



## Art Curriculum Map KS3

Our intention is to provide our students with a creative experience in the visual arts. Our curriculum provides a broad and balanced range of opportunities to work with a variety of 2D and 3D media, develop skills with new processes and techniques, experience new technologies and gain new knowledge, to enable them to be imaginative and confident visual artists in the future.

Drawing is an important part of our curriculum, giving students different ways to record ideas, thoughts and observations. Through our projects we teach the elements and principles of art and design, using subject terminology and critical awareness of how they can improve their work further and talk about their work positively. The projects follow the same process used at GCSE, starting with recording of ideas, inspiration by others, experimentation with media and then developing into an outcome. Displays in the art block and reception is important to show the work to a wider audience. They learn about artists and designers from various periods of time and different cultures giving them inspiration for ideas as well as knowing how to appreciate the visual arts. Learning and practical work is linked to the world we live in, future career pathways and we explain how art and design plays a vital role in all our lives.

Our intention is for our students to finish KS3 with the knowledge, skills and love of art to enable them to be successful visual artists as adults, to enjoy art in their surroundings or to take their study further into KS4 and beyond.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Let's draw – learning the basics to use in an imaginative landscape/creatures	World of colour Hundertwasser Eco house designs	Decoration using ideas from China, Mexico and India	Food illustration and recipe book cover design for healthy eating	Comic characters	Comic pages & Photography basics
<b>Year 8</b>	Drawing 3D objects and still life arrangement	Exploring drawing – abstract compositions and portraits	3D paper mask constructions	3D paper mask constructions	Perspective in lettering & buildings	Perspective in landscapes & Photography
<b>Year 9</b>	My Identity & photography	Street Art – mural design for a house in Bristol	Art from Art – learning how to respond to Art	Trees – linked with year 9 Wild and Well sessions	Nature – animals – ecology – natural forms	Nature – animals – ecology – natural forms



## Computing Curriculum Map KS3

At Backwell, our Computing curriculum is designed to equip students with the fundamental skills and knowledge necessary to thrive in an increasingly digital world. Our intent is to inspire curiosity and engagement in computing through a hands-on, practical approach that integrates theoretical concepts with real-world applications.

We aim to:

1. **Developing Computational Thinking:** We cultivate problem-solving abilities by teaching students to think logically and algorithmically, breaking down complex issues systematically.
2. **Enhance Digital Literacy:** Students gain proficiency in using diverse digital tools responsibly, improving their communication and collaboration skills.
3. **Encourage Creativity and Innovation:** We promote creative projects in computing, enabling students to code applications and create digital art in a supportive environment that fosters resilience.
4. **Understand Technology's Impact:** Discussions around ethics, cybersecurity, and digital citizenship help students recognize their responsibilities as tech users and the societal effects of technology.
5. **Build Foundational Skills:** We prepare students for future educational and career opportunities by introducing core concepts in computer science, programming, and data analysis.

Through this curriculum, we envision our students not just as consumers of technology, but as confident creators, critical thinkers, and responsible users who are prepared to navigate and contribute to an evolving digital landscape. Our commitment is to provide a vibrant and inclusive learning environment that celebrates diversity and promotes excellence in all aspects of computing.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Key Skills Digital Resilience	Spreadsheets	Introduction to programming	Computing 101	Code Breaking Image Editing	Programming level 2
<b>Year 8</b>	Edublocks programming	Digital Resilience	Music Festival Project		Introduction to Python Programming	Vector Graphics
<b>Year 9</b>	Digital Resilience	App Development		Python Programming	IT Skills for Life	Animations



## **Design Technology Curriculum Map KS3**

Our intent is to produce learners who are innovative and creative, able to think through a problem, design and develop solutions and manufacture or cook high quality outcomes.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Students will also look at modern and future materials and processes to better understand Design and Technology in industry.

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

	<b>Textiles</b>	<b>Product Design</b>		<b>Food</b>
<b>Year 7</b>	<b>Creature Themed Fleece Hat</b> <ul style="list-style-type: none"> <li>- Core skills</li> <li>- Sources and types of fibres</li> <li>- Applique, hand sewing, hand embroidery</li> <li>- Iterative design cycle</li> <li>- Sewing machine</li> </ul>	<b>Travel Game</b> <ul style="list-style-type: none"> <li>- Core skills</li> <li>- Sources &amp; types of timbers</li> <li>- Woodworking tools and machinery</li> <li>- Iterative design cycle</li> <li>- Marking &amp; measuring</li> </ul>		<b>Eatwell &amp; Core Kitchen skills</b> <ul style="list-style-type: none"> <li>- Eatwell Guide</li> <li>- Knife Safety</li> <li>- Food &amp; kitchen safety</li> <li>- Sensory Evaluation</li> <li>- Heat transfer methods</li> <li>- Energy Needs</li> </ul>
	<b>Assessment:</b> <ul style="list-style-type: none"> <li>- Communicating ideas</li> <li>- Hat manufacture</li> <li>- Unit test</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>- Communicating ideas</li> <li>- Travel game manufacture</li> <li>- Unit test</li> </ul>		<ul style="list-style-type: none"> <li>- Weighing and measuring</li> <li>- Practical recipe cooking embedding skills &amp; knowledge</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>- Salad design</li> <li>- Salad practical</li> <li>- Unit test</li> </ul>
<b>Year 8</b>	<b>West African Art – Cushion</b> <ul style="list-style-type: none"> <li>- Methods of fabric embellishment</li> <li>- Research and response to an artist - Iterative design cycle</li> <li>- Embellishment processes - tie dye, collagraphy, fabric painting</li> <li>- Sewing machine – skills development</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>- Cushion design – response to Bisa Butler</li> <li>- Cushion manufacture</li> <li>- Unit test</li> </ul>	<b>Fantastic Plastics</b> - Sources & types of polymers - Environmental issues & sustainability - Plastic working tools & processes - CAD/ CAM Iterative design cycle - Modelling - Phone cradle manufacture  <b>Assessment:</b> <ul style="list-style-type: none"> <li>- Developing Ideas/ Phone cradle manufacture</li> </ul>	<b>Metals</b> <ul style="list-style-type: none"> <li>- Sources &amp; types of metals</li> <li>- Metalworking tools and processes - Templates/net design</li> <li>- Keyring</li> <li>- manufacture</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>- Unit test</li> </ul>	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>- Eatwell guide links to nutrients</li> <li>- Macronutrients – carbohydrates/fibre, protein &amp; fats - Seasonal foods</li> <li>- Staple foods</li> <li>- Functions of Yeast</li> <li>- Pizza design &amp; development project</li> <li>- Practical recipe cooking embedding skills &amp; knowledge</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>- Pizza design &amp; development</li> <li>- Pizza manufacture</li> <li>- Unit test</li> </ul>

