



ST LAURENCE SCHOOL  
**YEAR 8 CURRICULUM MAP**  
**2024-25**

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

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## Art

Term 1	Term 2	Term 3
<p><b><u>Endangered Animals + Digital Art</u></b> Pupils will study the proportions of animals, looking at tone and shading to create form and using mark making to add texture. They will look into endangered wildlife and produce a fact file and even adopt an animal as a class! In the ILC students will explore Photoshop and the double exposure technique. Pupils will also get to see the various career paths within art, craft and design; from illustrators, to film makers and photographers.</p>	<p><b><u>Animal Illustration – Daniel Mackie</u></b> Pupils will draw landscapes using line and tone, this will be an introduction to basic perspective through drawing. Pupils will also refine and practise skills learnt so far. Inspired by Daniel Mackie, pupils will design, create and evaluate a final piece which will be created through the use of watercolours. In addition, they will use their digital skills to create a poster which supports the WWF charity.</p>	<p><b><u>Surrealism Perspective/ Scale</u></b> Pupils will start to gain a deeper understanding of art history by looking at fine artists like Rene Magritte, Frida Kahlo and Salvador Dali. They will be taught one and two-point perspective and learn how to draw from various perspectives. Students will undertake visual research to develop understanding of perspective as an art form.</p>
Term 4	Term 5	Term 6
<p><b><u>Surrealism Perspective/ Scale</u></b> Working towards a final piece which explores their own dreams, scale, and perspective, students will create a A3 piece of work using 2D materials of their choice. In addition, pupils will use Photoshop to create photomontage. Inspired by photographer, Slinkachu, students will take their own surrealist photos.</p>	<p><b><u>Imaginary Monsters - book illustration and animation</u></b> Pupils will study the work of Illustrator Tim Burton and local animation studio, Aardman, to see what makes a character or monster scary or comical. They will look at ‘exquisite corpses’ to get their imagination and ideas flowing. Students will design their own imaginary character for a children’s book, working on font design and a digital cover in Photoshop.</p>	<p><b><u>Imaginary Monsters- book illustration and animation</u></b> Pupils will develop and refine their recording skills by creating a final book cover illustration. They will also explore 3D materials to make sets and characters out of plasticine or clay which they will film and animate to explore stop motion.</p>
<b>Resources</b>	Students are provided with a sketchbook for the year. 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>Trips and expenses</b>	None	
<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>Graffiti Banksy</b> Warm up phrases and technique.</p> <p>Responding to a visual stimulus. Exploration of gesture and body shapes. Exploration of Banksy artwork. Using choreographic devices. Creating a three-part choreography.</p> <p>Choreography assessment</p>	<p><b>Capoeira</b> Warm up phrases and technique.</p> <p>History and context of Capoeira. Learning capoeira key actions. Examining Capoeira techniques. Use of mirroring. Use of action and reaction. Use of focus and eyeline and improving concentration. Building stamina and strength</p> <p>Performance Assessment</p>	<p><b>Ghost Dances</b> Warm up phrases and technique.</p> <p>Professional repertoire watching. Understanding the professional work '<i>Ghost Dances</i>'. Set Motifs and Motif development Trio work Contact work, lifting, balancing weight taking Use of costumes and props</p> <p>Choreography Assessment</p>
Term 4	Term 5	Term 6
<p><b>Break Dance</b> Warm up phrases and technique.</p> <p>Physical skills developed isolation, coordination, mobility and strength. Understanding how black culture influenced dance. Set Break Dance actions taught. Performing a Break dance phrase.</p> <p>Performance assessment</p>	<p><b>Jazz Dance</b> Warm up phrases and technique.</p> <p>'<i>West Side Story</i>' introduction. Jazz dance history. Learning jazz repertoire and set actions. Conflict used as a stimulus. Group formations explored. Use of action reaction skills.</p> <p>Performance Assessment</p>	<p><b>Stimulus choreography responding</b> Warm up phrases and technique Physical skills (posture, coordination, extension and mobility).</p> <p>Choreography Responding to stimulus Motif creation, in response to stimulus (can move into term 6)</p> <p>Choreography Assessment</p>
<b>Kit</b>	St Laurence Blue PE tops, PE shorts or thick plain black or navy blue (none see through) leggings. Hair tied back. No jewellery. Bare feet.	
<b>Setting</b>	Students are taught in mixed ability Learning Groups.	
<b>Assessment</b>	There will be regular class performance assessments. All students also complete skills assessments at the end of each lesson. This tests Physical, Technical, Expressive and Mental skills. Theory knowledge and understanding will also be assessed.	
<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.	

