



ST LAURENCE SCHOOL  
**YEAR 7 CURRICULUM MAP**  
**2024-25**

**St Laurence School**  
Care • Inspire • Succeed

## Contents

Art.....	3
Dance .....	5
Design and Technology .....	7
Drama.....	9
English .....	10
French.....	12
Geography.....	13
German.....	15
History .....	16
Maths .....	17
Music.....	18
Physical Education.....	20
PSHE .....	21
RE.....	22
Science .....	24

## Art

Term 1	Term 2	Term 3
<p>Warning – students will be drawing from real life taxidermy insects, please contact your child’s art teacher if you wish them to draw from photographs instead.</p> <p><b><u>Insect Project &amp; and Introduction to Colour Theory</u></b>                      A brief introduction to colour theory and art techniques, including: observational drawing, proportion, scale, tone, mark making and Zentangle patterns.                      Pupils will be encouraged to take their own photographs to work from.                      They will experiment with watercolour painting and bleeding techniques.                      Artist research includes Christopher Marley and Damien Hirst.</p>	<p><b><u>Insect project continued into 3D materials</u></b>                      Using sketchbooks and annotation in order to develop their skills, pupils will create a variety of designs in their sketchbook so that they can apply this to either a 3D Clay ‘Japanese Netsuke’ inspired mini bug, or working collaboratively to create a bug installation.                      Pupils will also get to see the various career paths within art, craft and design, from fine artists to jewellery makers.</p>	<p><b><u>Identity/ Cultures – Adinkra (West African Art)</u></b>                      Pupils will research West African art and its culture. They will explore, printmaking, collage, painting and how to present their work. They will look at pattern making and its application to print or graphic design. Pupils will focus on the theme of symbolism and their personal identity, pupils will draw from their own personal objects and resources both realistically and then through simplification.</p>
Term 4	Term 5	Term 6
<p><b><u>Identity/ Cultures – Adinkra (West African Art)</u></b>                      Refining and practising skills learnt so far, pupils will design, create and evaluate a final piece either individually or in groups. This will be either be a poly print onto collaged surfaces or a large oil pastel piece with stencils painted on. They will also learn how to write an artist’s personal statement.</p>	<p><b><u>Mexican Day of the Dead</u></b>                      Pupils will be building a sketchbook of work with drawing, artist research and experimentation inspired by Mexican culture, specifically the Day of the Dead. They will also explore the work of Thaneeya McArdle.</p>	<p><b><u>Day of the Dead 3D work</u></b>                      Refining and practising skills learned, pupils will design, create and evaluate a 3D final piece. This final piece can either be a shrine that is created form a range of materials that they will make in response to celebrating a loved one, or it may be a 3D mask or clay piece.</p>
<b>Resources</b>	Students are provided with a sketchbook. All materials needed will be provided by school.	
<b>Setting</b>	Students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	Students are assessed formally at the end of each project but have regular formative assessments throughout the term.	

<b>Home Learning</b>	We set homework twice per term (6 week block); one is assessed and one to support the learning in class which is research, revising or gathering resources or taking photos.
<b>Extension work</b>	Art club runs every other term which is an opportunity to work with a teacher improving specific skills.