<p><b>Year 9</b></p>	<p><b>Protest Art</b>  <i>This unit links to GCSE Textiles Art - Focus on themes, colour, context and composition</i></p> <ul style="list-style-type: none"> <li>- Research life changing events in history</li> <li>- Environmental impacts of textiles - Design research – Stencilling, pattern and logos - Stencil design</li> <li>- Stencilling techniques</li> <li>- Manufacture of tote bag using range of stencilling techniques</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Artist analysis</li> <li>- Tote bag manufacture</li> <li>- Unit test</li> </ul>	<p><b>USB Lamp</b></p> <ul style="list-style-type: none"> <li>- Sources and types of paper and boards</li> <li>- Systems and control</li> <li>- Mini guided NEA</li> <li>- Iterative design cycle</li> <li>- Construction and modelling</li> <li>- Design eras &amp; influential designers</li> <li>- Research</li> <li>- Target markets</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Design development</li> <li>- Lamp manufacture</li> <li>- Unit test</li> </ul>	<p><b>Healthy Teenage Diet &amp; International Cuisine</b></p> <ul style="list-style-type: none"> <li>- Healthy living – nutritional needs</li> <li>- Factors affecting food choices</li> <li>- Cuisines around the world - Teenage nutritional needs</li> <li>- Micronutrients – Vitamins &amp; minerals</li> <li>- Types of fats - water soluble</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Gelatinization Worksheet</li> <li>- Macaroni &amp; Cheese Practical</li> <li>- Unit test</li> </ul>
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## English Curriculum Map KS3

Our intention is to support our students with their development into effective independent thinkers and communicators.

Consequently, our English curriculum has the primary intent to develop our students as readers, writers and speakers. Through engaging with a range of diverse, relevant and stimulating texts, we seek to encourage students to develop their imagination, enhance their ability to evaluate and express ideas as well as stimulating interest in the world around them. Within the subject, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written, informing their appreciation of the experience of being human.

Students cover five units in each year of the Key Stage Three Curriculum. They will share the experience of studying fiction, poetry, drama, non fiction and creative writing. The programmes of study have been crafted through a careful selection of texts and topics that we believe to be fascinating, diverse, and challenging. The subject is taught from the absolute conviction that it is intrinsically interesting and exciting. We aim to communicate this enthusiasm to our students including reading widely for pleasure. Ultimately, the experience of studying English should be thought provoking and enjoyable for all students.

All of our students progress to study English Literature and Language at GCSE. The Key Stage Three curriculum will enable them to progress confidently to that stage. Students will later have the opportunity to study Language, Literature, and media at Key Stage Five.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
<b>Year 7</b>	Transition unit – developing close analysis skills (using What, How, Why) and narrative writing skills.	Class reader (novel). One from: <i>'Wonder'</i> by R.J. Palacio; <i>'Mr Creecher'</i> by Chris Priestley; <i>'No Ballet Shoes in Syria'</i> by Catherine Bruton.	Drama – an introduction to the conventions.	Poetry – an introduction to the form.	Non-fiction – auto/biographical writing from around the world.
<b>Year 8</b>	Class reader (novel). One from: <i>'One'</i> by Sarah Crossan; <i>'The Curious Incident of the Dog in the Night-Time'</i> by Mark Haddon; <i>'The Ruby in the Smoke'</i> by Philip Pullman.	Drama – Shakespeare (usually <i>'Much Ado About Nothing'</i> )	Narrative writing - myths and legends.	Poetry – Nature themed, or global identities.	Non-fiction – language and gender; regional variation; language variation over time.
<b>Year 9</b>	World War 1 poetry.	Drama - Shakespeare ( <i>'Romeo and Juliet'</i> )	Class reader (novel). One from: <i>'The Woman in Black'</i> by Susan Hill; <i>'Of Mice and Men'</i> by John Steinbeck; <i>'To Kill A Mockingbird'</i> by Harper Lee.	Narrative writing – Gothic fiction or dystopian fiction.	Non-fiction: activism. Articles and speeches.

Note: there are five units of work per KS3 year, to allow sufficient time to deliver the longer units (often a class reader; usually two terms are required to deliver a Shakespeare play in Year 9). The same units are not always taught simultaneously across each year group, as resources do not allow for this; however, in Year 9, the poetry and the drama units are taught in tandem with History and Drama departments respectively, and so tend to be fixed in terms 1 - 3.



## **French Curriculum Map KS3**

At Backwell, we believe that learning a language broadens horizons, fosters curiosity of different cultures, offers new opportunities and leads to a greater understanding and tolerance of diverse customs and lifestyles. Our intention is to equip our students with the knowledge and skills to communicate effectively and confidently in a foreign language which in turn, will widen their employment prospects and enable them to adapt and survive in today's fast-changing global community.

We aim to deliver an ambitious and dynamic learning experience for all our students. Our curriculum provides students with the opportunity to develop their receptive and productive skills (Listening, Reading, Speaking and Writing) over a range of topics and to increase their phonic awareness and ability to transcribe, read aloud and translate effectively. Through their learning of core grammar and vocabulary, students will develop a sound understanding of how language works and will become more confident in decoding patterns and dealing with unfamiliar language. Students will learn how to describe present, past and future events and develop their understanding of idiom.

It is our intention that students appreciate, use and be exposed to as much target language as possible and that they take pride in linguistic achievement. In lessons, we incorporate a wide range of resources and learning activities; including songs, video clips and drama and we promote MFL Spelling Bee and translation competitions. Through their active engagement, students will develop their independence, initiative, teamwork, creativity and resilience.

