

**C**ommitment to Learning

**H**igh Expectations

**A**ll Can Succeed

**C**onfidence and Courage

**E**veryone Valued Equally



**CHACE COMMUNITY SCHOOL**

*A Specialist Technology College*

**KEY STAGE 3  
CURRICULUM INFORMATION  
FOR PARENTS AND STUDENTS**

SEPTEMBER 2018 TO JULY 2021

**C**ommitment to Learning  
**H**igh Expectations  
**A**ll Can Succeed  
**C**onfidence and Courage  
**E**veryone Valued Equally



Dear Parents/Carers and Students

KEY STAGE 3 INFORMATION BOOK

This book has been produced to inform you about the content of the whole of the KS3 curriculum over the coming years. It is also meant to guide you to various resources that can provide extra support within each subject area. The book will not be re-issued each year although you will be notified of any changes to the course details.

The book should be used in addition to information provided in lessons and at homework clubs by subject teachers. You may also find that there are other useful internet sites and textbooks that can support you/your child's learning. Further reading and study will improve the quality of work produced by students and therefore the levels they attain at the end of the Key Stage.

If you would like to clarify or discuss any of the details contained in this book, please contact the appropriate Head of Department or speak to your son's/daughter's subject teacher. We hope that you will find this information book useful.

Yours sincerely

A handwritten signature in black ink that reads "D N Bruton".

Mr D Bruton  
Headteacher

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# ENGLISH FACULTY

In each year of Key Stage 3, students will complete 5 – 6 units.

## ENGLISH FACULTY – ENGLISH YEAR 7

AUTUMN	SPRING	SUMMER
INTRODUCTION TO FICTION – NOVEL	EXPLORING OUR SOCIETY – DRAMA	DRAMA – SHAKESPEARE
<ul style="list-style-type: none"> <li>• Wonder</li> <li>• Skellig</li> <li>• Alice in Wonderland</li> <li>• Tins</li> <li>• Nightjohn</li> </ul>	<ul style="list-style-type: none"> <li>• The Canterbury Tales</li> <li>• Blood Brothers</li> <li>• War Horse</li> <li>• Hound of the Baskervilles</li> </ul>	<ul style="list-style-type: none"> <li>• Midsummer Night’s Dream</li> <li>• Twelfth Night – Whole text and Film</li> </ul>
READING ASSESSMENT – CHARACTER BASED	WRITING ASSESSMENT – SCRIPT WRITING	READING ASSESSMENT
HALF TERM	HALF TERM	HALF TERM
INTRODUCTION TO FICTION - EXTRACTS	EXPLORING OUR SOCIETY Spoken and written debate	POETRY Victorian and Contemporary
<ul style="list-style-type: none"> <li>• Writing – writing Fiction</li> <li>• Reading extracts and studying writing skills / techniques from booklet and inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Theme of the week debate</li> <li>• Extracts / article / documentation exploring a new theme per week</li> <li>• Writing in response to other viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• William Blake</li> <li>• Tennyson – Lady of Shallot</li> <li>• John Keats – La Belle Dame Sans Merci</li> <li>• Lewis Carroll – Jabberwocky</li> <li>• Poetry from different cultures anthology</li> </ul>
WRITING ASSESSMENT – Writing the opening of a story based on an image	WRITING ASSESSMENT – Persuasive writing article / letter	READING ASSESSMENT – How does poet B present the theme of .....?  Analyse language and structure

ENGLISH FACULTY – ENGLISH  
YEAR 8

AUTUMN	SPRING	SUMMER
EXPLORATIONS IN CREATIVE READING & WRITING - GOTHIC	WAR - POETRY	SOCIAL JUSTICE - NOVEL
<ul style="list-style-type: none"> <li>• Optional Gothic Poetry – Poe etc.</li> <li>• Frankenstein Play adaptation</li> <li>• Gothic film</li> </ul>	<ul style="list-style-type: none"> <li>• War and Conflict across time – various poems</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Cold</li> <li>• The Other Side of Truth</li> </ul>
READING ASSESSMENT – To what extent does Pullman present the Monster as an evil character?	READING ASSESSMENT – Comparative poetry assessment	READING ASSESSMENT – Extracts and whole text theme based assessment
HALF TERM	HALF TERM	HALF TERM
GOTHIC / HORROR SHORT STORIES & EXTRACTS	WAR FICTION & NON-FICTION EXTRACTS	SOCIAL JUSTICE SHORT STORIES
<ul style="list-style-type: none"> <li>• Tell-Tale Heart</li> <li>• Extracts from original Frankenstein, Rebecca, Dracula and Patrick Ness etc.</li> <li>• Gothic film clips</li> </ul>		<ul style="list-style-type: none"> <li>• Lamb to the Slaughter</li> <li>• The Land Lady</li> <li>• The Lottery</li> </ul>
WRITING ASSESSMENT – Write the opening of a Gothic story based on an image	WRITING ASSESSMENT – Speech responding to a statement about war – writing to persuade / argue	WRITING ASSESSMENT – Writing a monologue exploring the theme of injustice

ENGLISH FACULTY – ENGLISH  
YEAR 9

AUTUMN	SPRING	SUMMER
NOVELS THROUGH TIME - CONTEMPORARY	INEQUALITY SEMINAL WORLD LITERATURE	LOVE DRAMA - SHAKESPEARE
<ul style="list-style-type: none"> <li>Looking for JJ</li> <li>A Little Piece of Ground</li> </ul>	<ul style="list-style-type: none"> <li>Of Mice and Men</li> </ul>	<ul style="list-style-type: none"> <li>Romeo and Juliet</li> </ul>
READING ASSESSMENT – Extract based reading assessment and whole text reference	READING ASSESSMENT – Theme based questions exploring a given extract compared to whole text	READING ASSESSMENT – Character based question – extract and whole text
HALF TERM	HALF TERM	HALF TERM
NOVELS THROUGH TIME - VICTORIAN	INEQUALITY – PERSUASIVE WRITING	POETRY
<ul style="list-style-type: none"> <li>A Christmas Carol</li> <li>Grammar integrated into Scheme of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Non-Fiction extracts pre-and post 20<sup>th</sup> Century – e.g. Martin Luther King</li> <li>Film / documentary e.g. The Help, The Butler, Selma, Louis Theroux etc.</li> <li>Grammar integrated into Scheme of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Moon on the Tides anthology – option to focus on Year 10 poems</li> </ul>
WRITING ASSESSMENT – Descriptive based on an image	WRITING ASSESSMENT – Persuasive article	WRITING ASSESSMENT – Comparative poetry assessment

YEARS 7, 8 & 9 EXTENDED READING LIST



**KS3 BOOKS THAT WILL.....**

***Take you on an adventure***

- **Cherub range** by Robert Muchamore
- **Young Bond** by Charlie Higson
- **Flood Child** by Emily Diamand
- **Alice's Adventures** in Wonderland by Lewis Carroll
- **Wolf Brother** by Michelle Paver



***Teach you about the past***

- **Rowan the Strange** by Julie Hearn
- **Private Peaceful** by Micheal Morpurgo
- **The Undrowned Child** by Michelle Lovric
- **Once** by Morris Gleitzman
- **Bog Child** by David Almond
- **The Boy in the Striped Pyjamas** by John Boyne
- **Roll of Thunder, Hear my Cry** by Mildred D. Taylor



