions, arranging to meet, weather and seasons, introduction to past tense   | Food and drinks, giving and justifying opinions, eating habits, eating out, ordering meals, making complaints, introduction to future tense                         | Holidays, countries, transport, accommodation, activities, further work on past tense  | Talking about clothes, school uniform, using comparatives and superlatives, using 3 tenses, using si può   |
| <b>Music</b>       | An understanding of The Blues – 12 bar blues chords, walking bass and improvisation  | Becoming more familiar with sharps and flats – In the Hall of the Mountain King  | Composing a melody – The Sea   | An understanding of Caribbean Music – Yellow Bird   | Studying World Music Part 1 – Gamelan and Djembe drumming  | Studying World Music Part 2 – Samba and Stomp  |
| <b>PE</b>          | Students from 7 to 11 will participate in 2 hours of Physical Education a week, the curriculum aims for these lessons are: <ul style="list-style-type: none"> <li>To instil a lifelong love of sport;</li> <li>Students to acquire and develop skills in a wide range of sports and apply these in a competitive environment;</li> </ul> |  |  |   |  |  |

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|                | <ul style="list-style-type: none"> <li>Improve physical and mental health.</li> </ul>                       |   |   |  |   |                                 |
| <b>RE</b>      | Creation  | Prophets and Prophecy   | Jesus of Nazareth: God & Man  | Jesus' Passion: Holy Week and Easter           | The Birth of the Early Church             | Christianity Comes to Britain   |
| <b>Science</b> | Ecosystems<br>Food and digestion<br>Fluids<br>Combustion<br>The Periodic Table<br>Breathing and respiration | Food and digestion<br>Breathing and respiration<br>Combustion<br>The Periodic Table | Metals and their uses<br>Light<br>Energy transfers<br>Plants and their reproduction | Metals and their uses<br>Light<br>Science Week | Energy transfers<br>Unicellular organisms | The Earth and Space<br>Revision |

### Year 9 Curriculum

|                                | Year 9 Term 1   | Year 9 Term 2   | Year 9 Term 3   | Year 9 Term 4   | Year 9 Term 5   | Year 9 Term 6   |
|--------------------------------|---|---|---|---|---|---|
| <b>Art</b>                     | Sweet Treats –<br>Food Sculptures –<br>Joel Penkman/Sarah<br>Graham   | Sweet Treats –<br>Food Sculptures –<br>Joel Penkman/Sarah<br>Graham   | Mexican Day of the<br>Dead Drawing and<br>Collage Project                                   | Mexican Day of the<br>Dead Drawing and<br>Collage Project                                   | The Culture of Japan<br>– Origami, Notan,<br>Manga and Cherry<br>Blossom  | The Culture of Japan<br>– Origami, Notan,<br>Manga and Cherry<br>Blossom  |
| <b>Design &amp; Technology</b> | Rotation A –<br>Pencil Case Project /<br>Catapult Challenge<br>Textiles<br>Mechanisms<br>Modelling Structures | Rotation A –<br>Pencil Case Project /<br>Catapult Challenge<br>Textiles<br>Mechanisms<br>Modelling Structures | Rotation B –<br>Aluminium Skyline<br>Project<br>Metals<br>Design Development<br>Prototyping | Rotation B –<br>Aluminium Skyline<br>Project<br>Metals<br>Design Development<br>Prototyping | Rotation C –<br>Food<br>Methods of Cooking<br>Food Provenance and<br>Food Miles<br>Macro and Micro,<br>Vitamins and<br>Minerals | Rotation C –<br>Food<br>Methods of Cooking<br>Food Provenance and<br>Food Miles<br>Macro and Micro,<br>Vitamins and<br>Minerals |
| <b>Drama</b>                   | Drama Techniques  | Romeo & Juliet  | Practitioners   | Working from Stimuli  | Working from Stimuli<br>and log   | DNA   |
| <b>English</b>                 | Power Poetry  | Opinion Writing   | Romeo and Juliet  | Literary Fiction  | Writing to Persuade<br>and Narrative<br>Perspective   | Of Mice and Men   |
| <b>Geography</b>               | Tectonic Hazards  | Environmental issues  | Russia  | Brazil  | Rivers  | Geographical<br>fieldwork   |
| <b>History</b>                 | Causes of the Great<br>War 1914-1918<br>The Causes of the<br>Great War (A)                                    | The Great War<br>1914-1918<br>Why was there a<br>stalemate on the<br>Western Front?                           | Paris Peace Treaties<br>Interpretations of<br>Versailles (A)                                | Who were the Nazi's<br>Germany in 1918<br>The Rise of the Nazi's<br>Nazi's in Control       | Era of the Second<br>World War<br>Dunkirk<br>Battle of Britain<br>The Blitz   | Anti-Semitism and<br>the Holocaust<br>Jewish Life in Europe<br>Case Studies of<br>Anti-Semitism                                 |