We want to enrich students' social, moral and personal development and foster a curiosity for the life and culture of the Francophone/Hispanic/German-speaking world by embedding culture into lessons and promoting opportunities for real-life, purposeful communication e.g. foreign exchanges. We want our students to adapt language to suit their immediate needs and interests and express and justify opinions with an aim to becoming more fluent and spontaneous speakers of the language.

Essentially, our intention is for students to finish Key Stage 3 with the knowledge, skills and love of language learning which will enable them to communicate confidently in real-life contexts in the future. This is ever more important on an international scale as employers seek recruits who can offer an extra language, a skill which enables them to bridge the cultural divide, negotiate and trade successfully, improve national security and promote world peace. Students deepen their understanding of French/German/Spanish at GCSE level and can choose to pursue their language at AS or A-level.



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	Tout sur moi (all about me)  KO1	Tout sur moi (all about me) and Mon monde perso (My family and friends) KO1/2	Mon monde perso <i>(My family and friends)</i>  KO2	Mon monde perso <i>(My family and friends)</i> and Autour de moi (All around me) KO2/3	Autour de moi (All around me)  KO3	À Table (Food and drink)  KO4
<b>Year 8</b>	Mon Quartier (My local area)  KO1	Mon Quartier (My local area) and Ça, c'est mon truc (Lifestyle) KO1/2	Ça, c'est mon truc (Lifestyle)  KO2	Ça, c'est mon truc (Lifestyle) and Destination Vacances (Holidays) KO2/3	Destination Vacances (Holidays)  KO3	Bouger, c'est important! (Sport and leisure)  KO4
<b>Year 9</b>	Aux quatre coins du monde (Daily life and issues in Francophone countries)  KO1	Le monde des médias (Entertainment)  KO2	Le monde des médias (Entertainment) And Être ado, c'est quoi? (Issues for teenagers) KO2/3	Être ado, c'est quoi? (Issues for teenagers/Jobs and ambitions)  KO3	Être ado, c'est quoi? (Issues for teenagers/Jobs and ambitions)  KO3	Customs and festivals Grammar recall: Present/Past/Near Future  KO4

\*KO – Knowledge Organiser



## **Geography Curriculum Map KS3**

At Backwell School, all students in Years 7 – 9 are geographers. Our KS3 curriculum enables them to think, work and write like geographers. Our curriculum is well-sequenced to build vital skills and knowledge through the study of real places and topical issues. At the same time, our teachers incorporate current events into their lessons, to ensure students link what they study in the classroom to the real world. Our curriculum fosters a thirst for knowledge and an urge to explore.

To think like geographers, our students appreciate the importance of scale, connections and interrelationship across a range of places. Our students are encouraged always to ask why and how our world is like it is; and are taught to think critically and from the standpoint of others. Our students are trained to predict outcomes, make informed decisions and to design appropriate ways to investigate issues for themselves.

In order to work like geographers, our students receive training in important skills, such as map reading, constructing and interpreting graphs, and designing and carrying out fieldwork. Our students are taught to challenge and interrogate information presented to them and to consider other ways of viewing the world around them.

Backwell School students write like geographers too. They are taught to describe and explain with precision and accuracy and the curriculum embeds opportunities for students to practice their analytical and evaluative skills.

Whether they choose to study geography at Key Stage 4 or not, our KS3 curriculum provides our students with powerful knowledge to understand and navigate their world, with important skills they will take well beyond the geography classroom.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	Our World	Our Place	Map skills	Africa	Weather and Climate	The Middle East
<b>Year 8</b>	Population and cities	Population and cities	Physical Processes: Glaciers	Physical Processes: Coasts	International Development	Russia
<b>Year 9</b>	Tectonic Hazards	Tectonic Hazards	Climate Change	Climate Change	Living World	Living World



## German Curriculum Map KS3

At Backwell, we believe that learning a language broadens horizons, fosters curiosity of different cultures, offers new opportunities and leads to a greater understanding and tolerance of diverse customs and lifestyles. Our intention is to equip our students with the knowledge and skills to communicate effectively and confidently in a foreign language which in turn, will widen their employment prospects and enable them to adapt and survive in today's fast-changing global community.

We aim to deliver an ambitious and dynamic learning experience for all our students. Our curriculum provides students with the opportunity to develop their receptive and productive skills (Listening, Reading, Speaking and Writing) over a range of topics and to increase their phonic awareness and ability to transcribe, read aloud and translate effectively. Through their learning of core grammar and vocabulary, students will develop a sound understanding of how language works and will become more confident in decoding patterns and dealing with unfamiliar language. Students will learn how to describe present, past and future events and develop their understanding of idiom.

It is our intention that students appreciate, use and be exposed to as much target language as possible and that they take pride in linguistic achievement. In lessons, we incorporate a wide range of resources and learning activities; including songs, video clips and drama and we promote MFL Spelling Bee and translation competitions. Through their active engagement, students will develop their independence, initiative, teamwork, creativity and resilience.

We want to enrich students' social, moral and personal development and foster a curiosity for the life and culture of the Francophone/Hispanic/German-speaking world by embedding culture into lessons and promoting opportunities for real-life, purposeful communication e.g. foreign exchanges. We want our students to adapt language to suit their immediate needs and interests and express and justify opinions with an aim to becoming more fluent and spontaneous speakers of the language.