***Bring out your emotions***

- **Last Kiss of the Butterfly** by Jill Hucklesby
- **Hetty Feather** by Jacqueline Wilson
- **Cookie** by Jacqueline Wilson
- **Journey to Jo'Burg** by Beverley Naidoo
- **A Little Piece of Ground** by Elizabeth Laird
- **Looking for JJ** by Anne Cassidy
- **Junk** by Melvin Burgess
- **Noughts and Crosses** by Malorie Blackman
- **Holes** by Louis Sachar
- **War Horse** by Michael Morpurgo
- **Face** by Benjamin Zephaniah
- **Stone Cold** by Robert Swindells
- **Refugee Boy** by Benjamin Zephaniah



*"The more that you read,  
the more things you'll know.  
The more that you learn,  
the more places you'll go."*

Dr Seuss



***Make you a detective***

- **Alone in Berlin** by Hans Fallada
- **Point Blanc / Alex Rider** by Anthony Horowitz
- **The Curious Incident of the Dog in the Night Time** by Mark Haddon





### ***Frighten you***

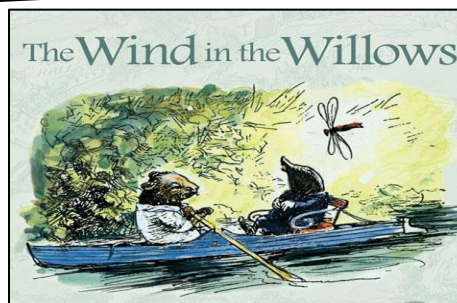
- **Lemony Snicket** range
- **Kit's Wilderness** by David Almond
- **Underworld** by Cathy Macphil
- **Interview with a Vampire** by Anne Rice
- **Granny** by Anthony Horowitz



AAAAAAGGGHHH!

### ***Impress your friends***

- **A Christmas Carol** by Charles Dickens
- **Wind in the Willows** by Kenneth Grahame
- **Oliver Twist** by Charles Dickens
- **Little Women** by Louisa M Alcott
- **Stuart Little** by Clive King
- **Silver Sword** by Ian Serraillier
- **Diary of a Young Girl** by Anne Frank



### ***Make you laugh***

- **Diary of a Wimpy Kid** by Jeff Kinney
- **Millions** by Frank Cottrell Boyce
- **Anita and Me** by Meera Syal
- **Madame Doubtfire** by Anne Fine
- **About a Boy** by Nick Hornby
- **The Secret Diary of Adrian Mole** by Susan Townsend



### ***Inspire your inner sports person***

- **The Penalty** by Mal Peet
- **Dream On** by Bali Rai
- **Born to Play** by Dan Freedman



**"Today a reader,  
tomorrow a leader."**



# EXPRESSIVE ARTS FACULTY

## EXPRESSIVE ARTS FACULTY – ART, CRAFT & DESIGN YEAR 7

<i>Topic(s) covered</i>	<i>Resources available e.g. Website and examples of study</i>
<p>Drawing – Focusing on working from observed phenomena using the formal elements (line, tone, proportion, scale, perspective, shape, form, texture).</p> <p>Art History will be covered in all years, looking at the wide and varied History of Art, Craft, Design and Architecture, specifically focusing on analytical, historical and sociological aspects which influence artists / designers work.</p>	<p>Refer to the work of a variety of artists focusing specifically on drawing, e.g. Matisse, Picasso, Kollowitz, Johns</p> <p>Websites – Tate.org.uk, nationalgallery.org.uk, royalacademy.org.uk</p> <p>Gombrichs “The History of Art’.</p> <p>Sunday Supplements, Art critiques.</p> <p>Assorted publications, catalogues.</p>
<p>Colour – Learning about colour theory and its application focusing on colour mixing and matching, tonal colour, colour mood and paint application.</p>	<p>Colour theory; historical scientific discoveries;</p> <p>Colour wheel of Johannes Itten.</p> <p>German Expressionists, The Impressionists</p>
<p>3D Ceramics, developing 3 dimensional skills, planning on a 2D format for a 3D piece. Health and Safety and awareness of using clay.</p> <p>Developing skills using clay, e.g. coil pot method, rolling clay, joining shapes, colour considerations, printmaking, photography.</p>	<p>Egyptian pots.</p> <p>Lucie Rie</p> <p>vam.ac.uk</p> <p>The magnum group</p> <p>britishmuseum.org</p>

## EXPRESSIVE ARTS FACULTY – ART, CRAFT & DESIGN YEAR 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website and examples of study</i>
<p>Colour / painting – Revisiting and building on colour knowledge and understanding learnt in Year 7.</p> <p>Focus on mark making, brush marks, colour in block or linear form.</p> <p>Transparent, translucent, opaque, colour, collage and pattern.</p> <p>Drawing – we will continue to build upon these skills.</p> <p>Printmaking, collage, architecture, photography.</p>	<p>Colour and pattern synthesised in the work of Gustav Klimt.</p> <p>Collage work of Henri Matisse cut outs.</p> <p>Japanese Art colour pattern, colour meaning and symbolism.</p> <p>Websites – vam.ac.uk</p> <p>The magnum group</p>
<p>Sculpture, 3D, focusing on working in 3 dimensions with a more advanced approach. Learning about shape, form, structure and manipulating a variety of materials, e.g. card, plastic, wire, plaster etc.</p>	<p>Major galleries.</p> <p>Work of a variety of sculptures from different cultures and periods of History for example Giacometti, Hepworth, Moore, Palozzi.</p>

EXPRESSIVE ARTS FACULTY – ART, CRAFT & DESIGN  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website and examples of study</i>
Printmaking, knowledge and understanding of printmaking techniques and processes. Focus on colour mark making, block colour, positive and negative space, lino or poly prints. Architecture. Photography.	Vam.ac.uk Various printmakers connected to the theme of choice for example Lisa Milroy and Angie Lewin The magnum group.
Painting, using a variety of techniques and materials including mixed media and montage. Develop compositional skills as well as encompassing the relevance of subject matter, i.e. artists' purpose and intention. Continue to develop drawing skills.	Mexican muralists, Diego Rivera. Frida Kahlo. nationalgallery.org.uk tate.org.uk
3D and Relief, focusing on texture and how materials can be manipulated to express and communicate an intention. Develop mark making skills.	vam.ac.uk Robert Rauschenburg and mixed media artists.

EXPRESSIVE ARTS FACULTY – MUSIC  
YEAR 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Rhythm Work. Syncopation Introduction – Rests and Dots.	
Introduction to the Orchestra.	
An Introduction to the Ballet.	
Melody – Scales – Major – Minor. The Blues Scale – Chromaticism.	Trips to concerts.
Styles in Music. The Blues and Swing. Jazz Improvising.	Various websites for research.
Cuban Music.	
Reggae	

EXPRESSIVE ARTS FACULTY – MUSIC  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Dance Music - Waltz, Tango, Club/Hip hop.	You Tube.
Cultural Differences and similarities in Music.	
Thematic Composition.	
Composers – The Music of Mozart.	Film - Amadeus
Introduction to Opera.	
Pre-GCSE study – a ten week course covering music theory.	