## Dance

Term 1	Term 2	Term 3
<p><b>Discovering Contemporary Dance</b> Safety in dance. Warmups and technique phases. Developing physical skills; posture, extension and coordination.</p> <p>Learning the key contemporary dance actions. Understanding and applying elements of space. Understanding and applying different dynamics. Responding to a stimulus. Introducing choreographic devices.</p> <p>Teacher baseline assessment in performance and choreography.</p>	<p><b>Fireworks Set Performance Phrase</b> Warmups and technique phrases. Developing physical skills; posture, extension, coordination, mobility, balance.</p> <p>Learning a set phrase of contemporary dance. Using a set stimulus. Developing movement memory. Developing the technique of physical skills. Understanding musicality. Accenting dynamics in performance. Introducing motif development.</p> <p>Teacher assessment in performance.</p>	<p><b>Shadows Contemporary Choreography</b> Warmup technique phases. Developing physical skills; posture, coordination, extension, mobility, balance, body alignment.</p> <p>Responding to a set stimulus. Looking at using literacy in dance. Applying action, space, and dynamics in a choreography. Introducing dance relationships (duets, lead and follow, mirroring, contact work).</p> <p>Teacher assessment in choreography.</p>
Term 4	Term 5	Term 6
<p><b>African Stylistic Dance Performance</b> Warmup technique phases. Developing physical skills; isolation, coordination, extension, flexibility of the spin. Stylistic features of African Dance. Choreographing a Haka. Application of facial expression and emotion. Describing items of the mask. Analysing the effects of the mask.</p> <p>Teacher assessment in performance and theory.</p>	<p><b>Street Dance Performance and choreography</b> Warmup technique phases. Developing physical skills; isolation, coordination, extension, control, stamina. Choreographing a street dance. Recalling set street dance actions. Using formation effectively. Using canon and unison. Taking and sharing Weight</p> <p>Teacher assessment performance and choreography.</p>	<p><b>Rock N Roll</b> Warmup technique phases. Developing physical skills coordination, isolation, coordination, balance, mobility, body alignment, strength. Partner Work. Hand Jive. Sequencing. Taking and Sharing Weight.</p> <p>Peer assessment in performance</p>
<b>Text book</b>	KS3 Dance theory work booklets provided by the teacher for theory lesson starters.	
<b>Equipment</b>	Water bottled filled up for each lesson.	

<b>Uniform</b>	St Laurence Blue PE tops, PE shorts or plain black thick (none see through) leggings or joggers. Hair tied back. No jewellery. Bare feet. <b>No PE skorts to be worn in dance lessons.</b>
<b>Setting</b>	Students studying Dance will be in mixed ability groups
<b>Assessment</b>	There will be regular class performance. All students also complete skills assessments at the end of each term. This tests Physical, Technical, Expressive and Mental skills. We also test dance knowledge and understanding through theory work at the start of each lesson.
<b>Trips and expenses</b>	While there are no set trips, one-off dance trips may occur, and students are actively encouraged to go to the theatre to watch dance as much as possible. We also encourage pupils to take part in the Bath Forum Dance opportunities.
<b>Home Learning</b>	African mask making. Students are encouraged to practice dances outside the lesson to improve physical skills
<b>Extension work</b>	Extra-curricular KS3 Bath Forum Dance club.

## Design and Technology

### Terms 1-6

\*Students work in three areas of Design & Technology – Food, Resistant Materials (RM) and Textiles. Groups rotate throughout the year to cover all of the units of work detailed above.

#### Food

You will learn the basic rules of health and safety, food hygiene, healthy eating (using the traffic light system) and safe food storage and preparation, whilst also developing practical skills – e.g., creaming, rubbing in and melting method. You will learn how to adapt recipes, using nutritional analysis software, to make them healthier e.g., higher in fibre. You will design and make a healthy pizza for your family. You will need to conduct research, analyse your results, and then develop a design that your family will enjoy. You will make and evaluate your pizza. Focused practical tasks will help you to develop practical skills further, for example, making a fruit salad, pasta dishes, fruit crumble and scones.

#### Textiles

You will learn about materials, how to operate the sewing machines and use them safely and independently. You will design and make a cushion cover, introducing colour using tie-dye techniques. You can then add surface decoration using applique. You will learn how to hem and sew simple seams to make your cushion cover. Your personal hobbies and interests will be focused on as inspiration for your products.

#### RM

You will make a block bot (wood), phone holder (plastics with wood), wax melt (metals with wood) working with different materials (wood, metal and plastic) to learn about safety procedures and materials. You will learn how to use equipment safely. You will use CAD/CAM to decorate these products.

<b>Text book</b>	N/A
<b>Setting</b>	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year. * Each module lasts approximately two terms (three hours per fortnight)
<b>Assessment</b>	Students are assessed formally at the end of each project but have formative assessments throughout the year; these focus on generating ideas, planning, making and evaluation.

