

## KS3 Curriculum and Assessment Overview

For all subjects in each year, **MCQs** are computer based tests and operate on a quarterly basis except **DT, RS, art and drama** which are tested at the end of units 2 and 4. **Music** is a classroom based listening MCQ test in **units 1 and 4**.

For all subjects in each year, **DOYA** is a holistic assessment of children's attainment using the ARE descriptor. This judgement will be made in **Term 3** after **unit 2** and in Term 6 after **unit 4**

**Purple** and **green** are used in the overview to identify these elements

Year 7					
	Unit 1 (3 <sup>rd</sup> Sept – 9 <sup>th</sup> Nov)	Unit 2 (12 <sup>th</sup> Nov – 1 <sup>st</sup> Feb)	Unit 3 (4 <sup>th</sup> Feb – 3 <sup>rd</sup> May)	Unit 4 (6 <sup>th</sup> May – 19 <sup>th</sup> July)	
<b>Art</b>	<b>Portraiture:</b> <i>What is the purpose of a portrait?</i> <ul style="list-style-type: none"> <li>Key terminology and definitions, application to unseen images (MCQ 1)</li> <li>Portfolio folder with developed outcome</li> </ul>	<b>Natural World:</b> <i>Why does nature matter?</i> <ul style="list-style-type: none"> <li>Key terminology and definitions, application to unseen images (MCQ 3)</li> <li>Portfolio folder with developed outcome</li> </ul>			
<b>Computing</b>	<b>Computer Systems</b> <ul style="list-style-type: none"> <li>Knowledge and skills</li> </ul>	<b>Hardware</b> <ul style="list-style-type: none"> <li>Knowledge and skills</li> <li>Long answer questions</li> </ul>	<b>Computational Thinking</b> <ul style="list-style-type: none"> <li>Knowledge and skills</li> </ul>	<b>Data representation</b> <ul style="list-style-type: none"> <li>Knowledge and skills</li> <li>Long answer questions</li> </ul>	
<b>Drama</b>	<b>Technique Toolkit</b> <ul style="list-style-type: none"> <li>Knowledge and skills</li> </ul>	<b>Script and Character</b> <ul style="list-style-type: none"> <li>Knowledge and skills: physical skills and vocal skills</li> <li>Performance</li> <li>Live theatre evaluation</li> </ul>		<b>Genre</b> <ul style="list-style-type: none"> <li>Performance</li> <li>Script based exam</li> </ul>	
<b>DT</b>	<b>Design and Technology:</b> <i>What makes an effective design?</i> <ul style="list-style-type: none"> <li>Core principles</li> <li>Design, make and evaluate model including written response</li> </ul>	<b>Food Technology:</b> <i>What skills do I need to follow a healthy lifestyle?</i> <ul style="list-style-type: none"> <li>Core principles</li> <li>Make, evaluate and analyse model including written response</li> </ul>		<b>Textiles:</b> <i>What makes an effective design?</i> <ul style="list-style-type: none"> <li>Core principles</li> <li>Design, make and evaluate model including written response</li> </ul>	
<b>English</b>	<b>Ancient Stories – Narrative Tradition Part A:</b> <i>The story of the hero: how has our conception of the hero changed over time?</i> <ul style="list-style-type: none"> <li>Key terminology and concepts, unseen text, taught anthology</li> <li>One extended written piece:                             <ul style="list-style-type: none"> <li>Discursive writing: 'Hercules is a fantastic example of a Greek hero.' To what extent do you agree?</li> </ul> </li> </ul>	<b>Ancient Stories – Narrative Tradition Part B:</b> <i>The story of the hero: how has our conception of the hero changed over time?</i> <ul style="list-style-type: none"> <li>Key terminology and concepts, unseen text, taught anthology</li> <li>Two extended written pieces:                             <ul style="list-style-type: none"> <li>Analyse an extract focussing on Grendel in Beowulf.</li> <li>A narrative about a heroic character which subverts an element of ancient stories</li> </ul> </li> </ul>	<b>The Nineteenth Century: Great Expectations:</b> <i>Who decides what Great Expectations are?</i> <ul style="list-style-type: none"> <li>Key terminology and concepts, unseen text, Great Expectations</li> <li>Three extended written pieces:                             <ul style="list-style-type: none"> <li>Analysis of a key extract: How is the convict presented in this extract?</li> <li>"Success is shaped by the people around us such as family, friends and other role models." Write an article giving your views on this statement.</li> <li>Analysis of structure: How does character of Pip develop as the novel progresses?</li> </ul> </li> </ul>		<b>Shakespeare and Comedy and Sonnets:</b> <i>Is Shakespeare funny?</i> <ul style="list-style-type: none"> <li>Key terminology and concepts, unseen text, Shakespeare and comedy</li> <li>Two extended written pieces:                             <ul style="list-style-type: none"> <li>How is humour presented in ... a scene of your choice?</li> <li>How is the relationship presented in sonnet 130?</li> </ul> </li> </ul>
<b>Geography</b>	<b>Where in the world are we?</b> <ul style="list-style-type: none"> <li>Knowledge, concepts and skills</li> <li>Extended written response: physical and human geography</li> </ul>	<b>How do we locate our place in the world?</b> <ul style="list-style-type: none"> <li>Knowledge, concepts and skills</li> <li>Extended written response: lesson based exam style questions</li> </ul>	<b>Urbanisation:</b> <i>How is urbanisation changing our world?</i> <ul style="list-style-type: none"> <li>Knowledge, concepts and skills</li> <li>Extended written response: traffic management</li> </ul>	<b>Rivers and flooding:</b> <i>Why do rivers flood and how does this affect people?</i> <ul style="list-style-type: none"> <li>Knowledge, concepts and skills</li> <li>Extended written response: lesson based exam style questions</li> </ul>	