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|                   | Changing Role of Women: Women and the Great War<br>Black and British: The First World War   | The Battle of the Somme<br>Why did the Allies win the war?<br>Haig: Hero or Donkey? (A)  | Changing Role of Women: The Suffragists/Suffragettes<br>Ireland<br>Interpretations: Michael Collins and Irish Independence   | Era of the Second World War<br>German Expansion<br>Appeasement<br>Changing Role of Women: The role of Women in WWII  | Evacuation<br>Key turning points in the War<br>Black and British: The Second World War  | Pogroms in Russia  |
| <b>ICT</b>        | Computer Systems<br>Fundamentals<br>Hardware and Software   | Computer Systems<br>Fundamentals<br>Data Representation  | Computational thinking and programming principles  | Computational thinking and programming principles  | Animal Farm "The Book" IT project – Research Skills, Information source reliability, graphic manipulation, editing digital video, mixing and editing digital audio  | Animal Farm "The Book" IT project – Research Skills, Information source reliability, graphic manipulation, editing digital video, mixing and editing digital audio   |
| <b>Maths</b>      | Straight line graphs<br>Forming and solving equations<br>Testing Conjectures<br>Three Dimensional Shapes<br>Constructions and Congruency  | Straight line graphs<br>Forming and solving equations<br>Testing Conjectures<br>Three Dimensional Shapes<br>Constructions and Congruency   | Numbers<br>Using Percentages<br>Maths and Money<br>Deduction<br>Rotation and Translation<br>Pythagoras' Theorem  | Numbers<br>Using Percentages<br>Maths and Money<br>Deduction<br>Rotation and Translation<br>Pythagoras' Theorem  | Enlargement and Similarity<br>Solving Ration and Proportion problems<br>Rates<br>Probability<br>Algebraic Representation  | Enlargement and Similarity<br>Solving Ration and Proportion problems<br>Rates<br>Probability<br>Algebraic Representation   |
| <b>MFL French</b> | Festivals and traditions<br>Festivals and dates<br>Likes and dislikes<br>Present tense or irregular verbs<br>At the market<br>Recipes and celebration meals in different cultures<br>School trips to Alsace | Free Time<br>Celebrities and TV programmes<br>Using adjectival agreements<br>Digital technology<br>Asking and answering questions<br>Going to the cinema/ buying tickets<br>Forming dialogues<br>Leisure Activities<br>Using negatives | Future Projects<br>Talking about earning money<br>Using modal verbs devoir and pouvoir in the present tense<br>Talking about what you want to do when you are older<br>Using modal verb vouloir in the present tense | Ma Vie en Musique<br>Talking about musical tastes<br>Using direct object pronouns<br>Describing what you used to be like<br>Imperfect tense<br>Comparing primary and secondary school<br>Using the comparative | Le meilleur des mondes<br>Talking about food / describing a photo<br>Using a range of negatives<br>Talking about animals and the natural world<br>Using the superlative<br>Talking about plastic and the environment<br>Using two different time frames | The French-speaking world<br>Discussing where you would like to go<br>Using a range of articles<br>Discussing impressive sites and monuments<br>Using a range of adjectives<br>Saying what you like/ dislike doing |