<b>Trips and expenses</b>	Voluntary pupil contributions for RM and Textiles. Cost of food ingredients for practical work (Please notify your Food teacher if this presents any difficulties as help can be sought for school to provide these ingredients)
<b>Home Learning</b>	<b>Food</b> - Sourcing, weighing and preparing of ingredients is considered to be homework for all students and this will be set once a fortnight. On the odd occasion, students will have tasks to complete at home. This will be completing design ideas, completing time plans or carrying out a piece of research. This will be set once per term. <b>DT and Textiles</b> - Students will be set one piece of assessed homework per term which will go towards their current project.



## Drama

Terms 1	Terms 2	Terms 3
<b>Introduction to Drama 'Drama is Serious Fun'</b> Using the space safely Developing collaboration skills & creating a safe space to perform Activities to develop transferable skills – including confidence, communication, concentration. Introduction to basic Drama techniques including tableaux, thoughts aloud, transitions.	<b>Development of Subject Skills</b> Communicating using physical & vocal skills Pandora's Box performance	<b>Knowledge and Understanding</b> Learning to interpret the language of Shakespeare. Exploring Shakespeare in performance
Terms 4	Terms 5	Terms 6
<b>The Tempest</b> Developing understanding of Shakespeare through exploration of 'The Tempest'	<b>Core Skills</b> Creating and sustaining tension on stage	<b>Subject Skills</b> Using Spontaneous Improvisation to create drama. Introduction to devising. Exploring a play script – Ernie's Incredible Illucinations by Alan Ayckbourn
<b>Text book</b>	None used	
<b>Setting</b>	Students taking Drama will be in mixed ability groups	
<b>Assessment</b>	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.	
<b>Trips and expenses</b>	It is hoped that Year 7 will be given the opportunity to watch at least one piece of live theatre.	
<b>Home Learning</b>	N/A	
<b>Extension work</b>	Extra-curricular Drama including a summer term production	

## English

Term 1	Term 2	Term 3
<p><b>Difficult Choices</b></p> <p><b>When the Sky Falls by Phil Earle (novel).</b> Reading a story about difficult choices; exploration of characterisation, historical context, story structure and language choices.</p>	<p><b>Difficult Choices</b></p> <p>Developing a critical understanding of a novel and discussing the key issues within it; understanding characterisation and atmosphere; developing essay writing skills and appreciation of word choice and techniques used by writers</p>	<p><b>Stories from the Past</b></p> <p><b>Narrative Poetry.</b> Understanding the effect of using poetic techniques; exploring how a poet creates effective atmosphere and character through language; transforming Tennyson’s poem ‘The Lady of Shalott’ to a different setting in a piece of creative writing.</p>
Term 4	Term 5	Term 6
<p><b>Stories from the Past</b></p> <p><b>Introduction to Shakespeare.</b> Gaining an appreciation of the techniques and language used by Shakespeare through excerpts from a variety of his plays. Developing an understanding of his language and the plays in performance.</p>	<p><b>Heroes and Villains</b></p> <p><b>Frankenstein.</b> Developing a critical understanding of a classic Gothic novel (in play form) and discussing the key ethical issues within it. Whole text argument essay response to answer the question: Who is the real monster?</p>	<p><b>Heroes and Villains</b></p> <p><b>Action Heroes and Villains:</b> Exploring a range of different kinds of heroes and villains; writing creative and non-fiction responses.</p>
<b>Text book</b>	Students access a range of fiction and non-fiction texts throughout the year. Students have access to school copies of <i>Frankenstein</i> and <i>When the Sky Falls</i> , as well as collections of poetry, non-fiction and short stories.	
<b>Setting</b>	Students are taught in learning groups, generally by one teacher, sometimes two. The learning group teacher sees the class six times a fortnight.	
<b>Assessment</b>	There is at least one summative assessment per short term, and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the knowledge and skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.	
<b>Trips and expenses</b>	There are no extra expenses or trips in Year 7. However, the English department runs writing clubs that students may choose to attend and they may have the opportunity for a theatre trip if appropriate. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading.	
<b>Home Learning</b>	English homework is set once a week. The homework tasks will vary, but will be focused on preparing for new learning, consolidating or extending learning. Occasionally, students will be given a longer task to complete over a more extended period of time.	