<b>History</b>	<b>The Battle of Hastings</b> <b>Why did William win at Hastings?</b> <i>Causation</i> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> <li>• Extended written response: explain why William won at Hastings</li> </ul>	<b>The Impact of the Norman Conquest</b> <b>How did the Normans impact Britain?</b> <i>Consequence, change &amp; continuity</i> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> <li>• Extended written response: explain why there was limited opposition to the Norman Conquest</li> </ul>	<b>Causes and Consequences of the Black Death</b> <b>What does the Black Death tell us about Medieval society?</b> <i>Importance, cause &amp; consequence</i> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> <li>• Extended written response: explain why the Black Death was an important event</li> </ul>	<b>The Reformation in Tudor England</b> <b>Why did Henry VIII change religion?</b> <i>Cause &amp; consequence, importance, diversity</i> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> <li>• Extended written response: explain why Henry VIII changed religion</li> </ul>
<b>Maths</b>	<b>Probability &amp; Number 1</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>	<b>Algebra 1</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>	<b>Ratio and Proportion 1</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>	<b>Geometry and Measures 1</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>
<b>MFL</b>	<b>Languages and Me</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> </ul>	<b>My World</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Extended writing</li> </ul>	<b>My Health</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Listening</li> <li>• Reading</li> <li>• Role play</li> </ul>	<b>My Plans</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Photo card speaking</li> </ul>
<b>Music</b>	<b>Elements of Music</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding listening test</li> <li>• Solo keyboard performance</li> </ul>	<b>Ten Pieces</b> <ul style="list-style-type: none"> <li>• Paired composition</li> </ul>	<b>Ensemble Skills</b> <ul style="list-style-type: none"> <li>• Ensemble performance</li> </ul>	<b>Traditional Music</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Ensemble performance</li> </ul>
<b>PE</b>	<b>Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Analysis of Performance</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Fitness</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>
<b>RS</b>	<b>Stories from the Prophets</b> <ul style="list-style-type: none"> <li>• Extended written response: 'The prophets are good role models'. Discuss</li> </ul>	<b>Life of Jesus</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Extended written response</li> </ul>	<b>Islam</b> <ul style="list-style-type: none"> <li>• Extended written response</li> </ul>	<b>Religion in the Community</b> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• Extended written response</li> </ul>
<b>Science</b>	<b>Particle Model</b> <b>Pure and Impure Substances</b> <b>Cells and Organisation</b> <i>What are the building blocks of life?</i> <i>What are the building blocks of all matter?</i> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> </ul>	<b>Atoms and Elements and the Periodic Table</b> <b>Forces</b> <b>Nutrition and Digestion</b> <i>What are the building blocks of the universe?</i> <i>What forces act in the universe?</i> <i>How does our body use food?</i> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>	<b>Energy Changes</b> <b>Microbes</b> <b>Reproduction</b> <i>How do energy changes occur?</i> <i>What causes diseases?</i> <i>How are human babies made?</i> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> </ul>	<b>Physical Changes</b> <b>Acids and Alkalis</b> <b>Magnetism</b> <b>Current Electricity</b> <i>How do reactions, and acids and alkalis affect us?</i> <i>How do invisible forces act?</i> <i>How do electrical devices work?</i> <ul style="list-style-type: none"> <li>• Knowledge, skills and understanding</li> <li>• 45 minute written test</li> </ul>