<b>Home Learning</b>	Students are encouraged to practice dances outside the lesson to improve physical skills.
<b>Extension work</b>	Extra-curricular KS3 Bath Forum Dance club.

## Drama

Term 1	Term 2	Term 3
<b>Baseline Assessment</b> Using Revolting Rhymes by Roald Dahl	<b>Development of Core Skills Working with the voice</b> Creating a character Communicating status on stage	<b>Development of Subject Skills</b> Puppetry
Term 4	Term 5	Term 6
<b>Subject Skills</b> Developing Devising Skills – working from a stimulus	<b>Appreciating Live Theatre</b> Writing a theatre review	<b>Subject Skills/Knowledge and Understanding</b> Greek Theatre Script Work – Blood Brothers by Willy Russell
Text book	None used	
Setting	Students taking Drama will be in mixed ability groups	
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.	
Trips and expenses	It is hoped that Year 8 will be given the opportunity to watch at least one piece of live theatre.	
Home Learning	N/A	
Extension work	Extra-curricular Drama including a summer term production	

## English

Term 1 and 2	Term 1 and 2	Term 3
<p><b>Visions</b></p> <p><b>Romantic Poetry</b> Understanding how the Romantics changed our view of the world, especially in relation to nature and the sublime. Exploring the effect of using poetic techniques in poetry from writers including Blake and Wordsworth; exploring and comparing how poets shows a vision of the world through language, including an essay on William Blake; writing personal responses to nature through poetry.</p>	<p><b>Visions</b></p> <p><b>A Monster Calls</b> Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist creates characterisation, mood and atmosphere; writing essay and empathic responses.</p>	<p><b>Reading the World</b></p> <p><b>Short stories</b> Reading and engaging with a variety of fiction texts from different cultures including 'The Gold Cadillac' and 'Amir and George'; developing skills in close language analysis and annotation; comparing texts in terms of theme.</p>
Term 4	Term 5	Term 5 and 6
<p><b>Speaking the World</b></p> <p><b>Writing about Place</b> Using a variety of short style models as stimulus material, students experiment with a range of different techniques to describe place and setting in ways that bring these to life.</p>	<p><b>Journeys</b></p> <p><b>Mythology</b> Exploring a range of myths from different times and cultures; analysing purpose, characterisation, structure and language; planning and writing a short story about an encounter with a mythical creature.</p>	<p><b>Journeys</b></p> <p><b>A Midsummer Night's Dream</b> Showing appreciation of the techniques and language used by Shakespeare; key scene analysis; developing an understanding of the play in performance; learning about the historical context of the play, especially in relation to gender roles and marriage.</p>
<p><b>Text book</b></p>	<p>Students will study a range of short stories, non-fiction texts, and various poems throughout the year (some exact texts are decided by individual teachers), as well as the play <i>A Midsummer Night's Dream</i>. All students will also study the novel <i>A Monster Calls</i> by Patrick Ness.</p>	
<p><b>Setting</b></p>	<p>Year 8 are in mixed ability, mixed gender sets.</p>	

<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 8. However, the English department runs writing clubs as well as the Carnegie Medal Reading group. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading. We have been lucky to have authors visit Year 8 students in recent years.
<b>Home Learning</b>	Students will have at least one English home learning task a week. Occasionally, students will be given a longer task to complete over an extended period of time.
<b>Extension work</b>	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.