EXPRESSIVE ARTS FACULTY – PE  
YEARS 7, 8 & 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Games Principles.	<a href="http://www.englandnetball.co.uk">www.englandnetball.co.uk</a> Moodle Accessing sports websites and watching news broadcasts and sporting events.
Sending and receiving.	<a href="http://www.hockeyonline.co.uk">www.hockeyonline.co.uk</a> <a href="http://www.esfa.co.uk">www.esfa.co.uk</a> Moodle Accessing sports websites and watching news broadcasts and sporting events.
Hand eye co-ordination through net/wall games.	<a href="http://www.volleyballengland.org">www.volleyballengland.org</a> Moodle Accessing sports websites and watching news broadcasts and sporting events.
Building physical capacity through athletics based activities.	<a href="http://www.athletics.net">www.athletics.net</a> Moodle Accessing sports websites and watching news broadcasts and sporting events.
Core stability through gymnastics based activities.	<a href="http://www.british-gymnastics.org/">www.british-gymnastics.org/</a> Moodle Accessing sports websites and watching news broadcasts and sporting events.
Appreciating aesthetic movement through dance.	You Tube
Health, leisure & fitness.	<a href="http://www.netfit.co.uk/wtemen.htm">www.netfit.co.uk/wtemen.htm</a>
Creativity through sport education and outdoor activities.	<a href="http://www.sportscoach.uk.org">www.sportscoach.uk.org</a> Moodle

EXPRESSIVE ARTS FACULTY - DRAMA  
YEAR 7

<i>Topic(s) covered from:</i>	<i>Resources available e.g. Website</i>
Socialisation and an Introduction to Drama at KS3.	Series of games and exercises available.
Fairy Tales / Fictional Stories and script work	Copy of Fairy Tales collection – in Drama department.
Guilty / Crime Solving / Lost Child and Devising	Websites for research purposes – local police / crime-stoppers
Macbeth – chosen Shakespeare play	Copies of text. Shakespeare websites.
The Evacuees	Historical references, many war resources online and created in department.

EXPRESSIVE ARTS FACULTY - DRAMA  
YEAR 8

<i>Topic(s) covered from:</i>	<i>Resources available e.g. Website</i>
Theatre practitioner Stanislavski. Stage detail and script writing. Theatre practitioner Brecht.	Websites that deal with Stanislavski and Brecht. Information on Set Design. Use of formal script layout - examples to be viewed.
Comedy and set text 'Ernie's Incredible Illucinations'	Copies of set text.
Mime	Example videos of mime performances.

EXPRESSIVE ARTS FACULTY - DRAMA  
YEAR 9

<i>Topic(s) covered from:</i>	<i>Resources available e.g. Website</i>
Drama Festival – monologues, duologues and original writing	Selection of scripts both monologue and duologues or short scene studies. Recap information on Stanislavski.
Cyberbullying and theatre practitioner Boal devising original work	Online support websites for research purposes.
Script-work performance and study of set text 'Mugged'.	Copies of set text. Information on the playwright Andrew Payne.

As well as the work the students complete in their Drama lessons, they will also watch GCSE practical exams. This gives them the opportunity not only to watch older students engaged in performance and exploring drama, but also to see what both they and the subject are capable of. The GCSE exam board require Year 10 and 11 students to perform to an audience and these students benefit from having a large audience made up of their peers. This practice was praised by our recent GCSE moderator, both for inclusion and raising expectations and achievement. Having said that, some of the pieces do deal with adult themes and sometimes language (it will always be made clear that such language is not to be used outside of the Drama context or by non-participating GCSE and A level students). Should any parent/carer prefer that their son/daughter not watch such an exam, alternative arrangements can be made simply through a note in their planner or a message left for the Drama department. Students are also encouraged to see live theatre both professionally and amateur to gain experience of a formal theatre environment to help prepare for GCSE and A level courses. Students at this level are required to evaluate critically the work of live theatre makers.

# HUMANITIES FACULTY

## HUMANITIES FACULTY – GEOGRAPHY YEAR 7

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Geography and me	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>  Key words – Geography, Physical, Human, Environmental
Map skills	<a href="http://www.ordnancesurvey.gov.uk">www.ordnancesurvey.gov.uk</a> <a href="http://www.maps.google.co.uk">www.maps.google.co.uk</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – direction, scale, compass, symbol, continent, country, four figure grid reference, six figure grid reference, contour.
Weather	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – weather, climate, hazard, hurricane, tornado, drought, monsoon, flood
Settlement	<a href="http://www.maps.google.co.uk">www.maps.google.co.uk</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – settlement, resources, area, climate
Natural Hazards – Volcanoes	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – plate tectonics, plate boundary, mantle, crust, magma, lava, pyroclastic flow, hazard
Earthquakes	<a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – plate tectonics, plate boundary, mantle, crust, magma, lava, pyroclastic flow, hazard

HUMANITIES FACULTY – GEOGRAPHY  
YEAR 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Development and Africa	<a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – development, developing, developed, Brandt Line, poverty, trade, fairtrade
Population and Migration	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – population, population density, dense, sparse, migration, push factor, pull factor
Glaciation	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – glacier, weathering, plucking, abrasion, moraine, rotational slip, transportation
Sustainable futures	<a href="http://www.bbc.news">www.bbc.news</a>  Key words – energy, resources, consumption, reduction, replacement, renewable, non-renewable, green energy, coal, oil, gas
Global warming issues and change	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – weather, climate, climate change, global warming, greenhouse effect, hazard, hurricane, tornado, drought, monsoon, flood
Geography skills	<a href="http://www.ordnancesurvey.gov.uk">www.ordnancesurvey.gov.uk</a> <a href="http://www.maps.google.co.uk">www.maps.google.co.uk</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a>  Key words – graphs, scale, four figure grid reference, six figure grid reference, GIS

HUMANITIES FACULTY – GEOGRAPHY  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Ecosystems and Biomes	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – ecosystem, flora, fauna, energy transfer, primary producer, consumer, herbivore, carnivore
Issues in an Urban World	<a href="http://www.bbc.co.uk/urbanisation">www.bbc.co.uk/urbanisation</a> <a href="http://www.bbc.gcsebitesize">www.bbc.gcsebitesize</a>  Key words – urban, population, migration, cities, conurbations, stress, economy, traffic, housing, slum, urban, rural, poverty, economy, population
Globalisation and Tourism	<a href="http://www.bbc.co.uk/bitesize/ks3/geography">www.bbc.co.uk/bitesize/ks3/geography</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – economy, society, trade, THCs, exploitation, child labour, blood diamonds, slavery, eco-tourism, employment, economic growth, pollution, climate
Geographical landforms of the UK Rivers and Coasts (one full term)	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.georesources.co.uk">www.georesources.co.uk</a>  Key words – waterfall, meander, ox-bow lake, source, mouth, delta, erosion, long shore drift, coastal management.
Emerging Economies	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.britishempire.co.uk">www.britishempire.co.uk</a> <a href="http://www.historylearningsite.co.uk/coldwar.htm">www.historylearningsite.co.uk/coldwar.htm</a>  Key words – superpower, trade, population, resources, military, economy, USSR, The Cold War, BRICS, culture

