



ST LAURENCE SCHOOL  
**YEAR 9 CURRICULUM MAP**  
**2023-24**

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

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## Art

Term 1	Term 2	Term 3
<p><b><u>Pop Art – Portraiture</u></b></p> <p>During this term, pupils will learn how to draw proportions of the face and features to gain confidence in portraiture. They will also be taught how to mix skin tones.</p> <p>Pupils will create a mood board based on their own hero or icon so that when they create a Pop Art portrait piece they can use these as a reference.</p> <p>Pupils will widen their art history knowledge by looking at the works of Julian Opie, Roy Lichtenstein and Andy Warhol.</p>	<p><b><u>Pop Art – Portraiture</u></b></p> <p>This term, pupils will develop sketchbook work resulting in planning for a final piece based on portraiture. They will explore typography and text that can be included in their work.</p> <p>Photoshop sessions will be used for pupils to develop their work digitally through simple line drawings and blocks of colour.</p>	<p><b><u>Identity through Objects</u></b></p> <p>Pupils will be exploring the theme of identity and what it means to them on a personal level. They will look at a range of artists that deal with their own identity, this may be sensitive subject matter. Artists we will research include: Joseph Cornell, Michael Craig Martin, Georgia Marandi, Jon Burgerman, and the Vanitas Movement.</p> <p>Pupils we be encouraged to work from direct observation; they will create their own still life and work closely from this to start to begin to explore a range wet and dry materials.</p>
Term 4	Term 5	Term 6
<p><b><u>Identity through Objects</u></b></p> <p>Pupils will explore and develop their work further through the use of a wider range of media such as photography and Photoshop. Here, they will look at the work of Hattie Stewart.</p> <p>They will use their sketchbook to plan and draw out their ideas in order to develop a more sustained, substantial piece of work that is personal and suits their own identity and choice of materials within both digital art and also fine art. Students will be shown the work of GCSE Art and Graphics students to help them with their option choices.</p>	<p><b><u>Expressionism /Music 20<sup>th</sup> Century Art</u></b></p> <p>Pupils will understand the important of music in art. They will research into Expressionism and Abstract Expressionism, focussing on Kandinsky and his use of shapes and mark making. They will also look at Kathe Kollwitz for her work depicting war and poverty.</p> <p>Students will listen to a range of music and create artwork in response. They will also look into colour theory and how this effects not only how a person feels, but also how it can affect the viewer when looking at a piece of art.</p>	<p><b><u>Expressionism /Music 20<sup>th</sup> Century Art</u></b></p> <p>Pupils will explore colour and refinement of ideas through a wider range of materials and techniques such as carbon drawing, oil pastels, soft pastels, print making, fine liner and watercolour. This will then be developed using Photoshop, or into a larger scale fine art mixed media piece. The aim will be to focus on balance and contrast in the composition and students will choose their own music and emotions to inspire their work.</p>

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<b>Text book</b>	Students are provided with a sketchbook. All materials needed will be provided by school.
<b>Setting</b>	Students are work 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

## Computing and ICT

Term 1		Term 2	Term 3
<b>Layers of computing systems</b>		<b>Mobile app development</b>	<b>Developing for the web</b>
Students will cover the basic concepts around how the basic operations of computers physically work. They will be considering all aspects of the hardware and have an introduction to logic circuits.		Students will looking at event driven programming in the context of app development using block based programming.	Students will be looking at how websites are developed and are found within the World Wide Web. Students will be learning some HTML and CSS in order to develop their own website.
Term 4		Term 5	Term 6
<b>Representations – from clay to silicon</b>		<b>Introduction to Python Programming</b>	<b>Introduction to cyber security</b>
Students will be learning how a computer uses binary to represent various media and be introduced to binary arithmetic.		Students will be introduced to the programming language Python and will learning how to use programming constructs including: <ul style="list-style-type: none"> <li>• Arithmetic expressions</li> <li>• If,Else statements</li> <li>• If, Elif, Else statements</li> <li>• Iteration</li> </ul>	Students will learn about the significance of their data and the various ways its security could be threatened.
<b>Text book</b>	N/A		
<b>Setting</b>	Students are taught in mixed ability Learning Groups.		
<b>Assessment</b>	Students are assessed formally at the end of topics. Results provide a running formative assessment throughout the year, as recorded in Key Stage 3 Tracking Sheets. Computing also lends itself particularly well to ad hoc feedback in the classroom as they provide students with continuous feedback.		
<b>Trips and expenses</b>	While there are no set trips, one-off trips may occur and students are actively encouraged to participate.		