## Food

Term 1/3/5*	Term 2/4/6 *
<p><b>Foods Around the World</b></p> <ul style="list-style-type: none"> <li>• Students learn about staple foods and the factors influencing food availability in different parts of the world.</li> <li>• They consider how religion may affect food choice. Sustainable food sources are also explored.</li> <li>• Develop practical skills further through focused practical tasks e.g. use of filo pastry, making curries, bolognaise, short-crust pastry etc</li> </ul>	<p><b>Design and make project</b></p> <ul style="list-style-type: none"> <li>• Design and make a savoury and sweet dish that would be suitable for sale in the Beach Café. It should be aimed at encouraging young people to eat more fruits and vegetables in their diet.</li> <li>• Scales of production in the food industry</li> <li>• How to avoid food poisoning, including safe storage of food</li> </ul>
<b>Resources</b>	Students will be required to bring in ingredients for their practical lessons.
<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 on-going formative assessments focusing on generating ideas, planning, making and evaluation.
<b>Trips and expenses</b>	Cost of ingredients for practical work (The Food teacher should be notified if this presents any difficulties as help can be sought for the school to provide these ingredients).
<b>Home Learning</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>Extension work</b>	<p>Students are encouraged to extend their interest in food-related issues e.g. through food in the news or websites such as:-</p> <ul style="list-style-type: none"> <li>• <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a></li> <li>• <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></li> <li>• <a href="http://www.nhs.uk">www.nhs.uk</a></li> <li>• <a href="http://www.food.gov.uk">www.food.gov.uk</a></li> </ul>

## French

Term 1	Term 2	Term 3
<b>Key irregular verbs: être, avoir, aller, faire</b> TV programmes Films Reading Internet Activities	<b>The perfect tense (regular -er with avoir)</b> What you can do in Paris When you like doing Asking for tourist information What you visited and opinions What you did in Paris	<b>Perfect and near future tense</b> Personality and describing other people Relationships Music Style and fashion
Term 4	Term 5	Term 6
<b>Perfect and near future tense ( continued)</b> Talents and ambitions Clothing Talking about last weekend	<b>Je voudrais</b> Where you would like to live Describing your town Describing your home Meals Food shopping Events <b>du/ de la/ de l'/ des</b>	<b>Using a range of tenses</b> French cartoons and books French-speaking music French film
<b>Resources</b>	We follow the Studio 2 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.	
<b>Setting</b>	Students are taught in mixed ability groups according to the language they selected to pursue in Year 7.	
<b>Assessment</b>	There will be regular class vocabulary tests. All students also 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>	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>Why do rivers flood?</b></p> <p>Continuing the study of geographical processes and landforms, students will begin to look at how rivers change from source to mouth. With recent and local events in mind, students will also focus on the causes and impacts of flooding (e.g. Bradford-on-Avon and Somerset floods, 2013/14) and develop decision-making skills.</p>	<p><b>Where does our energy come from?</b></p> <p>An important topic that looks at the UK's energy supplies and dependency on foreign imports and fossil fuels. Students will develop locational knowledge of regions such as the Middle East and evaluate new technologies such as fracking or renewables. Ultimately students will form their own opinions on the various options for the future.</p>	<p><b>Why are our industries changing?</b></p> <p>A study of the different forms of industry and economic activities. Students learn new terminology linked to different careers, examine the decline of manufacturing in the UK and economic growth in countries like China. Students will study the role of transnational corporations (TNCs) within this "globalisation" process.</p>
Term 4 and Term 5		Term 6
<p><b>Why does our weather change?</b></p> <p>A study of the British weather and why it is so varied! Students will look at different weather systems, discuss the terminology used in our daily weather forecasts and consider how weather is measured. Students will participate in a thorough investigation into the microclimates of St Laurence School. There will be opportunities to develop graphing and data interpretation skills.</p>		<p><b>What is the rainforest like?</b></p> <p>A detailed look at the Earth's most diverse and productive environment. Students will investigate the climate and characteristics of the rainforest ecosystem, before appreciating the threats and opportunities that exist. There will be opportunities to develop graphing and data interpretation skills.</p>
<b>Text book</b>	While we may use certain pages for various topics, 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>	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 maps regularly – Geography is all around you! There is the potential for a rivers trip in term 1 in the future. Year 8 Geography also makes good use of the school grounds within our weather and climate topic.	