HUMANITIES FACULTY – HISTORY  
YEAR 7

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Pre-1066 History – What can historical skills tell us about life before the Norman invasion? Does Alfred deserve to be called Alfred the Great? Life in Saxon Britain.	<a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a> Medieval Realms – R Adams (Causeway Press Ltd) Contrasts and Connections – SHP John Murray
Britain 1066-1500 - William I and the conquest of Britain. The role and power of the Church in Medieval England. The Black Death. The Peasants Revolt. Crime and Punishment. Uniting Britain.	Contrasts and Connections (as above). Medieval Realms – R Adams (Causeway Press Ltd). Websites (as above). 'Braveheart'. Homework projects to be completed each term.
Britain 1450–1603 – The Princes in the Tower Richard III End of the War of the Roses Henry VIII and the foundation of the Tudor Dynasty	Societies and Change – SHP John Murray The Making of the United Kingdom – Hepplewhite and Tonge (Causeway Press Ltd) Film - Elizabeth <a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a>



HUMANITIES FACULTY – HISTORY  
YEAR 8

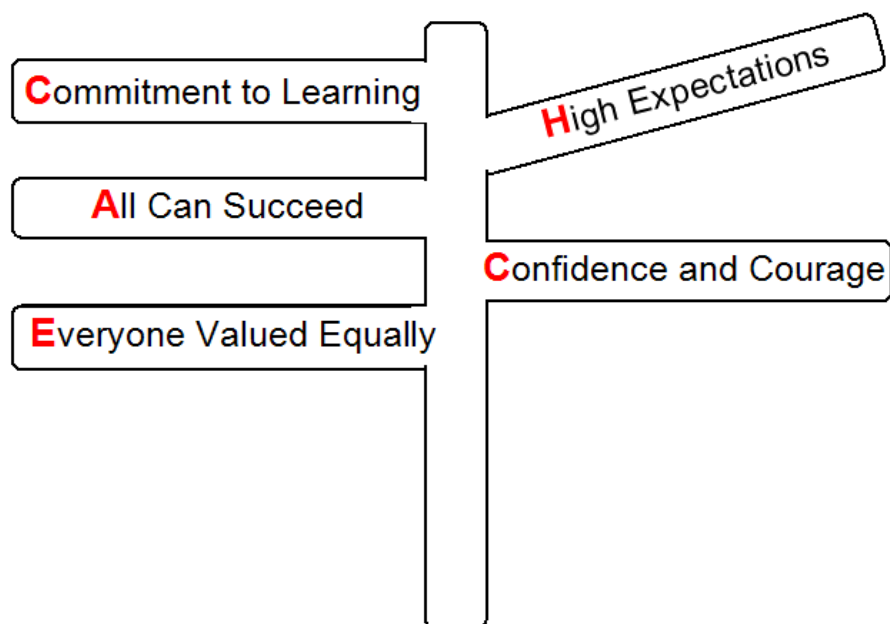
<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
The Tudors Henry VIII and his six wives. Break with Rome. Religious divide – Catholics / Protestants / Puritans. Britain 1642-1649 Civil War. Civil War – How the country was divided – causes & consequences.	Societies and Change – SHP (John Murray) The Making of the United Kingdom – Hepplewhite and Tonge (Causeway Press Ltd). Film - Elizabeth <a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a> Homework projects to be completed each term.
The Slave Trade Abolition of Slavery Civil Rights	History of the Black Peoples of Americas Roots – Alex Haley <a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a> Homework projects to be completed each term.
The Industrial Revolution–factory conditions, how and why they changed. Social issues of the Industrial Revolution	Societies and Change – SHP (John Murray) Film – What the Victorians did for us

HUMANITIES FACULTY – HISTORY  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
The First World War Rise of the Nazis The Holocaust Hiroshima Cold War Soweto 1976 Were the 1960s permissive? The social changes of the late 20 <sup>th</sup> century.	The First World War – SHP text book. World at War. Soweto. Days that Shook the World x 2, Kennedy and Martin Luther King, Hitler starring Robert Carlyle, Hiroshima <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> <a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a> Homework projects to be completed each term.

HUMANITIES FACULTY – RE  
YEAR 7

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Introduction to RE <ul style="list-style-type: none"> <li>• Beliefs and Values</li> <li>• Evidence for Belief</li> <li>• World Religions</li> </ul>	bbc.co.uk/education/religion
Hinduism <ul style="list-style-type: none"> <li>• Beliefs, teachings and practices.</li> <li>• Caste System and Class System</li> </ul>	bbc.co.uk/education/religion Video – BBC World of Faiths
Judaism <ul style="list-style-type: none"> <li>• Origins of the religion</li> <li>• Jewish beliefs and values</li> <li>• Festivals</li> </ul>	Testament series/Worlds of Faith. Prince of Egypt. BBC RE worksheets - <a href="http://www.bbc.co.uk/schools/religion/worksheets">www.bbc.co.uk/schools/religion/worksheets</a> The science of the ten plagues – <a href="http://www.youtube.com/watch?v=kGACkMBxZNs">www.youtube.com/watch?v=kGACkMBxZNs</a> <a href="http://www.thebricktestament.com">www.thebricktestament.com</a>



HUMANITIES FACULTY – RE  
YEAR 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Philosophy <ul style="list-style-type: none"> <li>• Origins of the world and humanity</li> <li>• Cosmological argument</li> <li>• Teleological argument</li> <li>• Feuerbach's argument</li> </ul>	bbc.co.uk/education/religion Books: New Steps in RE series BBC video – Belief File. BBC RE worksheets - <a href="http://www.bbc.co.uk/schools/religion/worksheets">www.bbc.co.uk/schools/religion/worksheets</a> . Book: Sophie's World – Jostein Gaarder. Looking for God by Robert Kirkwood.
Religious Leaders <ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Mother Theresa</li> <li>• Ghandi</li> <li>• Malcolm X</li> <li>• Dalai Lama</li> <li>• Oscar Romero</li> </ul>	Various in class resources
Buddhism <ul style="list-style-type: none"> <li>• Origins of the religion</li> <li>• Buddhist beliefs, teachings and practises</li> </ul>	<a href="http://www.bbc.co.uk/schools/religion/worksheets">www.bbc.co.uk/schools/religion/worksheets</a> .

HUMANITIES FACULTY – RE  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Full course GCSE RE – Beliefs, teachings and practices, Christianity <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Problem of Evil</li> <li>• Jesus Christ</li> <li>• Incarnation, resurrection, ascension</li> <li>• Eschatological beliefs</li> <li>• Worship and Prayer</li> <li>• Mission</li> <li>• Relationships and Family</li> </ul>	bbc.co.uk/education/religion <a href="http://www.rsrevision.co.uk">www.rsrevision.co.uk</a> GCSE Bitesize