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<b>Home Learning</b>	Students are set home learning proportionally with curriculum time which would average to once per timetable cycle (2 weeks). Homework will be set and submitted via Class Charts. Student will be made aware of various digital resources throughout the year that they can access within home learning.
<b>Extension work</b>	Students are encouraged to be curious and extend their learning independently. Websites that are useful are: <a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a> <a href="http://www.wired.co.uk/topic/technology">http://www.wired.co.uk/topic/technology</a> <a href="http://www.bbc.co.uk/education/subjects/zvc9q6f">http://www.bbc.co.uk/education/subjects/zvc9q6f</a>

## Dance

Term 1		Term 2	Term 3
<b>Phobia Set Phrase</b>  Recap safety in dance Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Introduced the set phrase for year 9 Introduction to stimulus for set phrase Motif development and use of choreographic devices <b>Assessment</b>		<b>Alvin Ailey Revelations</b>  Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Black history in dance and cultural awareness Black dance practitioners Study of professional work Alvin Ailey dance Revelations Set Motif Motif creation Motif development <b>Assessment</b>	<b>Swan Song prisoner of war</b>  Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Repertoire of professional work Examining human rights and freedom of speech as a stimulus Working on expression and sensitivity as performance skills Recapping contact work in dance Trust, weight sharing and taking, risk taking, improvisation <b>Assessment</b>
Term 4		Term 5	Term 6
<b>Capoeira learning set actions</b>  Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Repertoire of capoeira key actions Examining Capoeira techniques Mirroring Use of focus Building stamina and strength <b>Assessment</b>		<b>Old Skool 90's Hip Hop Dance</b>  Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Introduction to old school set dance action Creating a motif Developing the motif Focus on manipulation by number Performing the group dance <b>Assessment</b>	<b>Teaching Flux</b>  Warm up phrases and technique Physical skills (posture, coordination, extension and mobility). Set Phrase GCSE Flux introduction and teaching.
<b>Kit</b>	St Laurence Blue PE tops, PE shorts or plain black or navy thick (not see through) leggings.		
<b>Setting</b>	Year 9 are divided into mixed ability learning groups.		

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<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.
<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>	N/A
<b>Extension work</b>	Students will have the opportunity to be part of extra-curricular dance and performance. Students thinking of GCSE are encouraged to take up these opportunities.



## Design and Technology

Food*	Textiles*	Resistant Materials*
<p><b>Special Diets</b></p> <p>Students learn about groups in the community with specific dietary needs e.g. coeliac, diabetics, elderly, vegetarian etc.</p> <p>Practical skills are developed further e.g. learning to make a variety of breads and pastries.</p> <p>Students then design and make a dish suitable for someone with a chosen special dietary requirement.</p>	<p><b>Tote bag – The environment and sustainability within Fashion and Textiles</b></p> <p>Students learn about the use of textiles in Industry and how to produce synthetic fibres, modern and technical materials e.g. recycling plastic bottles to produce fleece fabric.</p> <p>Decorative techniques can be introduced, including the use of CAD / CAM to personalise the finished product, e.g. the addition of pockets.</p> <p>Consideration is given to the care and labelling of Textile items.</p>	<p><b>Mini skateboard</b></p> <p>Students learn about lamination, use of a former to create curved shapes, 3D drawing methods, Mid Century Modern design.</p>
<p>After rotating through Food, Textiles and RM for two thirds of the year, students will then revisit ONE of the following areas of DT to complete an extended project.</p> <p><b>Food</b></p> <p>Students will cook a range of technical dishes which involve key skills required for further studying at GCSE. They will also undertake mini food investigations and explore different properties of food ingredients.</p> <p><b>Textiles</b></p> <p>Students will design and make a hoodie. They will learn how to alter commercial patterns to adjust 'fit' to suit.</p> <p><b>RM</b></p> <p>Students design their own product using curved shapes and standard components, using the skills they have learnt in the previous RM rotation, joining materials using different methods to produce a laminated product.</p>		