<b>Homework</b>	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: <ul style="list-style-type: none"><li>- <a href="http://www.bbc.co.uk/science/earth">http://www.bbc.co.uk/science/earth</a></li><li>- <a href="http://www.bbc.co.uk/science/earth/water_and_ice/glacier">http://www.bbc.co.uk/science/earth/water and ice/glacier</a></li><li>- <a href="http://www.bbc.co.uk/nature/habitats">http://www.bbc.co.uk/nature/habitats</a></li><li>- <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li></ul>

## German

Term 1	Term 2	Term 3
<b>Es gibt</b> Shops and other places in town Directions Modes of transport Comparing places “then” and “now”	<b>Perfect tense</b> Where you went on a holiday What you did on holiday The weather Buying tickets/ making a booking Problems on holiday	<b>Irregular present tense verbs</b> Breakfast foods German food and meals Healthy lifestyles Parts of the body A visit to the doctor
Term 4	Term 5	Term 6
<b>Gern, lieber, am liebsten</b> Films and film reviews TV programmes Mobile phones and the internet Reading and book reviews	<b>Adjective endings</b> Daily Routine Clothes Getting ready to go out Rooms in the house	
<b>Resources</b>	We follow the Stimmt 2 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 groups according to the language they selected to pursue in Year 7.	
<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>	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 did people react to the religious rollercoaster of the English Reformation?  EQ2: Did life get better in the Early Modern Period?	EQ3: How and why was Africa 'invented' in the 19th century?  Q4: Why bother studying the French Revolution?	EQ4: Why bother studying the French Revolution?  EQ5: What were the origins and impact of the transatlantic slave trade?
Term 4	Term 5	Term 6
EQ6: How far did political power shift in the Early Modern Period?  EQ7: Why was there a shift in power during the industrial period?	EQ7: Why was there a shift in power during the industrial period?  EQ8: Did life for ordinary people improve in the Industrial Period?	EQ8: Did life for ordinary people improve in the Industrial Period?  EQ9: Did the Enlightenment really 'stamp out' religion in Britain?
<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. Four of the eight 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>Trips and Expenses</b>		
<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 45 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

Terms 1, 2 & 3	
<b>Term 1 - 3</b> (topics taught in a variable order and depth dependent on group)	
<b>Algebra</b> – Sequences, linear graphs, solving equations.	
<b>Number</b> – Multiplicative relationships including scale and ratio, estimation and rounding.	
<b>Shape</b> – Transformations.	
Terms 4, 5 & 6	
<b>Term 4 - 6</b> (topics taught in a variable order and depth dependent on group)	
<b>Data Handling</b> – Statistics, averages, interpreting and drawing charts and graphs.	
<b>Number</b> – Percentages and proportion.	
<b>Shape</b> – Perimeter, area and volume.	
<b>Text book</b>	We refer to the online version of Kerboodle textbooks associated with mymaths by Oxford University Press, which vary according to year group and level of ability being taught.
<b>Setting</b>	Students are taught in streamed groups according to mathematical ability with five sets 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 written end of topic tests. They will also complete formal written assessments in terms 2, 4 & 6.
<b>Trips and expenses</b>	UKMT Challenge for a few selected students. No cost currently incurred.
<b>Home Learning</b>	Maths home learning is approximately 30 minutes per week and may include online tasks via the mymaths and Kerboodle website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
<b>Extension work</b>	Mymaths, Corbett Maths and Kerboodle are good online resources for use throughout KS3