# MATHS FACULTY

MATHEMATICS FACULTY  
YEAR 7, 8 & 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Mathematics is taught in a five year programme of study.</p> <p>Under the each of the six main strands the following topics are included:</p> <ul style="list-style-type: none"> <li>• Number - Fractions, percentages, ratio and proportion, indices and surds, standard form, decimals.</li> <li>• Algebra - Equations and identities, formulae, sequences, graphs, quadratics, inequalities.</li> <li>• Ratio, proportion and rates of change – Scale factors, compound units, direct and inverse proportion, using gradient to interpret rates of change,</li> <li>• Geometry and measures - Area and volume, transformations, circles, trigonometry, Pythagoras, vectors, constructions.</li> <li>• Probability – The probability of events, averages</li> <li>• Statistics – Collecting and displaying data</li> </ul> <p>The depth of study will be determined by the tier of entry.</p> <p>Mathematics is taught as a linear programme of study and is assessed by examination only (there is no coursework).</p> <p>The GCSE Mathematics exam consists of three papers taken at the end of Year 11:</p> <ul style="list-style-type: none"> <li>• one non-calculator paper</li> <li>• two calculator papers</li> </ul>	<ul style="list-style-type: none"> <li>• Mathswatch - <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> is an excellent resource to help with classwork, homework and revision. All students are given individual logins and passwords.</li> <li>• A revision guide at the appropriate tier of entry is available from the school library.</li> <li>• A weekly maths homework club (for all students) is held on Wednesdays from 3.10pm – 4.00pm in room A27. Maths teachers are available to help students on most days after school.</li> <li>• The exam board used for mathematics is Edexcel, specification details can be found here – <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a></li> </ul> <p>Recommended websites -            BBC Bitesize - <a href="https://www.bbc.co.uk/education/examspecs/z9p3mnb">https://www.bbc.co.uk/education/examspecs/z9p3mnb</a>            Corbettmaths – <a href="https://corbettmaths.com/">https://corbettmaths.com/</a>            Dr Frost - <a href="http://www.drfrostmaths.com/homework/">http://www.drfrostmaths.com/homework/</a>            Maths Genie - <a href="http://www.mathsgenie.co.uk/gcse.html">http://www.mathsgenie.co.uk/gcse.html</a>            Mr Barton - <a href="http://mrbartonmaths.com/students/gcse/">http://mrbartonmaths.com/students/gcse/</a>            Nrich - <a href="https://nrich.maths.org/secondary-lower">https://nrich.maths.org/secondary-lower</a></p> <p style="text-align: center;"><b><u>MATHS EQUIPMENT</u></b></p> <p>All students must attend lessons with pens (black and green), pencil, long ruler, rubber, protractor, pair of compasses, <b>scientific calculator</b> and exercise book.</p>

# MODERN LANGUAGES FACULTY

## MODERN LANGUAGES FACULTY – FRENCH YEAR 7

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<ul style="list-style-type: none"> <li>• Myself and others</li> <li>• My school</li> <li>• Leisure activities – sports and technology</li> <li>• Where I live and activities around my town</li> <li>• My holidays, my routine and my dream life</li> <li>• Learning more about French culture – writing a poem and describing a painting</li> </ul>	ICT & homework activities – <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> Studio 1 Dictionaries Vocabulary booklet- Le Petit Guide Year 7 <a href="http://www.linguascope.com">www.linguascope.com</a> - ask your teacher for school login <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.quizlet.com">www.quizlet.com</a>

## MODERN LANGUAGES FACULTY – FRENCH YEAR 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<ul style="list-style-type: none"> <li>• Leisure activities at home – media and technology (present and perfect tense)</li> <li>• Visiting Paris – places of interest and transport (perfect tense)</li> <li>• Talking about myself – what I like and my relationship with others</li> <li>• Where I live and what I eat (near future)</li> <li>• Talent and ambition (modal verbs and imperative)</li> <li>• Learning more about French culture – History &amp; Geography</li> </ul>	ICT & homework activities – <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> Studio Rouge 2 Studio Vert 2 – differentiated work Dictionaries Vocabulary booklet- Le Petit Guide Year 8 <a href="http://www.linguascope.com">www.linguascope.com</a> - ask your teacher for school login <a href="http://www.languagesonline.org.uk/vocabexpress.com">www.languagesonline.org.uk/vocabexpress.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a>

MODERN LANGUAGES FACULTY – FRENCH  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available</i> <i>e.g. Website</i>
<ul style="list-style-type: none"> <li>• Teenagers and social life – technology and going out (present tense / perfect tense and near future)</li> <li>• Health &amp; Fitness (future tense)</li> <li>• Career and future plans (future and imperfect tense)</li> <li>• Holidays (conditional and combining different tenses)</li> <li>• My rights and priorities in life</li> </ul>	ICT & homework activities – <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> Studio Rouge 3 Studio Vert 3 Dictionaries Vocabulary booklet Le Petit Guide Year 9 <a href="http://www.linguascope.com">www.linguascope.com</a> - ask your teacher for school login <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.quizlet.com">www.quizlet.com</a>

MODERN LANGUAGES FACULTY – SPANISH  
YEAR 7

<i>Topic(s) covered</i>	<i>Resources available</i> <i>e.g. Website</i>
<ul style="list-style-type: none"> <li>• Spanish phonics and introduction</li> <li>• My life</li> <li>• My free time</li> <li>• My school</li> <li>• My family</li> <li>• My house and town</li> </ul>	Various homework tasks, resources and revision sheets published on Show My Homework Viva 1 text book and Active teach resources Zoom 1 – Oxbox Zoom software – listening material, videos, interactive resources. Listos Book 1 Dictionaries. <a href="http://www.linguascope.com">www.linguascope.com</a> – ask your teacher for school login <a href="http://www.bbc.co.uk/language/spanish">www.bbc.co.uk/language/spanish</a> <a href="http://www.spanishrevision.co.uk/ks3">http://www.spanishrevision.co.uk/ks3</a> <a href="http://www.activeteachonline.com">www.activeteachonline.com</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> / <a href="http://www.quizlet.com">www.quizlet.com</a>  Spanish vocabulary and Grammar guides given to students

MODERN LANGUAGES FACULTY – SPANISH  
YEAR 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Spanish phonics and revision <ul style="list-style-type: none"> <li>• Holidays</li> <li>• All about my life</li> <li>• Food</li> <li>• Going out and fashion</li> <li>• Summer activities</li> </ul>	Various homework tasks, resources and revision sheets published on Show My Homework Viva 2 text book and Active teach resources Zoom 1 and 2 – Oxbox Zoom software – listening material, videos, interactive resources. Listos Book 1 and 2 Dictionaries. <a href="http://www.linguascope.com">www.linguascope.com</a> – ask your teacher for school login <a href="http://www.bbc.co.uk/language/spanish">www.bbc.co.uk/language/spanish</a> <a href="http://www.spanishrevision.co.uk/ks3">http://www.spanishrevision.co.uk/ks3</a> <a href="http://www.activeteachonline.com">www.activeteachonline.com</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a>  Spanish vocabulary and Grammar guides given to students

MODERN LANGUAGES FACULTY – SPANISH  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Spanish phonics and revision <ul style="list-style-type: none"> <li>• Routine and special days</li> <li>• Leisure</li> <li>• Tourism</li> <li>• My Future</li> <li>• Well-being and healthy lifestyles</li> <li>• Rights and responsibilities</li> <li>• The environment</li> <li>• <b>Holidays (GCSE)</b></li> </ul>	Various homework tasks, resources and revision sheets published on Show My Homework Viva 3 text book and Active teach resources Zoom 1 and 2 – Oxbox Zoom software – listening material, videos, interactive resources. Listos Book 1 and 2 Dictionaries. <a href="http://www.linguascope.com">www.linguascope.com</a> – ask your teacher for school login <a href="http://www.bbc.co.uk/language/spanish">www.bbc.co.uk/language/spanish</a> <a href="http://www.spanishrevision.co.uk/ks3">http://www.spanishrevision.co.uk/ks3</a> <a href="http://www.activeteachonline.com">www.activeteachonline.com</a> <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> Spanish vocabulary and Grammar guides given to students