<b>Text book</b>	N/A
<b>Setting</b>	Students are taught in mixed ability teaching groups, rotating throughout the year to cover the Food, Textiles and RM projects. *Students rotate (approx. every 9 weeks) to complete all modules during the course of the academic year. They have two 1-hour lessons per fortnight
<b>Assessment</b>	Students are assessed formally at the end of each project but have regular formative assessments throughout the term. Assessments focus on generating ideas, planning, making and evaluating.
<b>Trips and expenses</b>	Voluntary contributions for RM and Textiles via parent pay. Cost of ingredients for practical food 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>	<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.
<b>Extension work</b>	KS3 STEM club. Students are encouraged to extend their interest in DT-related issues e.g. in the news or websites such as: <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> <a href="http://www.nhs.uk">www.nhs.uk</a> <a href="http://www.food.gov.uk">www.food.gov.uk</a> <a href="http://www.dwell.co.uk">www.dwell.co.uk</a> <a href="http://www.aram.co.uk">www.aram.co.uk</a>

## Drama

Term 1		Term 2	Term 3
Baseline Assessment – Using the poem Dulce Et Decorum Est by Wilfred Owen		Subject Skills Stage fighting - unarmed combat	Knowledge and Understanding/Subject Skills Introduction to Design Exploring design elements including set, costume, lighting and sound
Term 4		Term 5	Term 6
Subject Skills Exploring script – Teechers by John Godber		Appreciating Live Theatre Writing a theatre review	Core Skills Taskmaster
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 9 will be given the opportunity to watch at least one piece of live theatre.		
Home Learning	N/A		
Extension work	Extra-curricular Drama including Shakespeare’s School’s Festival and a summer term production		

## English

Terms 1 & 2		Terms 1 & 2	Terms 3 & 4
<b>Inequality</b>		<b>Inequality</b>	<b>Conflict</b>
Engaging with non-fiction texts about topical issues of inequality, such as gender, race, and class; analysing writers' purpose and tone, how they structure a piece of non-fiction writing, and how they use persuasive techniques to create an argument. Students will complete a piece of persuasive writing about an aspect of inequality in which they are interested.		<b>A Christmas Carol</b> Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist develops character and close analysis of mood and atmosphere; whole text essay response.	<b>War Poetry</b> Developing a critical understanding of a range of war poems from 20 <sup>th</sup> century; exploring different perspectives on warfare and the role of context in text production.
Term 3 & 4		Term 5 & 6	Terms 5 & 6
<b>Conflict</b>		<b>New Worlds</b>	<b>New Worlds</b>
<b>Journey's End</b> Showing appreciation of the techniques and language used by Sherriff; key scene analysis; developing an understanding of the presentation of character and theme in drama texts. Students will write an essay about the presentation of conflict in <i>Journey's End</i> and war poetry of their choice.		<b>The Tempest</b> Analysing the techniques and language used by Shakespeare; writing a critical essay on how a character is presented; considering the impact of context and different readings of a text.	<b>Maggot Moon</b> Reading a contemporary dystopian novel and tracking dystopian features through the novel; developing skills needed for GCSE Literature exams, including relating the novel to its historical and generic contexts; writing an imaginative and effective narrative – a section of a dystopian story.
<b>Text book</b>	Students will study a range of non-fiction texts throughout the year, and various poems (some war poems are decided by individual teachers, though there are common poems that every student reads), as well as the plays <i>Journey's End</i> and <i>The Tempest</i> . Students will study <i>A Christmas Carol</i> and <i>Maggot Moon</i> .		
<b>Setting</b>	Year 9 are in mixed ability, mixed gender sets.		
<b>Assessment</b>	There is at least one summative assessment per short term with a final end of year exam 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 9. However, the English department runs writing clubs some students may choose to attend.
<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.