Essentially, our intention is for students to finish Key Stage 3 with the knowledge, skills and love of language learning which will enable them to communicate confidently in real-life contexts in the future. This is ever more important on an international scale as employers seek recruits who can offer an extra language, a skill which enables them to bridge the cultural divide, negotiate and trade successfully, improve national security and promote world peace. Students deepen their understanding of French/German/Spanish at GCSE level and can choose to pursue their language at AS or A-level.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8</b>	<b>Hallo!</b> <i>(Introducing yourself)</i> <ul style="list-style-type: none"> <li>▪ Classroom language</li> <li>▪ Introducing yourself</li> <li>▪ Greetings: say your name and spell it</li> <li>▪ Numbers 1 – 31</li> <li>▪ Months</li> <li>▪ Say how old you are and when your birthday is</li> <li>▪ Countries and languages</li> </ul>	<b>Meine Familie</b> <i>(Family)</i> <ul style="list-style-type: none"> <li>▪ Family members</li> <li>▪ Brothers and sisters</li> <li>▪ Pets and colours</li> <li>▪ Describe yourself, your pets, friends and family members</li> </ul>	<b>Meine Schule</b> <i>(School)</i> <ul style="list-style-type: none"> <li>▪ Classroom objects and items in your school bag</li> <li>▪ School subjects and your opinions of them</li> <li>▪ Tell the time; say when you have different subjects</li> <li>▪ Days of the week</li> <li>▪ Talk about your timetable</li> </ul>	<b>Freizeit und Hobbys</b> <i>(Free time and hobbies)</i> <ul style="list-style-type: none"> <li>▪ Sports and musical instruments</li> <li>▪ Your favourite hobbies</li> <li>▪ Opinions of computer games</li> <li>▪ Say how often you do something</li> </ul>	<b>Wo wohnst du?</b> <i>(Where do you live?)</i> <ul style="list-style-type: none"> <li>▪ Say where you live and what the weather is like</li> <li>▪ Describe your house or flat and your own room</li> <li>▪ Numbers up to 100</li> </ul>	<b>Guten Appetit!</b> <i>(Food and drink)</i> <ul style="list-style-type: none"> <li>▪ Say what food and drink you like and don't like; say what you eat for different meals</li> <li>▪ Order food in a café or restaurant</li> <li>▪ Buy food in a shop</li> <li>▪ Numbers up to 1000</li> <li>▪ Talk about healthy eating</li> </ul>

<p><b>Year 9</b></p>	<p><b>Mein Zuhause</b> (Local area)</p> <ul style="list-style-type: none"> <li>▪ The places in town</li> <li>▪ Say what you can do in a place</li> <li>▪ Ask for and give directions</li> <li>▪ Buy tickets and presents</li> <li>▪ Understand tourist information</li> </ul>	<p><b>Modestadt Berlin</b> (Fashion and shopping)</p> <ul style="list-style-type: none"> <li>▪ Talk about clothes and give an opinion of them</li> <li>▪ Talk about what you wear and what you'd like to wear</li> <li>▪ Go shopping for clothes</li> <li>▪ Talk about problems with clothes</li> <li>▪ Designer clothing and school uniform</li> </ul>	<p><b>Zu Besuch</b> (Going on a trip)</p> <ul style="list-style-type: none"> <li>▪ Talk about holidays (where you go, how your travel, where you stay and for how long)</li> <li>▪ Talk about what you can do on holiday and what you're going to do</li> <li>▪ Talk about past holiday experiences</li> </ul>	<p><b>Mein Tag</b> (Daily routine)</p> <ul style="list-style-type: none"> <li>▪ Talk about daily routine</li> <li>▪ Say what time you do things (12-hour and 24-hour clock)</li> <li>▪ Talk about what you've done recently and give your opinion of it</li> </ul>	<p><b>Gesundes Leben</b> (Health and fitness)</p> <ul style="list-style-type: none"> <li>▪ Name the parts of the body</li> <li>▪ Talk about illness and injuries</li> <li>▪ Say what sports you do to keep fit</li> <li>▪ Talk about healthy eating and give advice on a healthy lifestyle</li> </ul>	<p><b>Wir feiern!</b> (Festivals)</p> <ul style="list-style-type: none"> <li>▪ Talk about national holidays and festivals</li> <li>▪ Talk about organising a party</li> <li>▪ Accept or decline an invitation</li> <li>▪ Describe a recent party / celebration</li> </ul>
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## History Curriculum Map KS3

The History curriculum at Backwell School equips students with the knowledge and skills to think, work and write like a Historian. The curriculum is planned and sequenced so that as students progress through the school their skills and knowledge within these areas are built on, developed and nurtured so to enable them to become confident, curious and questioning historians.

In order to think like a historian students will simultaneously have an understanding of the chronology of History, as well as a developed strong understanding of second order concepts, such as change, continuity, causation, consequence, similarity, difference and significance. These concepts will be taught and revisited through a broad and diverse curriculum. A curriculum which aims to equip our students with an understanding of their own historical context as British and world citizens; to appreciate their own local identity; to make and articulate links between the past and present day and finally to become critically informed citizens with a moral and social awareness.

To work like a historian, our students will be able to analyse, evaluate and use evidence critically. Through the exploration of historical interpretations they will be able to appreciate how History is a constructed narrative dependant on perspective and finally, they will become skilled at interrogating sources and understanding the value of sources to a historical debate. This will work towards them forming supported informed judgements on the past, such judgements will show students are able to view history from multiple perspectives.

To write like a historian, students will become equipped to write extended written responses and are well supported when doing this. This support develops autonomy and confidence and enables them to write balanced and substantiated judgements about the past, to see arguments from different perspectives and to reach their own informed judgements.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	What was England like in 1066? How did the Normans keep control of England after 1066?	How hard was life in medieval England? Was the Black Death a disaster for England?	Why was the medieval Church so powerful? Who was to blame for the murder of Thomas Becket?	What was the most serious challenge to medieval kings? Which was the most powerful medieval empire?	Who killed the Princes in the Tower? How and why did Henry VIII change the Church?	What was life like in Tudor England?
<b>Year 8</b>	Does Mary I deserve to be called bloody? Why was Elizabeth I a popular monarch?	Why was there a civil war in England in 1642? Does Oliver Cromwell deserve a statue outside Parliament?	How did GB build it's empire?	Did the Industrial Revolution make life better or worse for working class children? How should Bristol remember the transatlantic slave trade?	How did the people in India respond to British rule?	What makes a successful protest movement?
<b>Year 9</b>	Why did war break out in 1914? What was the experience of soldiers in the trenches?	Were the 1920s a good time to be living in the USA?	Why did WW2 happen so soon after WW1? Was WWII GB's finest hour?	How should we remember the Holocaust?	To what extent was the Civil Rights movement a success by 1964?	What was the most significant change in post-war British society?





## Maths Curriculum Map KS3

Our intent is to develop fluency and understanding of the fundamentals of mathematics, following a mastery approach by making mathematics accessible to all.

We believe success in maths for every student is possible. We have high expectations for all our students to both enjoy and be successful in maths. Our curriculum is designed to ensure that students receive a high-quality mathematical education that is tailored to develop the skills the learners will require to develop mathematical application and resilience, and to have a sense of enjoyment and curiosity about the subject. We aim for all students to leave school as confident mathematicians with the skills to achieve their aspirations, with a large proportion of young adults studying maths at university and entering mathematical based jobs in later life.