# SCIENCE FACULTY

SCIENCE FACULTY – SCIENCE  
YEAR 7

	SUBJECTS	TOPICS	<i>Resources available e.g. websites</i>
AUTUMN 1	CHEMISTRY & PHYSICS	Introduction to Science Space Particles and their Behaviour	<p>Key Stage 3 Revision Guides are available to purchase in the LRC</p> <p>All resources are available on Activate and bitesize.</p> <p>Activate can be accessed from the student network.</p>
AUTUMN 2	BIOLOGY, CHEMISTRY & PHYSICS	Body Systems Elements, Atoms and Compounds Forces	
SPRING 1	BIOLOGY & CHEMISTRY	Cells Acids and Alkalis	
SPRING 2	CHEMISTRY & PHYSICS	Reactions Sound	
SUMMER 1	BIOLOGY & PHYSICS	Reproduction Light	
SUMMER 2	BIOLOGY, CHEMISTRY & PHYSICS	Recap End of Year Assessments	



SCIENCE FACULTY- SCIENCE  
YEAR 8

	SUBJECTS	TOPICS	<i>Resources available e.g. websites</i>
AUTUMN 1	BIOLOGY & CHEMISTRY	Health & Lifestyle The Periodic Table	<p>Key Stage 3 Revision Guides are available to purchase in the LRC</p> <p>All resources are available on Activate and bitesize</p> <p>Activate can be accessed from the student network</p> 
AUTUMN 2	BIOLOGY & PHYSICS	Ecosystems Electricity and Magnetism	
SPRING 1	CHEMISTRY & PHYSICS	Separation techniques Energy	
SPRING 2	BIOLOGY & CHEMISTRY	Adaptation and inheritance Metals and Acids	
SUMMER 1	CHEMISTRY	The Earth	
SUMMER 2	BIOLOGY, CHEMISTRY & PHYSICS	Motion and Pressure Recap End of Year Assessments	

SCIENCE FACULTY- SCIENCE  
YEAR 9

	SUBJECTS	TOPICS	<i>Resources available e.g. websites</i>
AUTUMN 1	GCSE Combined Science	C1 – Atomic Structure B1 – Cell Structure and Transport	<p>Key Stage 4 Revision Guides are available to purchase in the LRC</p> <p>All resources are available on Kerboodle</p> <p>Kerboodle can be accessed from the student network using username and password</p>
AUTUMN 2	GCSE Combined Science	C2 – The Periodic Table P1 – Conservation and Dissipation of Energy	
SPRING 1	GCSE Combined Science	B2 – Cell Division	
SPRING 2	GCSE Combined Science	P2 – Energy Transfer by Heating B3 – Organisation and the Digestive System	
SUMMER 1	GCSE Combined Science	C3 – Structure and Bonding	
SUMMER 2	GCSE Combined Science	P3 – Energy Resources	

# TECHNOLOGY FACULTY

PROGRAMME OF STUDY FOR YEARS 7 & 8 FOR THE ACADEMIC YEAR 2018 - 2019

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
7	COMPUTING	ELECTRONIC ENGINEERING	FOOD TECHNOLOGY
8	GRAPHICS	RESISTANT MATERIALS	TEXTILES

## YEAR 7

The year group is split into four bands by the school (E, F, G and H). Each band is divided into three forms but these are sub-divided into six mixed ability Technology sets and are timetabled for two double fifty minute periods per week. Each group rotates between six different subjects over two years forming a carousel. The subjects in the rota are – COMPUTING, ELECTRONIC ENGINEERING, FOOD TECHNOLOGY, GRAPHICS, RESISTANT MATERIALS and TEXTILES TECHNOLOGY. Each unit is one term in length.

## YEAR 8

Students continue with the Technology rota started in Year 7.

## YEAR 9

In Year 9, students choose two subjects from those studied in Years 7 and 8

TECHNOLOGY FACULTY – COMPUTING  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Understanding Computers – Architecture, processing &amp; storage and binary mathematics. Networks – principles of local and wide area networks. Programming in Python, Control Systems with Flowol and Arduino. Generating algorithms to manage traffic signals in a model environment. E-Safety is taught as part of Learning for Life.</p>	<p><a href="http://www.safetyonline.com">www.safetyonline.com</a>  <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  <a href="http://www.google.co.uk/goodtoknow">www.google.co.uk/goodtoknow</a>            Arduino IDE            Arduino microcontroller kits            Flowal – flowchart control software            Worksheets            Arduino.cc/en/main/Arduino Starter kit</p>

TECHNOLOGY FACULTY – COMPUTING  
YEAR 9

Students must use computers confidentially, safely and effectively. Students will build computational skills such as designing, basic algorithms and problem solving. They will design and create an app for an android mobile phone using Apps Inventor.

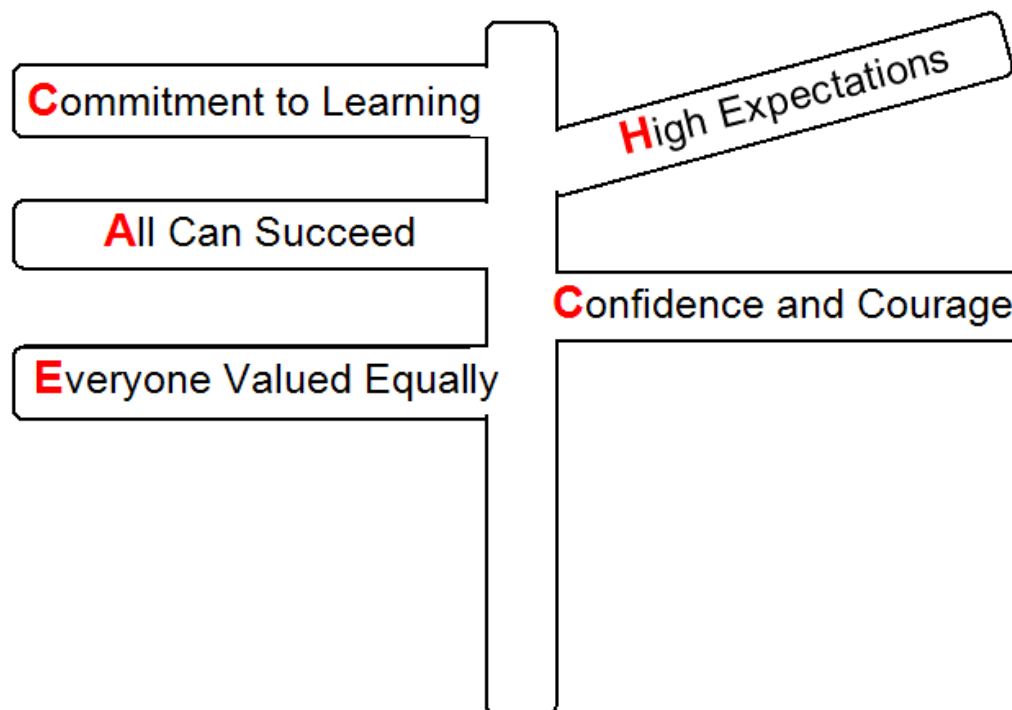
<i>Year Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Hardware – In-depth knowledge and understanding of components and their function. Software – functions of the operating system, types of application, system and utility software in different contexts. Logic, Binary numbers, logic gates and sequencing of instructions into a logical order.</p> <p>Programming project where students will be expected to plan, write, test and evaluate a simple program using Python.</p> <p>Trends in computing – Students are to research a computing related technology (such as mobile phones, social networks). They will then communicate these findings through a presentation/report.</p>	<p>Raspberry Pi.</p>