## French

Term 1		Term 2	Term 3
<b>Ma famille, moi et les autres</b> <ul style="list-style-type: none"> <li>• Self introduction</li> <li>• Family and describing people</li> <li>• Friends and what makes a good friend</li> <li>• Family relationships</li> <li>• Life when you were younger</li> <li>• Role models</li> </ul>		<b>La vie culturelle</b> <ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Sport</li> <li>• Music, describing a music event</li> <li>• Technology and life online; social media</li> <li>• Films and actors</li> <li>• TV and TV programmes</li> <li>• Books and reading</li> </ul>	<b>Mon travail, mes études et mon avenir 1</b> <ul style="list-style-type: none"> <li>• Why learn languages?</li> <li>• School subjects</li> <li>• Future career plans</li> <li>• Plans, hopes and wishes</li> <li>• Applying for jobs</li> <li>• Jobs and work preferences</li> <li>• Career choices</li> </ul>
Term 4		Term 5	Term 6
<b>Les vacances 1</b> <ul style="list-style-type: none"> <li>• What to take on holiday</li> <li>• Discussing holidays</li> <li>• What you normally do on holiday</li> <li>• Booking and reviewing hotels</li> <li>• Travel and tourist transactions</li> </ul>		<b>Les vacances 2</b> <ul style="list-style-type: none"> <li>• A past holiday</li> <li>• Holiday disasters</li> <li>• A holiday in the future</li> <li>• Your ideal holidays</li> </ul>	<b>Les thèmes mondiaux</b> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Volunteering and good causes</li> <li>• Global events</li> <li>• Priorities</li> <li>• Rights and responsibilities</li> </ul>
<b>Resources</b>	We follow the Studio 3 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 study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
<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	Terms 3 & 4
<b>Why do some places suffer from tectonic hazards?</b>		<b>Are all hazards natural?</b>	<b>What is the geography of China?</b>
A detailed study of the causes, effects and responses of volcanoes and earthquakes, along with the theory behind plate tectonics before focussing on and comparing case studies of their choice. Developing key skills such as interpreting different maps or satellite images.		A detailed study of the geography behind the different evidence and views associated with climate change. By considering flood risk here in Bradford on Avon, students will develop important fieldwork and research skills.	An in-depth study of the worlds like next great superpower, this topic will bring together lots of themes taught across all of KS3. We will consider levels of develop, the role of globalisation, population change and potentiality for surpassing the USA as the world’s only superpower.
Term 5		Term 6	
<b>What is the geography of the Middle East?</b>		<b>What are the challenges and opportunities facing Africa?</b>	
This topic looks at the relatively under studied and little know area of the Middle East. We will study how the physical and human geography has led to a legacy of great variety of cultures, levels of development and of course, conflict.		Building on the knowledge, understanding and skills of the previous two topics, we will study how the geography of Africa is causing severe issues for large numbers on the continent but also that its future has great potential.	
<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!		
<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.		

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<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.bbc.co.uk/science/earth">http://www.bbc.co.uk/science/earth</a></li><li>- <a href="http://www.bbc.co.uk/science/earth/natural_disasters">http://www.bbc.co.uk/science/earth/natural_disasters</a></li><li>- <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li><li>- <a href="http://www.boston.com/bigpicture/">http://www.boston.com/bigpicture/</a></li></ul>
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## German

Term 1		Term 2	Term 3
<b>Meine Familie, meine Freunde und ich</b>		<b>Die Schule und meine Kindheit</b>	<b>Arbeit und Zukunft</b>
<ul style="list-style-type: none"> <li>• Role models</li> <li>• Describing family, friends and pets</li> <li>• Family relationships</li> <li>• What makes a good friend</li> </ul>		<ul style="list-style-type: none"> <li>• Childhood and childhood activities</li> <li>• Comparing secondary and primary school</li> <li>• Childhood and when I was younger</li> <li>• School subjects and school day</li> <li>• School rules</li> <li>• Education in Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Ambitions</li> <li>• Part-time and holiday jobs</li> <li>• Future plans</li> <li>• Places of work</li> </ul>
Term 4		Term 5	Term 6
<b>Musik</b>		<b>Globale Themen 1</b>	<b>Globale Themen 2</b>
<ul style="list-style-type: none"> <li>• Types of music</li> <li>• Music instruments and playing in a band</li> <li>• Describing music festivals</li> </ul>		<ul style="list-style-type: none"> <li>• The environment</li> <li>• Volunteering and good causes</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities</li> <li>• Rights and responsibilities</li> <li>• “Das Wunder von Bern” – film study</li> </ul>
<b>Resources</b>	We follow the Stimmt 3 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 study languages in mixed ability groups according to the language they selected to pursue in Year 8.		
<b>Assessment</b>	There will be regular class vocabulary tests. All students also complete assessments at the end of each unit, which test listening, speaking, reading, writing and translation skills.		
<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: Was the story of the twentieth century simply one of things getting better?  EQ2: Should the British Empire be a source of national pride?		EQ3: How did the First World War cast a long shadow over the 20th century?	EQ4: How far is ‘Suffragette’ a true picture of the campaign for female suffrage?
Term 4		Term 5	Term 6
EQ5: What was Britain like during the inter-war years?  EQ6: How similar were Joseph Stalin and Adolf Hitler?		EQ7: What was the most important turning point of the Second World War?  EQ8: How did the Holocaust happen and in what ways was it resisted?	EQ9: What has been the experience of Black people in Britain after 1948?  EQ10: Was religion the main cause of the 9/11 attacks?  EQ11: Was Eric Hobsbawm right to call the 20th century an ‘Age of Extremes’?
<b>Text book</b>	Courses are taught using resources created within the department and a rich variety of film, documentary and other sources from the periods studied		
<b>Setting</b>	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 10 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>	A trip to the Normandy beaches is planned for Term 4 to enhance the unit we study on the ‘Key turning points of the Second World War’. The cost of the four-day tour is approx. £500.		
<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 1 hour 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>	Students are encouraged to extend their studies through visits, film, documentaries and fiction and engaging in their own family history.		