We follow a spiral curriculum at KS3, with recall embedded via Do Nows and Home Learning, in order to build a deep understanding of the subject. The five main areas of number, algebra, ratio, geometry and data are taught in a cycle. Each time students revisit an area, they are exposed to more complex content, building on what they have already learnt. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

Our curriculum at Backwell School goes far beyond what is taught in lessons, whilst we want students to achieve their potential, we believe our curriculum goes beyond what is examinable. As a department we offer opportunities for individual and team competition through the UKMT across all years from 7 to 13. We provide access to Maths inspiration events for KS3 and 4 students at the University of Exeter. KS5 students also have access to problem solving courses and STEP courses provided through the AMSP and the University of Bath.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	<b>NUMBER &amp; ALGEBRA</b> 1. Basic Number and decimals 2. Introduction to algebra 3. Sequences	<b>GEOMETRY 1</b> 4. Coordinates and Linear Graphs 5. Transformations 6. Area, Perimeter & Volume	<b>NUMBER</b> 7. Multiples, Factors & Primes 8. Fractions 9. Percentages	<b>RATIO &amp; PROPORTION</b> 10. Ratio 11. Speed, Distance & Time 12. Measures & Conversions	<b>GEOMETRY 2</b> 13. Angles & Polygons 14. Constructions 15. Basic probability	<b>PROBABILITY &amp; DATA</b> 16. Handling Data 17. Averages
<b>Year 8</b>	<b>GEOMETRY</b> 1. Circles 2. Area and Volume 3. Angles	<b>FDP &amp; RATIO</b> 4. Fractions 5. Percentages 6. Ratio and Proportion	<b>PROBABILITY &amp; STATISTICS</b> 7. Probability 8. Averages 9. Representing data	<b>ALGEBRA</b> 10. Algebraic manipulation 11. Equations 12. Sequences and Inequalities	<b>ALGEBRA &amp; NUMBER</b> 13. Coordinates & Linear Graphs 14. Rounding and Indices	<b>MEASURES &amp; NUMBER</b> 15. Pythagoras 16. Standard Form
<b>Year 9</b>	<b>EQUATIONS + INEQUALITIES</b> 1. Algebra recap and Inequalities 2. Linear graphs 3. Working with number	<b>ANGLES + TRIANGLES</b> 4. Angles and polygons 5. Constructions, congruence and loci 6. Pythagoras' theorem	<b>PROPORTIONAL REASONING</b> 7. Standard form 8. Ratio and Proportion 9. Rates	<b>ALGEBRAIC REPRESENTATION + PERCENTAGES</b> 10. Algebraic Representation 11. Percentages	<b>SIMILARITY</b> 12. Solving linear simultaneous equations 13. Rotation and Translation 14. Similarity and enlargement	<b>MORE SIMILARITY + Investigation</b> 15. Trigonometry



## **Music Curriculum Map KS3**

Our intention is to strike a balance of traditional musical knowledge and understanding with the practical musicianship and employability skills needed to work as a 21<sup>st</sup> century musician. Students explore conventions of music from a wide range of musical genres, including work from significant composers and performers from different eras and cultures. Instrumental skills (including the use of technology to arrange and record music) are built upon throughout the key stage so that our students develop as performers, composers and listeners. Key concepts and skills needed for GCSE and Vocational qualifications are integral to our delivery from Year 7 upwards. This ensures all learners engage with a broad curriculum that equips them for musical study beyond Year 9.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 7</b>	<b>ENSEMBLE SINGING / DO YOU HAVE RHYTHM?</b>  <i>Baseline Assessment</i> <i>Singing</i> <i>Ensemble Work</i> <i>Rhythm Notation</i>	<b>DESCRIPTIVE MUSIC</b>  <i>Elements of Music</i> <i>Composing short ideas</i> <i>Keyboard skills</i>	<b>NOTATION &amp; KEYBOARD PERFORMANCE</b>  <i>Staff notation</i> <i>Keyboard skills</i>	<b>INSTRUMENTS OF THE ORCHESTRA</b>  <i>Instruments</i> <i>Listening and responding</i> <i>Notating a composition</i>	<b>INDIAN RAGA</b>  <i>Traditions</i> <i>Storytelling through music</i> <i>Improvisation</i> <i>Ensemble skills</i>	<b>SOUL MUSIC</b>  <i>Chords</i> <i>Band instruments</i> <i>Ensemble skills</i>
<b>Assessment</b>	Baseline Assessments Rhythm Task	Composition Listening test	Solo performance	Composition Listening test	Composition & Performance	Ensemble Performance
<b>Year 8</b>	<b>12 BAR BLUES</b>  <i>Scales</i> <i>Chords</i> <i>Improvisation</i> <i>Ensemble skills</i>	<b>BAROQUE MUSIC</b>  <i>Historical Context</i> <i>Composition Techniques</i> <i>Ensemble Skills</i>	<b>WEST AFRICAN DRUMMING</b>  <i>Traditional roles</i> <i>Polyrhythm – ensemble work</i> <i>Pentatonic Ositinato</i>	<b>FOLK MUSIC</b>  <i>Ukulele / guitar chords</i> <i>Ensemble Skills</i>	<b>FUSION</b>  <i>Ensemble Skills</i>	<b>HEROES &amp; VILLAINS</b>  <i>Composition Techniques</i>
<b>Assessment</b>	Solo or paired performance Listening test	Composition Listening test	Ensemble performance	Ensemble Performance	Ensemble Performance Listening Test	Composition
<b>Year 9</b>	<b>JAZZ</b>  <i>Historical Context</i> <i>Chords</i> <i>Syncopation</i> <i>Improvisation</i>	<b>MINIMALISM</b>  <i>Composition skills</i> <i>Sequencing</i> <i>Editing using software</i>	<b>REGGAE</b>  <i>Chords</i> <i>Syncopation</i> <i>Ensemble Skills</i>	<b>FILM MUSIC</b>  <i>Composition Skills</i> <i>Pastiche</i> <i>Responding to a Brief</i>	<b>COVER SONGS</b>  <i>Ensemble skills</i> <i>Arrangement</i> <i>Instrumental skills</i>	<b>SONGWRITING</b>  <i>Chords</i> <i>Melody writing</i> <i>Arrangement</i>
<b>Assessment</b>	Solo Performance / Improvisation Listening test	Composition	Ensemble performance Listening test	Composition Listening test	Ensemble Performance	Composition