## Music

Theme 1	Theme 2	Theme 3
<p><b><i>Pictures of Sound</i></b></p> <p>Creating descriptive/narrative music.</p> <p>Exploring instrumental timbres, tonality, dynamics, tempo</p> <p>Working in small ensembles to compose and perform descriptive pieces</p> <ul style="list-style-type: none"> <li>Listening to music which is programmatic in nature and analysing how composers have used the elements of music</li> </ul>	<p><b><i>Playing the Orchestra</i></b></p> <p>Developing an understanding of the instruments of the orchestra through listening to and performing a piece of orchestral music.</p> <p>Perform main theme(s) as a soloist Perform as a whole class 'orchestra'</p> <ul style="list-style-type: none"> <li>Listen to some of the standard orchestral repertoire and explore the social and musical context</li> </ul>	<p><b><i>The Caribbean</i></b></p> <p>Exploring the history, culture and music of the Caribbean.</p> <p>Listening to and analysing a range of reggae and calypso pieces</p> <p>Developing understanding of the cultural context</p> <ul style="list-style-type: none"> <li>Working as a whole class ensemble to perform and improvise Caribbean riffs - rhythms, melodies and chords</li> </ul>
Theme 4	Theme 5	
<p><b><i>Part of an Ensemble</i></b></p> <p>Rehearsing and performing music as part of a self-directed ensemble</p> <p>Selecting and arranging music to perform as duets, trios, quartets, quintets etc</p> <p>Developing rehearsal techniques</p> <ul style="list-style-type: none"> <li>Performing and recording</li> </ul>	<p><b><i>Music for the Stage</i></b></p> <p>Exploring how music has been used in the theatre from the Ancient Greeks to the present day</p> <p>Listening to and analysing contrasting pieces from operas and musicals</p> <p>Exploring the social and historical context</p>	
<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 Hockey Rugby/Netball Interhouse	Football Gymnastics Badminton Hockey
Term 4	Term 5	Term 6
Football Gymnastics Badminton Hockey Football/Hockey 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.	

**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>
How to be happy Personal Qualities Communication Friendships Finances	Knife Crime Gangs Exploitation Drugs Road and rail safety	Drugs Careers Body Image
<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Relationships Stereotypes and the media Negative behaviours Sexism Sexual Harassment	Consent Circulating images Online relationships Online safety	Political systems Voting and elections Government Mental Health First Aid
<b>Text book</b>	N/A	
<b>Setting</b>	Taught in learning groups	
<b>Assessment</b>	Through verbal contributions and progress review sheets.	
<b>Trips and expenses</b>	N/A	
<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
<b>What does Justice mean?</b> <ul style="list-style-type: none"> <li>• What is Justice?</li> <li>• How are religious ideas expressed through text and actions?</li> <li>• The meaning of Abraham and the importance of this story in terms of Justice</li> </ul>	<b>What does Justice mean?</b> <ul style="list-style-type: none"> <li>• Art Gallery task</li> <li>• The spiritual aim in Hinduism</li> <li>• Samsara, Karma, and liberation</li> <li>• Spirituality shown through actions</li> <li>• Martin Luther King, Oscar Romero, Maria Gomez and Mother Teresa</li> </ul>	<b>Science vs Religion</b> <ul style="list-style-type: none"> <li>• Truth, belief, fact and opinion</li> <li>• Is science always correct?</li> <li>• Different theories of creation</li> <li>• How and Why questions</li> <li>• Creationism and non-literal accounts of creation</li> </ul>
Term 4	Term 5	Term 6
<b>Science vs Religion</b> <ul style="list-style-type: none"> <li>• Is the world designed?</li> <li>• Weaknesses in design and the consequence for religious beliefs</li> <li>• How should we treat the environment?</li> <li>• Does religion give us good guidance on how to care for the environment?</li> <li>• What can science do for the environment?</li> </ul>	<b>What is the importance of life's grand narratives?</b> Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: <ul style="list-style-type: none"> <li>• What are grand narratives?</li> <li>• What is the meaning a purpose of life?</li> <li>• What narratives do religious and non-religious people identify with?</li> </ul>	<b>What is the importance of life's grand narratives?</b> Refining and practising skills and designing, creating and evaluating a variety of pieces based on learning. <ul style="list-style-type: none"> <li>• Where is the place of humans in grand narratives?</li> <li>• Is the more to life than just physical existence</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 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.	
<b>Resources</b>	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	