## Maths

Terms 1 – 3	
(topics taught in a variable order and depth dependent on group)	
<p><b>Algebra</b> – Sequences, expressions, solving equations, substitution.</p> <p><b>Number</b> – Mental and written calculations to add, subtract, multiply and divide, BIDMAS, rounding and ordering numbers, fractions, decimals and percentages, negative numbers, multiples factors and primes, using a calculator efficiently and problem solving.</p> <p><b>Geometry</b> – Constructions, loci, measures, area, perimeter and volume, angles, shape properties, nets and surface area.</p>	
Terms 4 – 6	
(topics taught in a variable order and depth dependent on group)	
<p><b>Algebra</b> – Expressions, equations and straight line graphs.</p> <p><b>Statistics</b> – Probability, interpreting and drawing charts and graphs, planning and collecting data, averages.</p> <p><b>Number</b> – Mental and written calculations to add, subtract, multiply and divide, BIDMAS, powers and roots, ratio and proportion, using a calculator efficiently and problem solving</p> <p><b>Geometry</b> – Transformations, scale drawings, maps and bearings, solving geometrical problems, including Pythagoras' Theorem.</p>	
<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 fluid and assessed at regular intervals throughout the year.
<b>Assessment</b>	All students complete end of topic tests online as well as written assessments according to their ability during term 2 and 4. They also complete an end of year assessment.
<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 website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
<b>Extension work</b>	Mymaths and Kerboodle are good online resources for use throughout KS3

## Music

Theme 1		Theme 2	Theme 3
<b>Blues</b>  Exploring the history of traditional Blues music and its roots in African culture <ul style="list-style-type: none"> <li>• Call and response, 12 bar blues, blues scale, 'blue' notes</li> <li>• Performing, both as a soloist and in an ensemble</li> <li>• Composing and improvising using a range of instruments</li> </ul>		<b>Rock 'n' Roll</b>  Exploring the phenomenon of Rock 'n' Roll and its continuing influence on the popular music of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries <ul style="list-style-type: none"> <li>• Developments from the Blues, social context and technological progress</li> <li>• Composing lyrics to fit a typical rock 'n' roll verse structure</li> <li>• Performing as part of an ensemble</li> </ul>	<b>India</b>  Exploring the conventions of the music of the Indian sub-continent <ul style="list-style-type: none"> <li>• Raga and Tala, traditional instruments, classical Indian structures</li> <li>• Modern styles including Bhangra and Bollywood</li> <li>• Performing as part of a whole class ensemble</li> <li>• Developing improvisations, both as a soloist and in an ensemble</li> </ul>
Theme 4		Theme 5	
<b>Music for Film</b>  Investigating the different ways composers respond to a given brief in order to reflect the action/scene on the big screen <ul style="list-style-type: none"> <li>• Listening to extracts from classic film scores</li> <li>• Analysis of how the music is used</li> <li>• Essay writing</li> </ul>		<b>Part of an Ensemble</b>  Rehearsing and performing music as part of a self-directed ensemble <ul style="list-style-type: none"> <li>• Selecting and arranging music to perform as duets, trios, quartets, quintets etc</li> <li>• Developing rehearsal techniques</li> <li>• Performing and recording</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 or a recording of their work.		

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<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.