## PE Curriculum Map KS3

At Backwell School, our PE curriculum is built on three key pillars:

1. **Healthy Participation:** We promote healthy habits and the long-term benefits of exercise. Providing you with the skills to **thrive** after your time here. This pillar also emphasises leadership, independence, and understanding the value of a healthy lifestyle.
2. **Motor Competence:** We introduce you to a variety of sports and activities, helping you refine your existing skills and learn new ones. This pillar focuses on building a strong foundation enabling you to master your **movement**.
3. **Skills, Tactics and Strategies:** We expose you to different team and individual sports, teaching you the understanding needed to **compete** effectively. Providing you with the knowledge and skills to improve your decision making and performance in competitive scenarios.

The curriculum also offers opportunities to:

- **Develop new skills:** We introduce you to new sports and activities throughout the years.
- **Have fun!** We believe physical activity should be enjoyable. We try to create a positive and inclusive environment where you can learn and thrive.
- **Continue your journey:** We provide information and opportunities to participate in a variety of extracurricular programs and local sporting clubs.

By the end of your time at Backwell, we hope that you will be confident, skilled, and motivated to maintain a healthy lifestyle and continue participating in physical activities you enjoy.

Year	Winter	Summer
7	Invasion Games – Rugby Football Hockey Netball Active Lives – Swimming Fitness Gymnastics	Athletics – Track & Field events Active Lives – OAA Striking & Fielding – Cricket Softball Rounders
8	Invasion Games – Rugby Football Hockey Netball Active Lives – Swimming Gymnastics Rackets – Short Tennis Badminton	Athletics – Track & Field events Active Lives – OAA Striking & Fielding – Cricket Softball Rounders
9	Invasion Games – Rugby Football Netball Basketball Active Lives – Fitness Gym Option Rackets – Badminton Pickle Ball	Athletics – Track & Field events Striking & Fielding – Cricket Softball Rounders Rackets – Tennis
<b>10 &amp; 11</b>	<b>Single Lesson – Option of activities based on space</b> <b>Double lessons – Some optional additional activities offered</b>	
<b>10 &amp; 11</b>	Invasion Games – Rugby Football Netball Basketball Adaptive games e.g. Aussie Rules Capture the flag Active Lives – Fitness Suite Rackets – Squash Pickleball Badminton	Athletics – Track & Field events Striking & Fielding – Cricket Softball Rounders Danish Longball Rackets – Tennis Pickleball



## Performing Arts Curriculum Map KS3

Our intention is to guide students to develop as **confident, creative, independent** and **reflective** individuals who can make informed choices in both process and performance.

Students will develop a range of theatrical skills and apply knowledge and understanding when devising, performing and responding to drama and dance. Students will explore performance texts, understanding their social, cultural and historical context. Our curriculum offers the opportunity to work collaboratively to generate, develop and communicate ideas. Students will reflect on and evaluate their own work and that of others. Students will have the opportunity to join weekly co-curricular Dance, Drama, Tech & Set Design clubs to further support their development.

Key concepts and skills needed for GCSE are present in schemes of work from Year 7 upwards. This ensures all learners engage with a broad and interesting curriculum to equip them for study beyond Year 9.

The intention is for our students to complete KS3 performing with the ability to collaborate with others, share their creative thoughts with ease, possess an appreciation of dance and drama and speak publicly with greater confidence.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Year 7</b>	<p><b>WHO'S AFRAID OF THE BIG, BAD WOLF?</b></p> <p><i>Knowledge and understanding of how drama and theatre is developed and performed.</i></p> <p><i>Learn how to adopt a role.</i></p>	<p><b>DANCE THROUGH TIME</b></p> <p><i>Develop an appreciation of different styles and genres.</i></p> <p><i>Choreograph and use transition strategies to effectively explore and present ideas.</i></p>	<p><b>CROSSING THE DIVIDE</b></p> <p><i>Engage with a range of stimuli to develop critical and creative thinking skills.</i></p> <p><i>Explore characterisation through use of masks, costumes, props, puppets, electronic media.</i></p>	<p><b>MUSICAL THEATRE</b></p> <p><i>Develop an awareness and understanding of the roles and processes undertaken in contemporary theatre practice.</i></p>	<p><b>MUSICAL COMPANY</b></p> <p><i>Work as a company to present a musical theatre competition entry.</i></p> <p><i>Culmination of PA.</i></p> <p><i>Cross-curricular links with music.</i></p>	<p><b>PULLING STRINGS</b></p> <p><i>Explore characterisation through use of puppets, masks, costumes, props, and electronic media.</i></p> <p><i>Cross-curricular links with art.</i></p>
<b>Year 8</b>	<p><b>STIMULUS</b></p> <p><i>Knowledge and understanding of how to communicate meaning for theatrical performance.</i></p> <p><i>Respond to a range of stimuli.</i></p>	<p><b>LORD, WHAT FOOLS THESE MORTALS BE</b></p> <p><i>Study of A Midsummer Night's Dream.</i></p> <p><i>Knowledge and understanding of drama and theatre.</i></p>	<p><b>BACKWELL'S GOT TALENT</b></p> <p><i>Work as a company to present a variety of dance performance styles.</i></p> <p><i>Culmination of PA.</i></p>	<p><b>MOOD &amp; ATMOSPHERE</b></p> <p><i>Build on knowledge of technical elements.</i></p> <p><i>Shadow puppets.</i></p> <p><i>Cross-curricular links with Art.</i></p>	<p><b>PICKING UP THE CLUES</b></p> <p><i>Improvisation, adopting a role. Murder mystery genre. Stock characters.</i></p>	<p><b>FUNNY LIKE A CLOWN?</b></p> <p><i>Develop understanding of how to engage a target audience and realise artistic intentions.</i></p> <p><i>Commedia dell'arte.</i></p>
<b>Year 9</b>	<p><b>WHO WANTS TO PLAY WAR?</b></p> <p><i>Engage with a range of sources to develop critical and creative thinking skills.</i></p> <p><i>Cross-curricular links with history.</i></p>	<p><b>A LITTLE PARTY NEVER KILLED NOBODY</b></p> <p><i>Study of Romeo &amp; Juliet.</i></p> <p><i>Understanding the relevance to a contemporary audience and universal themes.</i></p> <p><i>Cross-curricular links with English.</i></p>	<p><b>YOU WILL NEVER WALK ALONE</b></p> <p><i>Engage with verbatim text.</i></p> <p><i>Create and develop ideas to communicate meaning. Apply theatrical skills to realise artistic intentions.</i></p>	<p><b>WILL YOU BE MY BLOOD BROTHER?</b></p> <p><i>Explore performance texts, understanding their social, cultural and historical context.</i></p>	<p><b>YOU ONLY HAVE ONE CHANCE TO MAKE A FIRST IMPRESSION</b></p> <p><i>Public speaking for a target audience.</i></p> <p><i>Essential skills for future plans. Cross-curricular links to English and Y10 Careers week.</i></p>	<p><b>THE PURPOSE OF THEATRE IS TO ENTERTAIN</b></p> <p><i>Exploration of key practitioners, styles and genres.</i></p> <p><i>Cross-curricular links with SMSC.</i></p>