## Resistant Materials

Term 1/3/5*	Term 2/4/6 *
<p><b>Automata Project</b></p> <p>Students develop prototyping skills by designing, modelling and testing designs for a small wooden Automata. They will work with wood to design and make a mechanical toy using cams and cranks. The focus of this project is looking into mechanical devices focusing on motion and rotary systems.</p> <p>The focus will be on designing to a design brief, planning their own practical work and achieving a high-quality finish.</p>	<p><b>LED lamp project</b></p> <p>You will investigate basic LED light circuits and design a lamp.</p> <p>CAD and CAM are used to 3d print the base. Students will also use CAD to laser cut the top of the lamp.</p> <p>Students will work through the stages of the design process to create a design for their lamp.</p>
<b>Resources</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 (two hours per week.)
<b>Assessment</b>	Students are assessed formally at the end of each project but have regular formative assessments throughout covering generating ideas, planning, making, and evaluating.
<b>Trips and expenses</b>	Voluntary contributions for RM and Textiles.
<b>Home Learning</b>	Students will be set one piece of assessed homework per term which will go towards their current project.
<b>Extension work</b>	KS3 STEM club (St Laurence Extra).

## Science

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>Reactions</b> - What are chemical reactions? How do we describe chemical reactions? Oxidation and decomposition reactions.</p> <p><b>Well Being Project</b> – Looking at how students can make themselves mentally and physically fit.</p> <p><b>Health and Lifestyle</b> – What are the components of a healthy diet? Food tests, the human digestive system and effects of drugs, alcohol and smoking.</p>	<p><b>Energy</b> - Energy in food, energy transfers and how go we generate electricity?</p> <p><b>The periodic table</b> - Metals and non-metals, the element groups and properties of elements.</p> <p><b>Separation Techniques</b> – What are mixtures? How do we make solutions? How can we separate mixtures?</p>	<p><b>Ecosystem processes</b> - What is Photosynthesis? Plant minerals, aerobic and anaerobic respiration, food chains and food webs.</p> <p><b>Electricity and magnetism</b> – Series and parallel circuits, electrical quantities, magnets and electromagnets.</p> <p><b>The Earth</b> – The structure of the Earth, the Earth’s atmosphere, the rock cycle and climate change.</p>
<b>Text book</b>	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access this 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.	
<b>Trips and expenses</b>	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>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> <li><a href="http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&amp;fcategory=all&amp;filter=all&amp;fAudience=AUD00000002&amp;reference=students">http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&amp;fcategory=all&amp;filter=all&amp;fAudience=AUD00000002&amp;reference=students</a></li> </ul>	

- <http://www.bbc.co.uk/newsround/>

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

## Textiles

Term1/3/5*	Term 2/4/6*
<p><b>Hat project - The environment and sustainability within Fashion and Textiles</b></p> <p>You will design for a given specification to produce a working technical drawing to make a hat for a specified user. You will learn new practical skills such as shaping, working with stretchy fabrics and topstitching.</p> <p>Decorative techniques can be introduced, including the use of CAD / CAM to personalise the finished product.</p> <p>Consideration is given to the care and labelling of Textile items.</p>	<p><b>Apron Project</b></p> <p>You will write a specification for a user and work, adapting the pattern, if necessary, to make an apron.</p> <p>You will learn about materials, how to thread up the sewing machines and use them safely and independently. New skills will include embellishment, learning how to mitre corners and investigating different ways of creating storage i.e. styles of pockets. You will also stitch hems and personalise your apron.</p> <p>The key focus areas include fast fashion and high street collaboration with Artists and Designers from around the world.</p>
<b>Resources</b>	Materials are mostly provided by the school
<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 regular formative assessments throughout the term
<b>Trips and expenses</b>	Voluntary pupil contributions via parent pay
<b>Home Learning</b>	Students will be set one piece of assessed homework per term which will go towards their current project.
<b>Extension work</b>	Internet research 'creating a brand', KS3 STEM club (St Laurence Extra programme)