TECHNOLOGY FACULTY – ELECTRONIC ENGINEERING  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available</i> <i>e.g. Website</i>
<p>Students will investigate ideas for the development of their product by researching the following –</p> <ul style="list-style-type: none"> <li>• Similar products</li> <li>• Designing ideas linked to the preferences of the client.</li> <li>• Material properties and the machines used to fabricate them into products</li> </ul>	<p>Worksheets and computers will be used to complete the research tasks.</p>
<p>Year 7 – students to design a logo and wording to decorate a laser cut sign post that will be illuminated by the colour changing mood night light.</p> <p>Year 8 – students to design a logo made from acrylic.</p> <p>Skills covered – opening and setting up software, page size adjustment, drawing tool control, shapes and their alteration, selection of drawing object, deleting and modifying drawing and insertion of text.</p>	<p>Use 2D design software to produce drawing and lettering styles to decorate the flat surfaces of an A6 sheet of acrylic. In addition, using the laser cutter to cut acrylic to shape of sign post/logo.</p>
<p>Year 7 – The night light will be housed in a case consisting of beech and mild steel.</p> <p>Year 8 – Make a miniature safe made from steel. Solder and attach an alarm circuit to the safe.</p>	<p>Pupils to manufacture their products using the following machines.</p> <p>Lathe – door handles Milling machine – logo recess holder Pillar drill – to attach screws Laser cutter – sign post and logo</p>

TECHNOLOGY FACULTY – ELECTRONIC ENGINEERING  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Electronics and metal work theory	Use of internet for research on Electronics and metal work.
Designing using worksheets (production plans) to plan and make a variety of circuits and follow the correct manufacturing stages.	Worksheets
Step-by-step work planning	Worksheets
Transfer of design to computer using 2D design, then transfer to laser cutter software and cut out using the laser cutter. Cut, file, mill and lathe where applicable.	Use of computers for design work and production, using laser cutter and 2D design software. Milling machine, lathe and pillar drill.
Testing and evaluation.	



TECHNOLOGY – FOOD PREPARATION & NUTRITION  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Food Preparation Skills</p> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Knife skills</li> <li>• Use of equipment such as graters, blenders and food processors</li> <li>• Sauce making</li> <li>• Dough making</li> <li>• Different cooking methods</li> <li>• Testing for readiness</li> </ul>	<p>Work sheets - access on shared drive to all theory PowerPoint's and work sheets used in lessons. Recipe PowerPoint's Recipe booklet. Self-assessment booklet. <a href="http://www.foodafactorforlife.com">www.foodafactorforlife.com</a></p>
<p>Food Nutrition and Health</p> <ul style="list-style-type: none"> <li>• Sources of protein, fat and carbohydrate in our diet</li> <li>• The effects of excess and deficiency of protein, fat and carbohydrate in our diet</li> <li>• Current guidelines for a healthy diet (EWG)</li> <li>• How diet can lead to obesity, cardiovascular health, dental health, type two diabetes</li> </ul>	<p>As above</p>
<p>Food Science</p> <ul style="list-style-type: none"> <li>• Different cooking methods</li> <li>• Gelatinisation, dextrinisation, caramelisation, aeration, enzymic browning, oxidation, chemical raising agent, mechanical raising agent</li> </ul>	<p>As above</p>
<p>Food Safety</p> <ul style="list-style-type: none"> <li>• The conditions for growth for micro-organisms (temperature, moisture, food, time)</li> <li>• High risk food</li> <li>• Food spoilage, enzymic browning, mould growth and yeast action</li> <li>• Micro-organisms used in food production – blue cheese, bread, youghurt</li> <li>• Sources of bacterial contamination</li> <li>• The symptoms of food-poisoning</li> <li>• Different temperatures in food preparation, freezing, chilling, dangerzone</li> <li>• The need to have good personal hygiene</li> </ul>	<p>As above</p>

TECHNOLOGY – FOOD PREPARATION & NUTRITION  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Food Choice <ul style="list-style-type: none"> <li>• How preference and healthy eating influences food choice</li> <li>• Different types of cuisines</li> <li>• Use of senses to evaluate food products</li> </ul>	As above
Food Provenance <ul style="list-style-type: none"> <li>• Different methods of producing food</li> <li>• Social, moral and environmental issues with food</li> </ul>	As above
Project <ul style="list-style-type: none"> <li>• Research on how ingredients work</li> <li>• Experiment to show how an ingredient works</li> <li>• Analysis of the results</li> </ul>	As above

TECHNOLOGY – FOOD PREPARATION & NUTRITION FOOD  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Food Preparation Skills <ul style="list-style-type: none"> <li>• Preparing equipment for cooking – oiling</li> <li>• Modifying sensory properties of products</li> <li>• Cutting into even size pieces e.g. batons</li> <li>• Shaping and binding wet mixtures such as meatballs evenly</li> <li>• Marinating</li> <li>• Making and shaping dough by rolling out, lining tins</li> <li>• Using finishing techniques such as glazing and garnishing</li> <li>• Using a biological and chemical raising agent</li> <li>• Setting a mixture through the coagulation of eggs</li> </ul>	Work sheets, access on shared drive to all theory Power Points and work sheets used in lessons Recipe Power Point's Recipe booklet Self-assessment booklets <a href="http://www.foodafactorforlife.com">www.foodafactorforlife.com</a>



TECHNOLOGY – FOOD PREPARATION & NUTRITION FOOD  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Food Nutrition and Health</p> <ul style="list-style-type: none"> <li>• Adapting a simple recipe to reflect the nutritional guidelines for a healthy diet</li> <li>• Protein alternatives</li> <li>• Functions and sources of vitamins and minerals in our diet</li> <li>• Effects of deficiency and excess of vitamins and minerals in our diet</li> <li>• Planning a balanced meal for a specific group</li> <li>• Costing recipes</li> </ul>	As above
<p>Food Science</p> <ul style="list-style-type: none"> <li>• How different cooking methods will affect the outcome of a dish</li> <li>• Protein denaturation, coagulation and gluten formation</li> <li>• Shortening</li> </ul>	As above
<p>Food Safety</p> <ul style="list-style-type: none"> <li>• Different food poisoning bacteria</li> <li>• Symptoms of a range of different food poisoning bacteria</li> <li>• Sources of a range of different food poisoning bacteria</li> </ul>	As above
<p>Food choice</p> <ul style="list-style-type: none"> <li>• Different factors that affect food choice, PAL, occasion, cost, preference, availability, lifestyle, seasonality, time</li> <li>• Food choice in relation to religion, culture, ethical and moral belief, medical conditions</li> <li>• How labelling can influence food choice</li> <li>• Different cuisines</li> </ul>	As above
<p>Food Provenance</p> <ul style="list-style-type: none"> <li>• Seasonality, sustainability, organic foods, locally sourced foods, food waste, carbon footprint</li> <li>• Fair-trade</li> </ul>	As above