**Extension work**

Both classwork and homework should be accessible, but also differentiated, so that there is an opportunity for students to be appropriately challenged. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has many wider reading texts that complement the scheme of learning that is being studied.

## French

Term 1	Term 2	Term 3
<b>Topic 1 - Avoir</b> Greetings Classroom items Numbers and Months Pets Age Family Describing what people look like	<b>Topic 2 – Etre and Aimer</b> Describing personalities School subjects Opinions and reasons Time and timetable School day Food Schools in francophone countries	<b>Topic 3 – ER Verbs</b> Gadgets - computers and mobiles Sports Hobbies and activities Opinions on hobbies
Term 4	Term 5	Term 6
<b>Topic 4 – Second verb infinitives and aller</b> Places in the town Giving directions Where you go at the weekend Invitations What you can do in town La Francophonie	<b>Topic 5 – Future Tense and Conditional Tense</b> Countries Getting ready to go out Buying food and drink Holiday plans Dream holidays	
<b>Resources</b>	We follow the Access and Studio 1 textbooks from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveLearn.	
<b>Setting</b>	Students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	All students complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students’ translation skills both into and from the foreign language.	
<b>Home Learning</b>	In Term 1 only vocabulary learning will be set. From Term 2 onwards home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.	

## Geography

Term 1	Term 2	Term 3
<p><b>How do settlements change over time?</b></p> <p>A look at how villages and towns grow into different shapes and patterns. Students will discuss how Bradford-on-Avon has changed over time, making use of historical and present-day maps, research skills and developing their use of “GIS” through the online tool “Digimaps”.</p>	<p><b>How do settlements differ around the world?</b></p> <p>Investigating how cities grow and how people live differently outside of the UK. Students will compare lifestyles and investigate the issues associated with living in “shanty towns”. Among other places, attention is given to the “favelas” of Brazil’s major cities.</p>	<p><b>Is Earth running out of natural resources?</b></p> <p>A look at how Earth’s different ‘spheres’ interlink to create a distinct and unique environment for us to live on and how human activity is having an increasing impact on Earth’s ability to sustain our lifestyles.</p>
Term 4	Terms 5 & 6	
<p><b>Why is the coastline under threat?</b></p> <p>Completing their study of physical geography, we consider how humans manage dynamic landscapes. Focussing on the UK coastline, students investigate the effectiveness of coastal defences.</p>	<p><b>How could we investigate the Geography of St Laurence?</b></p> <p>Students will undertake project work that will allow them to develop group and individual study skills by collecting data within the school grounds, before presenting and analysing the results in detail. Projects are likely to focus on investigations into the school’s “microclimates” or other issues such as litter/sustainability.</p>	
<b>Text book</b>	While we may use certain pages occasionally, we do not use one text book at KS3 Geography.	
<b>Setting</b>	None - students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.	
<b>Trips and expenses</b>	Year 7 Geography makes good use of the school grounds. While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use different maps regularly – Geography is all around you!	
<b>Homework</b>	From term 2, Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child’s progress in lessons.	
<b>Extension work</b>	Students should always try to keep an eye on the various news outlets. Useful websites include the following: - <a href="http://mapzone.ordnancesurvey.co.uk/mapzone/">http://mapzone.ordnancesurvey.co.uk/mapzone/</a>	

- <http://www.bbc.co.uk/newsround/>
- [http://www.naturalengland.org.uk/information for/students and teachers/default.aspx](http://www.naturalengland.org.uk/information_for/students_and_teachers/default.aspx)
- <http://www.metoffice.gov.uk/learning>

## German

Term 1	Term 2	Term 3
<b>Topic 1 - Sein</b> Introductions Counting to 19 and ages The alphabet Personalities	<b>Topic 2 - Haben</b> Pets Family members Describing people Colours Birthdays	<b>Topic 3 – Regular Present Tense ER verbs</b> Sports Leisure activities Gadgets – computers and mobiles
Term 4	Term 5	Term 6
<b>Topic 4 – Weil and Word Order</b> School subjects Days and times Describing teachers School facilities and equipment	<b>Topic 5 – Conditional tense and asking questions</b> Places in the town Buying snacks and drinks Summer holiday plans	
<b>Resources</b>	We follow the Stimmt 1 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveLearn.	
<b>Setting</b>	Students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	All students complete common assessments at the end of each until which test listening, speaking, reading and writing skills, these will also test students’ translation skills both into and from the foreign language.	
<b>Home Learning</b>	In Term 1 only vocabulary learning will be set. From Term 2 onwards home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.	