Year 8					
	Unit 1 (3 <sup>rd</sup> Sept – 9 <sup>th</sup> Nov)	Unit 2 (12 <sup>th</sup> Nov – 1 <sup>st</sup> Feb)	Unit 3 (4 <sup>th</sup> Feb – 3 <sup>rd</sup> May)	Unit 4 (6 <sup>th</sup> May – 19 <sup>th</sup> July)	
<b>Art</b>	<b>Creatures and Characters:</b> <b>How can you use creative thinking to design your own dynamic character?</b> <ul style="list-style-type: none"> <li>• Key terminology and definitions, application to unseen images (MCQ 3)</li> <li>• Portfolio folder with developed outcome</li> </ul>		<b>Environment:</b> What are the issues which affect our natural or man- made environments? How can Art be used to respond to environmental issues? <ul style="list-style-type: none"> <li>• Key terminology and definitions, application to unseen images (MCQ 3)</li> <li>• Portfolio folder with developed outcome</li> </ul>		
<b>Computing</b>	<b>Computer Systems</b> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> </ul>	<b>Hardware</b> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> <li>• Long answer questions</li> </ul>	<b>Computational Thinking</b> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> </ul>	<b>Data representation</b> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> <li>• Long answer questions</li> </ul>	
<b>Drama</b>	<b>Voice</b> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> </ul>	<b>Script and Shakespeare</b> <ul style="list-style-type: none"> <li>• Knowledge and skills: theatre roles</li> <li>• Performance</li> <li>• Live evaluation exam</li> </ul>		<b>Devising from stimuli</b> <ul style="list-style-type: none"> <li>• Written exam applying skills based on Act 3 Scene 1 R&amp;J</li> <li>• One acting skills, one design skills</li> </ul>	
<b>DT</b>	<b>Design and Technology:</b> <b>What do I need to consider when designing for a target market?</b> <ul style="list-style-type: none"> <li>• Core principles</li> <li>• Design, make and evaluate model including written response</li> </ul>	<b>Food Technology:</b> <b>What factors influence food choice?</b> <ul style="list-style-type: none"> <li>• Core principles</li> <li>• Make, evaluate and analyse model including written response</li> </ul>	<b>Textiles:</b> <b>How do I use quality control to produce a successful product?</b> <ul style="list-style-type: none"> <li>• Core principles</li> <li>• Design, make and evaluate model including written response</li> </ul>		
<b>English</b>	<b>The Nineteenth Century Part A:</b> <b>How has 19th century literature shaped what we know about life today?</b> <ul style="list-style-type: none"> <li>• Key terminology and concepts, unseen text, taught anthology</li> <li>• One extended written piece:                             <ul style="list-style-type: none"> <li>○ How is tension built in The Tell Tale Heart?</li> </ul> </li> </ul>	<b>The Nineteenth Century Part B:</b> <b>How has 19th century literature shaped what we know about life today?</b> <ul style="list-style-type: none"> <li>• Key terminology and concepts, unseen text, taught anthology</li> <li>• Two extended written pieces:                             <ul style="list-style-type: none"> <li>○ How is Dr Roylott presented in the story The Speckled Band?</li> <li>○ An opening to a story: detective story – crime has been committed</li> </ul> </li> </ul>	<b>Dystopian Fiction: Animal Farm:</b> <b>What is the best way to organise society?</b> <ul style="list-style-type: none"> <li>• Key terminology and concepts, unseen text, Animal Farm</li> <li>• Three extended written pieces:                             <ul style="list-style-type: none"> <li>○ Description of a dystopian scene</li> <li>○ 'There is no such thing as a perfect world.' Write a speech in which you argue for or against this statement.</li> <li>○ How is power and authority presented in this allegory?</li> </ul> </li> </ul>	<b>Shakespeare and Tragedy:</b> <b>What are the conventions of a tragedy and why do we still study them?</b> <ul style="list-style-type: none"> <li>• Key terminology and concepts, unseen text, Shakespeare and tragedy</li> <li>• Three extended written pieces:                             <ul style="list-style-type: none"> <li>○ How is a character presented in a key scene?</li> <li>○ Compare how love is presented in sonnet 43 and Valentine</li> <li>○ Modern monologue from a key character's perspective (from your choice of play)</li> </ul> </li> </ul>	
<b>Geography</b>	<b>Population</b> <b>How is population changing our world?</b> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Extended written response: China's one child policy</li> </ul>	<b>Development</b> <b>How is development changing our world?</b> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Extended written response: lesson based exam style questions</li> </ul>	<b>Hazards</b> <b>Why do natural hazards happen and how does this affect people?</b> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Extended written response - Tsunami</li> </ul>	<b>Exploring Brazil</b> <b>How is Brazil changing?</b> <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Extended written response: lesson based exam style questions</li> </ul>	
<b>History</b>	<b>British Empire</b> <b>Should we be proud or ashamed of the British Empire?</b> Importance, diversity, historical interpretations <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> </ul>	<b>Slavery</b> <b>What is the legacy of the slave trade?</b> Cause and consequence, historical viewpoints <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> </ul>	<b>Holocaust</b> <b>Who is responsible for the Holocaust?</b> Importance <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> <li>• Source utility</li> </ul>	<b>Equality in the 20<sup>th</sup> Century</b> <b>How have different groups campaigned for equality?</b> Diversity, Importance, historical interpretations, change and continuity <ul style="list-style-type: none"> <li>• Knowledge, concepts and skills</li> <li>• Inference box</li> </ul>	