## Personal Development Curriculum Map KS3

Personal development at Backwell School incorporates the following;

- Personal development curriculum including RSE
- The wider curriculum, enrichment and co-curricular offer
- Careers information and guidance
- Mental and physical health guidance and support
- British values, citizenship and student leadership

Our personal development curriculum promotes the moral, cultural, spiritual, mental and physical development of our students so that they have the knowledge, skills and attributes they need to manage their lives, now and in the future. Our curriculum supports all students to be safe, happy, healthy and engaged individuals who are well prepared for the next stage of their education, training or employment and beyond into their adult life. Our personal development curriculum includes RSE, careers information and guidance, guidance and support on mental and physical health as well as British values and citizenship.

Core knowledge is central to our planning of the personal development curriculum. This core knowledge is identified, planned, taught and sequenced through key stage 3 and 4 to ensure students build on their prior knowledge and make progress in their understanding.

**In key stage 3** the taught curriculum is delivered through

- A weekly tutor led personal development session
- Discrete lessons delivered in timetabled PSHE lessons for 2 terms in Y7-8 and 1 term in Y9

<b>Y7</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Tutor led sessions</b>	RSE: Respectful relationships	RSE: Families	Introduction to careers in school	Online and media	Physical health and fitness	Physical health and fitness
<b>Specialist lessons</b>			A2 RSE			A3 RSE
<b>Y8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Tutor led sessions</b>	Drugs, alcohol and tobacco	Health and basic first aid	Mental wellbeing	Knife Crime	Online safety	Careers- aspirations and expectations
<b>Specialist lessons</b>				A4 RSE		A5 RSE
<b>Y9</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Tutor led sessions</b>	Online safety	Online and the media	Careers- making decision GCSE options	Job sectors	Physical health and fitness	Basic first aid
<b>Specialist lessons</b>				A6 RSE		



## Philosophy and Religion Curriculum Map KS3

Our intention is to provide students with knowledge of a range of ancient and living religions, philosophical ideas and ethical questions that have shaped the world. This will include:

- ✓ understanding the idea of a non-religious worldview and the relevance of our subject for all, as we all face the same big questions, but from a different worldview.
- ✓ understanding of the nature of different religious beliefs and practices, to educate against potential issues of prejudice and stereotypes.
- ✓ understanding the different beliefs and practices within a religion, the challenges of religious practice in a modern world and the difference between a religion itself and the lived out experience of believers today
- ✓ Understanding the ancient and modern philosophical ideas and their relevance for today.
- ✓ Exploring ethical questions from a range of religious and non-religious perspectives in order to develop their own personal knowledge of moral issues.
- ✓ Developing the students' ability to consider the point of view of others, to critically analyse and evaluate all the topics studied.
- ✓ Develop the students' disciplinary knowledge by using a variety of disciplines and media in their learning.

Ultimately our intention is for students to finish key stage 3 with the knowledge, skills and love of our subject to enable them to be deep thinkers, who seek to make sense of the complex world we live in. We also hope to build a firm foundation on which students can choose to build upon at GCSE and A-Level.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Where does true knowledge come from?	How do religions use symbols to express their faith?	PSHE – Families	What do people believe about God?	What does it mean to be a Christian today?	PSHE – Puberty
<b>Year 8 (2024-5)</b>	Why is there evil and suffering?	What does it mean to be a Christian today?	What does it mean to be a Muslim today?	PSHE - Relationships	Is Discrimination still a big issue today?	Is Discrimination still a big issue today?
<b>Year 9</b>	How do we make moral decisions?	Can Science and Religion work together?	How should we approach the creation of life?	Is it ever acceptable to end life?	What is Justice?	PSHE – Sexual Relationships



## **Science Curriculum Map KS3**

Our intent is to build learners who are resilient, engaged and equipped with the skills and knowledge that gives them a firm understanding of the world around them. All lessons are designed to promote the joy of discovering science and are inclusive to all abilities and interests. Students will gain both a broad and deep knowledge of all three sciences and will be able to apply their learning, including scientific skills, beyond the science classroom. Our KS3 curriculum will enable a confident transition to all the sciences at KS4 for all students whilst at the same time promoting a life-long interest in science and STEM careers.