## History

Term 1	Term 2	Term 3
EQ1: How and why has sanitation in Britain improved over time?	EQ2: Was English Heritage right to call the Anglo-Saxon period the 'Dark Ages'?	EQ3: Did the historian Marc Morris get it right about the significance of the Norman Conquest?
	EQ3: Did the historian Marc Morris get it right about the significance of the Norman Conquest?	EQ4: How important was religion in the Middle Ages?
Term 4	Term 5	Term 6
EQ5: How and why was the monarchs' authority challenged in the medieval period?	EQ6: What were medieval peasants' lives really like?	EQ7: What travelled along the Silk Roads?
		EQ8: How well do you know the Middle Ages?
<b>Text book</b>	We use a wide range of resources. Teaching & learning is not based on a textbook.	
<b>Setting</b>	Students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Three of the six end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.	
<b>Home Learning</b>	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 30 minutes on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons	
<b>Extension work</b>	<a href="http://www.english-heritage.org.uk/">http://www.english-heritage.org.uk/</a> <a href="http://www.nationaltrust.org.uk/">http://www.nationaltrust.org.uk/</a> Students are encouraged to extend their interest in the subject through visiting historic sites, reading around the subject, watching and listening to news, current affairs and history related programmes.	



## Maths

<b>Terms 1-3</b>	
<b>Algebra</b> – Expressions – forming, interpreting and equivalence; Equations – forming and solving; Substitution; Coordinates and Linear Graphs.	
<b>Number</b> – Place Value – integers, decimals and measures; Properties of number – factors, multiples, squares and cubes; Arithmetic procedures with integers and decimals.	
<b>Shape</b> – Metric unit conversions.	
<b>Terms 4-6</b>	
<b>Number</b> – Arithmetic procedures involving negative integers, decimals and fractions; Convert fluently between decimals and fractions.	
<b>Shape</b> – understanding the concepts of perimeter and area in a range of problem solving contexts.	
<b>Text book</b>	We refer to the online version of Kerboodle textbooks associated with mymaths by Oxford University Press, which vary according to level of ability being taught.
<b>Setting</b>	Students in year 7 are taught in learning groups of mixed ability with four groups in each half of the year. Setting is introduced in Year 8 based on performance in tests and other data from KS2 and year 7, as well as learning behaviours. Setting is fluid and assessed at regular intervals throughout the year.
<b>Assessment</b>	All students complete a baseline assessment in September, regular end of topic tests and formal written assessments in terms 2, 4 & 6.
<b>Trips and expenses</b>	N/A
<b>Home Learning</b>	Maths home learning is approximately 30 minutes per week and may include online tasks via the mymaths and Kerboodle websites, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
<b>Extension work</b>	Mymaths, Corbett and Kerboodle are good online resources for use throughout KS3.