	<ul style="list-style-type: none"> <li>Extended written response: explain why some people may be ashamed of the British Empire.</li> </ul>	<ul style="list-style-type: none"> <li>Extended written response: explain why slavery was abolished.</li> </ul>		<ul style="list-style-type: none"> <li>Source utility</li> <li>Extended written response: Explain why women gained the right to vote in 1918 OR Explain why Nelson Mandela is an important figure in the struggle against Apartheid.</li> </ul>
<b>Maths</b>	<b>Probability &amp; Number 2</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>	<b>Algebra 2</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>	<b>Ratio and Proportion 2</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>	<b>Geometry and Measures 2</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>
<b>MFL</b>	<b>My Home</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> </ul>	<b>My Travel</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Extended writing</li> </ul>	<b>My Holiday Experiences</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Listening</li> <li>Reading</li> <li>Role play</li> </ul>	<b>Media and Me</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Photo card speaking</li> </ul>
<b>Music</b>	<b>Baroque Music</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Solo and paired performance</li> <li>Solo composition</li> </ul>	<b>Blues Music</b> <ul style="list-style-type: none"> <li>Solo, paired and ensemble performance</li> </ul>	<b>Hooks, Riffs &amp; Song Writing</b> <ul style="list-style-type: none"> <li>Paired arrangement</li> <li>Ensemble performance of original an composition</li> </ul>	<b>Film Music</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Paired extended composition</li> </ul>
<b>PE</b>	<b>Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Analysis of Performance</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>	<b>Fitness</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Student performance profile: Motivation &amp; Confidence (Affective) Physical Competence (Physical) Knowledge &amp; Understanding (Cognitive) Engagement in Physical Activity (Behavioural)</li> </ul>
<b>RS</b>	<b>Life after death</b> <ul style="list-style-type: none"> <li>Extended written response: 'People only believe in life after death as a comfort'. Discuss</li> </ul>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Extended written response</li> </ul>	<b>Good and Evil</b> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>Extended written response</li> </ul>	<b>Ethics in the community</b> <ul style="list-style-type: none"> <li>Extended written response</li> </ul>
<b>Science</b>	<b>Chemical Reactions</b> <b>Forces and Motion</b> <i>How are compounds formed?</i> <i>How do forces act to produce movement?</i> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> </ul>	<b>Cellular Respiration and Gas Exchange</b> <b>Waves</b> <i>How do organisms get energy?</i> <i>How do we use waves for communication?</i> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>	<b>Evolution</b> <b>Energy in Chemical Reactions</b> <b>Materials</b> <i>How do organisms evolve?</i> <i>How are reactions useful?</i> <i>How are metals useful?</i> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> </ul>	<b>Photosynthesis</b> <b>Relationships in Ecosystems</b> <b>Earth and Atmosphere</b> <i>Why are plants so important for life on earth?</i> <i>How do organisms depend on each other?</i> <i>How can we conserve the earth and atmosphere?</i> <ul style="list-style-type: none"> <li>Knowledge, skills and understanding</li> <li>45 minute written test</li> </ul>