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|                           | <p>Traditions and festivals in French-speaking countries</p>                              | <p>Shopping<br/>Spotting synonyms<br/>Speaking activities using 3 tenses</p>               | <p>Using simple future, including key irregular stems<br/>Talking about what things will be like in the future<br/>Consolidation of simple future<br/>Describing an inventor<br/>Using questions in 3 tenses</p> | <p>Talking about how times have changed<br/>Using imperfect and present together<br/>Interviewing a young refugee<br/>Using questions in different tenses</p> | <p>Talking about how you would like to change the world<br/>Using the conditional</p>       | <p>Using infinitives with a range of other verbs<br/>Compiling a fact file/advert on a francophone country<br/>Using a range of grammatical structures and verbs<br/>Discussing young French speakers you would like to meet<br/>Consolidation of how to use the present tense<br/>Discussing plans for the future<br/>Consolidation of how to use the near and simple future<br/>Discussing a past trip around the world<br/>Consolidating how to use the perfect and imperfect<br/>Presentation on francophone artist/musician/writer/sportsperson<br/>Consolidating asking and answering questions in a range of tenses</p> |
| <p><b>MFL Spanish</b></p> | <p>Opinions, films, describing birthdays and days out, life as a celebrity, writing a</p> | <p>Jobs, describing jobs and duties at work, saying what you want to do in the future,</p> | <p>Healthy eating, active lifestyles, getting fit, parts of the body and illnesses,</p>  | <p>Children's rights, talking about fair trade, talking about recycling, fundraising</p>  | <p>Meeting and greeting people, following and planning a treasure hunt, introduction to</p> | <p>Revision of tenses (past, present and future), consolidation of key vocabulary,</p>   |

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|                | rap, using past, present and future tenses together   | using tener que and coping with authentic texts  | understanding Spanish idioms, using reflexive verbs, using direct object pronouns | and social issues, using the modal verb poder  | simple future tense, reading authentic texts, revision of comparative and superlative        | Cultural Projects including a film study of Ferdinand    |
| <b>Music</b>   | Musical Futures I – Cover of Word Up  | Musical Futures II – Cover of their choice   | Theme tunes in Film Music – Learning film themes                                  | Composing Music for Film – Composing a soundtrack to go with a film clip                     | Songwriting – Creating chords, bass line, lyrics, melody                                     | Songwriting – Rehearsing this in teams and performing it |
| <b>PE</b>      | Students from 7 to 11 will participate in 2 hours of Physical Education a week, the curriculum aims for these lessons are: <ul style="list-style-type: none"> <li>• To instil a lifelong love of sport;</li> <li>• Students to acquire and develop skills in a wide range of sports and apply these in a competitive environment;</li> <li>• Improve physical and mental health.</li> </ul> |  |   |  |  |  |
| <b>RE</b>      | Origins of World Religion   | Initiation in World Religions  | Worship in World Religions  | Intro to GCSE (Matters of Life and Death)  | GCSE C1 Creation   | GCSE T2 Human Rights Revision                            |
| <b>Science</b> | Cell structure and transport B1<br>Atomic structure C1<br>Conservation and dissipation of energy<br>Energy transfer by heating  | Cell structure and transport B2<br>Atomic structure C1<br>Conservation and dissipation of energy<br>Energy transfer by heating | The Periodic Table C2<br>Cell Division B2<br>Energy resources P3                  | Structure and bonding C3<br>Organisation and the digestive system B3<br>Electric circuits P4 | Structure and bonding C3<br>Organisation and the digestive system B3<br>Electric circuits P4 | Organising animals and plants B4                         |