## Music

Theme 1	Theme 2	Theme 3
<p><b>Transition</b></p> <p>Developing listening skills by exploring a range of music for instruments and the voice from different cultures and periods in history. Developing ensemble performance skills through singing/playing together.</p> <ul style="list-style-type: none"> <li>• Introducing critical listening and analysis by focusing on set works and writing about what a composer has accomplished</li> <li>• Learning to perform and evaluate a set of songs, both in unison and in harmony, with an opportunity to take part in a public performance</li> </ul>	<p><b>Ensemble Performing - Ukulele</b></p> <p>Developing ensemble performance skills through playing the ukulele both in small groups and as part of a class ensemble.</p> <ul style="list-style-type: none"> <li>• Learning to play simple chords and read basic tab notation in order perform melodies and accompany songs.</li> </ul>	<p><b>Composing - Ostinato</b></p> <p>Developing composing skills through working with a range of instruments.</p> <ul style="list-style-type: none"> <li>• Learning to use ostinato patterns and pulse to develop musical ideas in response to a given brief</li> </ul>
Theme 4	Theme 5	
<p><b>The Keyboard</b></p> <p>Developing skills in musical theory and notation. Developing keyboard skills for performance and composition, both as a soloist and in small ensembles.</p> <ul style="list-style-type: none"> <li>• Learning about the different ways musicians notate their music and experimenting with a range of graphic and traditional notations</li> <li>• Learning to perform and improvise with musical patterns and chords; experimenting with the different capabilities of keyboard and piano</li> </ul>	<p><b>Performing and Composing – Pop in the Past</b></p> <p>Developing listening, performing and improvising skills through engagement with a range of folk and traditional music</p> <ul style="list-style-type: none"> <li>• Learning to perform work songs/sea shanties/other folk songs, both as a singer and an instrumentalist; learning to experiment and improvise with musical patterns and chords to create particular musical effects</li> </ul>	
<b>Text book</b>	None used.	
<b>Setting</b>	Students taking Music will be in mixed ability groups.	

<b>Assessment</b>	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance, a recording of their work or a piece of writing.
<b>Trips and expenses</b>	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.
<b>Home Learning</b>	N/A
<b>Extension work</b>	Extra-curricular Music ensembles; Grade V Theory; attend a concert in the WMC; instrumental or singing lessons OR on-line resources developing instrumental skills It is strongly recommended that students who are interested in pursuing Music at KS4 and/or KS5 engage with these activities, as both GCSE and A Level courses require minimum levels of specialist performance skills which need additional time to that which is available in classroom lessons at KS3

## Physical Education

Term 1	Term 2	Term 3
Rugby Netball Inter house cross country	Rugby Netball Football Gymnastics Badminton Fitness Rugby/Netball Interhouse	Football Gymnastics Badminton Fitness
Term 4	Term 5	Term 6
Football Gymnastics Badminton Fitness Football/Netball Interhouse	Athletics	Cricket Rounders
<b>Kit</b>	<b>Please see the kit list found using the link below:</b> <a href="http://st-laurence.com">School Uniform   St Laurence School (st-laurence.com)</a>	
<b>Grouping</b>	Students will be taught in their learning groups where they will cover a range of activities and opportunities.	
<b>Assessment</b>	Pupils are assessed on their performance throughout each term using the ME in PE approach. This is an assessment process that looks at all aspects of the student, not just their practical ability but also their knowledge and understanding. This complements the departments drive to develop physical literacy.	
<b>Trips and expenses</b>	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.	
<b>Home Learning</b>	N/A	
<b>Extension work</b>	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures. Use the knowledge organisers to support understanding before and during each activity.	

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

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Introduction to PSHE – What is it and why is it important? Transition to KS3/Secondary school Friendships Resilience Personal development	Emotions Growth Mindset Student reflective speeches Wellbeing activities Creativity	Personal development Bullying Mental Health- Happiness
<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Families County Lines Careers Online Safety First Aid	Relationships Consent FGM Puberty	Careers Role of the Police Personal Safety Monarchy If I were Prime Minister Reflections of the year
<b>Text book</b>	N/A	
<b>Setting</b>	Taught in learning groups.	
<b>Assessment</b>	Through verbal contributions and progress review sheets.	
<b>Home Learning</b>	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary	
<b>Extension work</b>	As part of differentiated work in class.	