TECHNOLOGY – FOOD PREPARATION & NUTRITION FOOD  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Project</p> <ul style="list-style-type: none"> <li>• Research relating to a dietary group and a culinary tradition</li> <li>• Selection of appropriate dishes reflecting the research and the task</li> <li>• Demonstration of technical skills/processes to produce good quality dishes</li> <li>• Review and explanation of the choice and appropriateness of final dishes</li> <li>• Producing a time-plan for final product</li> <li>• Evaluation</li> </ul>	<p>Project templates</p>

TECHNOLOGY FACULTY – GRAPHICS  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Students will complete a project based around 'Cultural Promotional Badge Packaging' during the graphics module.</p> <p>A range of formal and informal drawing techniques will be taught. Students will also be introduced to appropriate graphics packages such as Publisher and Adobe Photoshop. Industrial processes will be used to ensure accuracy uniformity and consistency. A variety of simple modelling and construction methods will be used to produce prototypes.</p> <p>Topics covered during the project will include knowledge of the following – typography, the functions of packaging, materials and their working properties (paper, board, polymers and composites) logo design, layout systems, new and emerging technologies which includes the environment, sustainability and the life cycle assessment, modern and smart materials.</p>	<p><a href="http://www.markhiner.co.uk">www.markhiner.co.uk</a>  <a href="http://www.games.co.uk">www.games.co.uk</a>  <a href="http://www.britishmuseum.org">www.britishmuseum.org</a>  <a href="http://www.museumofchildhood.org.uk">www.museumofchildhood.org.uk</a>  <a href="http://www.designcouncil.org.uk/aboutpackaging">www.designcouncil.org.uk/aboutpackaging</a>  <a href="http://www.technologystudent.com">www.technologystudent.com</a></p>

TECHNOLOGY FACULTY – GRAPHICS  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>During this module students will design the corporate identity for a retail outlet and apply the design to the interior and exterior of the shop. Extension work will consist of the development of promotional products for the outlet.</p> <p>Students will develop a range of formal and informal drawing techniques and use industrial processes to make a model. Students will study aspects of corporate design such as logo design, typography, colour association and meeting the needs of a client and target market. Students will be able to use computer software e.g. Adobe Photoshop and illustrator to complete their design work.</p> <p>Topics covered during the project will build on knowledge from the previous years and cover the following materials and their working properties – paper, board, polymers and composites, logo design, layout systems, new and emerging technologies which includes the environment, sustainability and the life cycle assessment, modern and smart materials.</p>	<p><a href="http://www.nationalstemcentre.org.uk">www.nationalstemcentre.org.uk</a> (logo design)  <a href="http://www.gov.uk/government/organisation/environment-agency">www.gov.uk/government/organisation/environment-agency</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/graphics/materialsandcomponents">www.bbc.co.uk/schools/gcsebitesize/design/graphics/materialsandcomponents</a>  <a href="http://www.unep.org">www.unep.org</a>  <a href="http://www.design4retail.co.uk">www.design4retail.co.uk</a>  <a href="http://www.barberdesign.co.uk">www.barberdesign.co.uk</a>  <a href="http://www.technologystudent.com">www.technologystudent.com</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/design">www.bbc.co.uk/schools/gcsebitesize/design</a>  <a href="http://www.bbc.co.uk/education/subjects/zvg4d2p">www.bbc.co.uk/education/subjects/zvg4d2p</a></p>

TECHNOLOGY FACULTY – RESISTANT MATERIALS  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
<p>Year 7 - Workshop safety. Introduction of first project. Design and make an acrylic phone stand or desk tidy or a product with the capability to protect and possibly organise small objects. Researching.</p> <p>Year 8 – Workshop safety. Introduction of first project. Make a miniature truck with CAM mechanism.</p>	<p>Worksheets. Use of “Google” for general research on phone stands, desk tidies and trucks.</p>
<p>Design by initially sketching and the formal drawing.</p>	
<p>Use of tools and equipment. Practical work using mainly wood (pine) but with other materials as needed. Safety considerations. Skills covered: coping saw and vice, drilling machine. Hegner saw, limited use of jigs, use of wet and dry paper and cleaning up. Stage by stage description of processes.</p>	<p>Tools and machinery.</p>
<p>Introduction of second project and the design process. Brief “Design and make a door, wall or identity plaque from acrylic”. Students to write brief, analysis and specification, followed by research and design work. Students then make design. Plastics and wood working techniques, polishing, forming, cuttin, and sanding.</p>	<p>As above. Use of computers and Google for research.</p>
<p>Testing and evaluation writing. Peer assessment.</p>	<p>Worksheets.</p>

TECHNOLOGY FACULTY – RESISTANT MATERIALS  
YEAR 9


<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Electronic MINI car. Extension – portable MP3 player circuit with housing.	Internet/catalogue/shop research.
Practical Work: Design and make a battery powered MINI car to move on a flat horizontal surface that uses high intensity LEDs and a motor.	Materials: Polystyrene. Wood, LEDs, wire, battery holder.
Skills covered: designing, producing card model. Marking out and cutting material and vacuum forming, soldering, basic electronics, assembling parts together, sanding and finishing.	General workshop tools and equipment as needed.
Testing and evaluation writing.	Guidance sheet plus peer assessment sheet.

TECHNOLOGY FACULTY – TEXTILES  
YEARS 7 & 8

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Limited design work. The majority of learning based on acquisition of skills including use of a sewing machine.	Equipment and tools as required.
Health & Safety. Textiles equipment and tools.	Worksheets.
Machine skills – Threading and operating a sewing machine.	Worksheets, equipment and tools.
Fibres and fabrics.	Fabric samples.
People, culture and society.	Internet.
Fabric construction, woven, non-woven and knitted.	Sample packs, video.
Modern and smart materials.	Booklets, worksheets.
The design and make process.	Worksheets, exemplar folders.
Practical – design and make an environmentally friendly shopping bag	Fabric samples, script packs.

TECHNOLOGY FACULTY – TEXTILES  
YEAR 9

<i>Topic(s) covered</i>	<i>Resources available e.g. Website</i>
Health & Safety in the textile industry	Information sheets.
Methods of fabric embellishment – tie-dye, batik, quilting, applique, patchwork etc.	Samples.
People, culture and society.	Books.
Fibre Classification. Natural and manufactured fibres.	Flash cards. Worksheets.
Fabric properties.	Fabric pack. Worksheets.
Pattern making and symbols.	Worksheets and cards.
Wash Codes.	Whiteboard Activity. Worksheets.
Sustainability.	Books.
Scales of production.	Information sheets.
The design and make process.	Worksheets. Exemplar folders.
Practical - design and make a cushion cover which reflects different methods of embellishment.	Equipment and tools as required. Cushion examples.



**The Chace Rules**

**Always have the correct equipment. Mobile phones and electronic devices are not to be used on the school site**

**Complete all homework on time and to the best of your ability**

**Work with all staff and focus in lessons**

**Have high expectations of yourself and the whole class**

**Put in 100% effort into all aspects of learning**

**Encourage and support others**

**Treat everyone else the way you would want to be treated**

**Respect your school and your environment**

**Respect your uniform-wear it smartly**

**Be a positive role model**

*Commitment to Learning High Expectations All Can Succeed Confidence and Courage Everyone Valued Equally*