## Physical Education

Term 1		Term 2	Term 3
Badminton Table Tennis Handball Netball		Netball Badminton Handball Gymnastics Fitness Suite sessions Football (field) Rugby (field) Fitness	Football (Field) Rugby (Field) Netball Fitness Badminton Basketball TAG rugby (Field) Hockey
Term 4		Term 5	Term 6
Hockey Football (Field) Rugby (Field) Basketball Benchball Handball		Athletics Inter house competition	Cricket Rounders
<b>Kit</b>	Please see the kit list found using the link below: <a href="http://st-laurence.com">School Uniform   St Laurence School (st-laurence.com)</a>		
<b>Setting</b>	Students are grouped in performance and participation classes. This is where the activities are tailored to suit their learning needs and requirements.		
<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 most 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.

Term 1		Term 2	Term 3
<ul style="list-style-type: none"> <li>• Introduction lesson – the value of PSHE</li> <li>• Learning to learn- listening/understanding and communication</li> <li>• Drugs</li> <li>• Managing influence</li> <li>• Knife crime</li> </ul>		<ul style="list-style-type: none"> <li>• County lines/gangs</li> <li>• Causes of crime</li> <li>• Bullying</li> <li>• Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• First Aid – Recovery/CPR, choking, head injuries</li> </ul>
Term 4		Term 5	Term 6
<ul style="list-style-type: none"> <li>• Healthy lifestyles – being healthy, healthy eating and unhealthy eating</li> <li>• Body Image – Dove – could be done in single sex genders</li> <li>• Principles of healthy relationships</li> <li>• </li> </ul>		<ul style="list-style-type: none"> <li>• Revision techniques and exam techniques</li> <li>• Domestic abuse</li> <li>• Child sexual exploitation</li> <li>• Sexual Harassment</li> <li>• Contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception- condoms</li> <li>• Exam revision</li> <li>• Sexting/porn/image sharing</li> <li>• Pornography – media portrayal</li> <li>• Social media</li> <li>• Finances</li> </ul>
<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>	There are no set visits.		
<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 it mean to be Human?</b> Religious views of humanity Scientific views of humanity Different interpretations of humanity and the difference between humans and animals	<b>What does it mean to be Human?</b> Religious arguments for and against vegetarianism Non-religious arguments for and against vegetarianism	<b>What does it mean to be moral?</b> What is morality? Where do non-religious people find morality? Where do religious people find moral guidance?
Term 4	Term 5	Term 6
<b>What does it mean to be moral?</b> What is the difference between absolute and relative morality? How does history affect our views on morality?	<b>Frankenstein technologies</b> World view responses to . . . Fertility treatment Saviour siblings Surrogacy	<b>Frankenstein technologies</b> World view responses to . . . Reproductive cloning Franken foods Designer Babies
<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.	



## Science

Terms 1 & 2		Terms 3 & 4	Terms 5 & 6
<p><b>Light</b> - How does light travel? Reflection and refraction, colour and the eye.</p> <p><b>Adaptation and inheritance</b> – Competition between organisms, inheritance and adaptation, evolution and natural selection.</p> <p><b>Metals and Reactions</b> – Acids and metals, reactivity of metals, extracting metals and polymers.</p>		<p><b>Motion and Pressure</b> – Measuring and calculating speed, distance – time graphs, pressure, turning forces.</p> <p><b>Revision of Key concepts from Key Stage 3.</b></p> <p><b>Preparing for GCSE</b> – Key scientific skills and language required for GCSE.</p>	<p><b>GCSE Content</b> – Classes will begin a cycle to include the first chapters of Biology, Physics and Chemistry GCSE Science.</p> <p><b>Topics include:</b></p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Atomic Structure</li> <li>• Energy</li> </ul>
<b>Text book</b>	We use the Oxford University Press Activate course as a guide for our scheme of work. For the GCSE course we follow AQA Science Trilogy or Separate Science and both revision guides and text books can be purchased if required. Textbooks and resources maybe accessed using the kerboodle login. <a href="#">Kerboodle</a>		
<b>Setting</b>	None – students are taught in mixed ability learning groups		
<b>Assessment</b>	Students will have assessments for the topics in Terms 1 and 2, a test on all aspects of Key Stage 3 Science during Term 3/4 and assessments of GCSE learning in terms 5 and 6.		
<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>BBC Bitesize has recently been updated with key topics for Key Stage 3.</p> <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> </ul>		

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|  | <ul style="list-style-type: none"><li>- <a href="http://www.rsc.org/learn-chemistry/">http://www.rsc.org/learn-chemistry/</a></li><li>- <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li></ul> |
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