## RE

Term 1	Term 2	Term 3
<p><b>Authority</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics:</p> <ul style="list-style-type: none"> <li>• Human and divine authority</li> <li>• Ultimate authority</li> <li>• Monotheism and the characteristics of a monotheistic God</li> <li>• Authority of Jesus</li> <li>• Trinity</li> </ul>	<p><b>Authority</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed engage with the following topics:</p> <ul style="list-style-type: none"> <li>• Arguments for and against miracles</li> <li>• Jewish concepts of divine authority</li> <li>• The authority of religious texts and the written word</li> <li>• Literal and non-literal interpretations</li> <li>• Islamic concepts of divine authority</li> </ul>	<p><b>Would the world be better with or without Religion?</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to be religious, have a worldview and what is an ideology?</li> <li>• What are the conditions for a better world?</li> </ul>
Term 4	Term 5	Term 6
<p><b>Would the world be better with or without Religion?</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <p>What are the different roles performed in society by:</p> <ul style="list-style-type: none"> <li>• Places of worship</li> <li>• Education</li> <li>• Family</li> <li>• Media</li> </ul>	<p><b>What does it mean to have a good life?</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who are good role models in society?</li> <li>• Does religion contribute to a good life?</li> <li>• Is it easy to live a Good life?</li> </ul>	<p><b>What does it mean to have a good life?</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What makes a life valuable?</li> <li>• What does a life well lived look like?</li> <li>• What are the characteristics of a good person?</li> </ul>
<b>Resources</b>	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
<b>Setting</b>	None - students are taught in mixed ability Learning Groups.	

<b>Assessment</b>	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be a explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument
<b>Home Learning</b>	Home learning will not be given until term 3 and tasks will then be set twice a term. These tasks are supported through the student drive, where there are many resources to help with home learning
<b>Extension work</b>	The library and the student drive will have many resources that can allow a student to deepen their understanding of the topic.

## Science

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>Introduction to Science at St Laurence</b> - Safety procedures, getting to know the laboratory, key practical skills.</p> <p><b>Cells</b> - Plant and animal cells, specialised cells and single celled organisms.</p> <p><b>Particles</b> - States of matter, changes of state and the particle model.</p> <p><b>Forces</b> – What are forces? Types of forces and forces in action.</p>	<p><b>Structure and function of Body Systems</b> - tissues and organs, gas exchange and the skeleton.</p> <p><b>Elements, atoms and compounds</b> - What are atoms like? How do we make a compound? What are chemical formulae?</p> <p><b>Space</b> - What’s in the solar system? What’s in the universe? Phases of the sun and moon.</p>	<p><b>Reproduction</b> - Male and Female reproductive organs, what happens during pregnancy? Plant reproduction.</p> <p><b>Acids and Alkalis</b> – Hazards of acids and alkalis, indicators and making salts.</p> <p><b>Sound</b> – Introduction to waves, how does your ear work? How do we measure sound?</p>
<b>Text book</b>	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access the text book and resources using their kerboodle login. <a href="#">Kerboodle</a>	
<b>Setting</b>	None - students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	All students complete common assessments during each topic. Usually this will consist of a task to test scientific skills and knowledge. A longer, knowledge-based summative test will be given to students towards the end of the year.	
<b>Trips and expenses</b>	Science makes good use of the school grounds throughout the year. Whether it is modelling particles in the quad or sampling invertebrates around the grounds. STEM opportunities vary each year with minimal or no cost involvement	
<b>Home Learning</b>	<p>All homework will be set via Class Charts. This will include:</p> <ul style="list-style-type: none"> <li>Learning Journey Tasks in the Learning Journey Topic booklets. This a set resource across the year group including checklists, keywords, knowledge organisers and extended response question. There is a learning journey for each topic which includes the topic’s homework’s. These will be stuck in to exercise books but also posted on class charts. In the first couple of homework’s students will be asked to complete the topic checklist and learn the keywords for an in-class quiz. Students will then be asked in the following homework, to complete the extended response question and in the final homework, use the knowledge organiser and all they have learnt to revise for an end of topic test.</li> </ul>	
<b>Extension work</b>	<p>The online text book we use in class can be accessed via Kerboodle, along with other revision resources and activities. Students should always try to keep an eye on the various news outlets. Useful websites include the following:</p> <ul style="list-style-type: none"> <li><a href="http://www.sciencemuseum.org.uk/onlinestuff.aspx">http://www.sciencemuseum.org.uk/onlinestuff.aspx</a></li> <li><a href="http://www.nasa.gov/audience/forkids/kidsclub/flash/">http://www.nasa.gov/audience/forkids/kidsclub/flash/</a></li> </ul>	



- <http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&fcategory=all&filter=all&fAudience=AUD00000002&reference=students>
- <http://www.bbc.co.uk/newsround/>

BBC Bitesize has recently been updated with key topics for Key Stage 3.