Due to the practical nature of our Science curriculum, there are three different rotations through the topics in each year: A, B and C. Please speak to your child/child's teacher in order to confirm which rotation their class is on. Please be aware that Science in Year 9 is a common first year of GCSE for all students.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7 A</b>	Investigating science Genes (part 1)	Matter (part 1) Energy (part 1)	Organisms (part 1)	Waves (part 1)	Ecosystems (part 1)	Forces (part 1) Reactions (part 1)
<b>Year 7 B</b>	Investigating science Genes (part 1)	Matter (part 1) Organisms (part 1)	Waves (part 1)	Energy (part 1)	Reactions (part 1)	Ecosystems (part 1) Forces (part 1)
<b>Year 7 C</b>	Investigating science Matter (part 1)	Genes (part 1) Waves (part 1)	Energy (part 1)	Organisms (part 1)	Forces (part 1) Reactions (part 1)	Ecosystems (part 1)
<b>Year 8 A</b>	Matter (part 2) Energy (part 2)	Waves (part 2) Ecosystems (part 2)	Earth (parts 1 & 2) Forces (part 2)	Genes (part 2) Reactions (part 2)	Electromagnets (parts 1 & 2)	Organisms (part 2) Consolidation of Key Stage
<b>Year 8 B</b>	Ecosystems (part 2) Matter (part 2)	Energy (part 2) Waves (part 2)	Genes (part 2) Earth (parts 1 & 2)	Forces (part 2) Organisms (part 2)	Reactions (part 2)	Electromagnets (parts 1 & 2) Consolidation of Key Stage
<b>Year 8 C</b>	Waves (part 2) Ecosystems (part 2)	Matter (part 2) Energy (part 2)	Forces (part 2) Genes (part 2)	Earth (parts 1 & 2) Electromagnets (parts 1 & 2)	Organisms (part 2)	Reactions (part 2) Consolidation of Key Stage
<b>Year 9 A</b>	Adaptation & interdependence, Organisation of an Ecosystem	Energy Resources Molecules and Matter, The Fundamentals of Chemistry	Communicable Diseases, Preventing & Treating Disease, Non-communicable Diseases	Acids & Alkalis, Energy Changes, Hydrocarbons  Energy Resources, Molecules & Matter	Energy Resources Molecules and Matter Acids & Alkalis, Energy Changes, Hydrocarbons	Testing for Gases The Atmosphere
<b>Year 9 B</b>	Adaptation & interdependence, Organisation of an Ecosystem	The Fundamentals of Chemistry, Energy Resources Molecules and Matter	Communicable Diseases, Preventing & Treating Disease, Non-communicable Diseases	Energy Resources, Molecules & Matter  Acids & Alkalis, Energy Changes, Hydrocarbons	Organisation and Digestion Organising Animals The Fundamentals of Chemistry	Testing for Gases The Atmosphere



## Spanish Curriculum Map KS3

At Backwell, we believe that learning a language broadens horizons, fosters curiosity of different cultures, offers new opportunities and leads to a greater understanding and tolerance of diverse customs and lifestyles. Our intention is to equip our students with the knowledge and skills to communicate effectively and confidently in a foreign language which in turn, will widen their employment prospects and enable them to adapt and survive in today's fast-changing global community.

We aim to deliver an ambitious and dynamic learning experience for all our students. Our curriculum provides students with the opportunity to develop their receptive and productive skills (Listening, Reading, Speaking and Writing) over a range of topics and to increase their phonic awareness and ability to transcribe, read aloud and translate effectively. Through their learning of core grammar and vocabulary, students will develop a sound understanding of how language works and will become more confident in decoding patterns and dealing with unfamiliar language. Students will learn how to describe present, past and future events and develop their understanding of idiom.

It is our intention that students appreciate, use and be exposed to as much target language as possible and that they take pride in linguistic achievement. In lessons, we incorporate a wide range of resources and learning activities; including songs, video clips and drama and we promote MFL Spelling Bee and translation competitions. Through their active engagement, students will develop their independence, initiative, teamwork, creativity and resilience.

We want to enrich students' social, moral and personal development and foster a curiosity for the life and culture of the Francophone/Hispanic/German-speaking world by embedding culture into lessons and promoting opportunities for real-life, purposeful communication e.g. foreign exchanges. We want our students to adapt language to suit their immediate needs and interests and express and justify opinions with an aim to becoming more fluent and spontaneous speakers of the language.

Essentially, our intention is for students to finish Key Stage 3 with the knowledge, skills and love of language learning which will enable them to communicate confidently in real-life contexts in the future. This is ever more important on an international scale as employers seek recruits who can offer an extra language, a skill which enables them to bridge the cultural divide, negotiate and trade successfully, improve national security and promote world peace. Students deepen their understanding of French/German/Spanish at GCSE level and can choose to pursue their language at AS or A-level.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	<b>Me presento</b> (Talking about yourself): Phonics Greetings Alphabet Family  *KO1	<b>Me describo</b> (Describing yourself): Dates Birthdays Pets colours KO1/2	<b>Me describo</b> (Describing yourself): Nationality languages Ser/tener verbs Present tense  KO2	<b>Me describo</b> (Describing yourself-cont) : Physical and personality descriptions El Insti (School): School subjects Opinions KO2/3	<b>El Insti</b> (School): School facilities Uniform  KO3	<b>Mi Semana</b> (What you do in the week): Weather Free time Opinions Jugar/practicar/hacer  KO4
<b>Year 8</b>	<b>Mi Semana</b> (What you do in the week): Daily Routine Impersonal verbs Radical Changing verbs  KO1	<b>Mi Semana</b> (What you do in the week): Weekend activities Donde vivo yo (Where you live): Types of places Directions KO1/2	<b>Donde vivo yo</b> (Where you live): Rooms Bedroom description Region/opinions  KO2	<b>Me gusta comer</b> (Food) : Mealtimes Food/Opinions Healthy/unhealthy comparisons Ordering food KO3	<b>Las vacaciones</b> (Holidays): Transport Accommodation Facilities Reservations KO4	<b>Las vacaciones</b> (Holidays): Holiday Activities Lo pasaste bien? (talking about the past): Region Weather in the past Free time activities Holidays KO3/4
<b>Year 9</b>	<b>La vida tecno</b> (The media): Media-based activities Television/Film + opinions Describing plot Advantages and disadvantages KO1	<b>Conocer personas nuevas</b> (Meeting new people) : Relationships with friends and family Invitations and excuses Going to the cinema  KO2	<b>Hospedarse en España</b> (Staying in Spain) : Chores La moda (Fashion): Clothes/opinions Fashion styles and eras Imperfect tense KO2/3	<b>La moda</b> (Fashion): Describing clothes you wear in different contexts- e.g. occasions/ extreme sports  KO3		<b>Bienestar</b> (Wellbeing) : Healthy lifestyle Healthy body Illnesses & Injuries  KO4

\*KO – Knowledge Organiser