



QUEENS' SCHOOL

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**QUEENS'
STAR CURRICULUM:
KEY STAGE 3 GUIDE
2025-26**



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Overview of the Queens' Key Stage 3 STAR Curriculum

At Queens' School, our whole school curriculum aims to instil our core values of **Scholarship, Tenacity, Altruism** and **Respect**; and to develop in pupils the lifelong learning associated with these values. In their teaching and learning, all our students should experience, understand and develop:

Scholarship: the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects, by which we mean:

- the **understanding, retention and recall** of facts and information;
- the **ability to justify** beliefs and ideas;
- the **experience** and **creation** of sequences and structures for organising learning;
- an **awareness** of the cultural 'canon': ideas, people, works which are considered to be significant and stand the test of time;
- an **awareness** of space and body, a learnt perception of location and movement;
- the **experience** of 'flow', of being 'in the zone';
- the ability to **work independently** in a **sustained** way, **using** information, creativity and skill;
- the ability to **apply** facts, knowledge, perceptions and skills to new situations;
- the ability to **create connections** between subjects and to synthesise ideas.

Tenacity: the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge.

Altruism: the habits of working collaboratively and selflessly as part of a learning community.

Respect: the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

Key Stage 3 is the first stage of students' secondary education; at Queens' School it comprises the beginning of Year 7 to Spring/Summer of Year 9. The subjects, topics and content taught at Key Stage 3 are designed to develop students' character, knowledge, understanding and skills and be a foundation stone for the demands of GCSE study in Key Stage 4 and beyond. Between March and May of Year 9, study in the core subjects of English, Maths and Science transitions to GCSE foundation content; from May in Year 9, students move to GCSE foundation/induction in the additional subjects they have chosen for GCSE, whilst maintaining study of all Key Stage 3 subjects until the end of the year.

The National Curriculum (2014), demands that all schools offer a 'broad and balanced curriculum' of subjects, promote the spiritual, moral, social, cultural and physical development of students and prepare them for the experiences and opportunities of life, learning and employment after school. As both an academy and aspirational school, Queens' has elected not only to follow the requirements of the National Curriculum but also, in line with our *Dare to be Great* ethos, to take steps to make sure that all students will be enriched and challenged in their academic and pastoral learning. The core subject lessons at Key Stage 3 are the same as those at Key Stage 2 – English, Mathematics, Science. These are supplemented by a large range of other subjects: Art, Music, Drama, Computer Science, Design and Technology, Languages, Geography, History, Philosophical and Religious Education and Physical Education. Additionally, there is also Lifelong Learning, including Relationships and Sex education, Citizenship, Careers and Personal development. Lifelong Learning is delivered through weekly form lessons, which rotate through different times each week, separate taught sessions, an assembly programme and supplementary talks and visits.



The Timetable at Key Stage 3

The school operates a two-week timetable cycle, with five one-hour teaching periods each day, totalling 50 periods across the fortnight. A significant proportion of Key Stage 3 teaching time is allocated to the core subjects of English and Mathematics, supporting students in developing the high standards of literacy and numeracy that underpin access to the wider curriculum and lay the foundations for lifelong learning and high achievement. Alongside this, the Key Stage 3 curriculum introduces students to a broad range of academic disciplines, including the humanities, modern foreign languages, the arts, and technology subjects. Each department delivers a **STAR curriculum** designed to challenge, differentiate, and nurture the acquisition of lifelong knowledge and skills. It is expected that all students will follow the full Key Stage 3 curriculum as outlined below. A small number of students may, however, be withdrawn from one or two modern foreign languages in Years 8 and 9 in order to receive additional Support in literacy and numeracy. In addition, exceptions may be made for students with a diagnosed specific learning need or a serious medical condition, where appropriate adjustments are required to ensure access to learning.

| Subject | Year 7 Teaching periods (hours) per fortnight | Year 8 Teaching periods (hours) per fortnight | Year 9 Teaching periods (hours) per fortnight |
|----------------------|---|---|---|
| English | 8 | 8 | 8 |
| Maths | 7 | 7 | 7 |
| Science | 6 | 6 | 6 |
| MFL* | 6 | 6 | 6 |
| Technology** | 3 | 3 | 3 |
| PE | 4 | 4 | 4 |
| Geography | 3 | 3 | 3 |
| History | 3 | 3 | 3 |
| Art | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| Lifelong Learning*** | 1 | 1 | 1 |
| PRE**** | 2 | 2 | 2 |
| Music | 2 | 2 | 2 |
| Computer Science | 2 | 2 | 2 |

*In 2025-26, all Year 7 students are studying Spanish for 6 hours per fortnight. In Year 8, students are studying Spanish for 3 hours/ fortnight and Spanish (their Year 7 language) as a second modern language for 3 hours/ fortnight. In Year 9, students are continuing with both French and Spanish.

** Students study the full range of Technology subjects in rotation across the year: Product Design, Textiles and Food Technology. Product Design is a blend of Resistant Materials and Graphic Products.

*** Lifelong Learning comprises personal, social, health and economic development alongside British Values, Sex and Relationships Education, Careers and Social, Moral Spiritual and Cultural education and is taught once a week in rotating periods.=

****PRE is an acronym for Philosophical and Religious Education.



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Classes and setting

The majority of subjects are delivered to form groups throughout the course of Key Stage 3. In some subjects, forms are mixed up, maintaining a variety of student ability; in other subjects, students are set by ability to help the teaching staff differentiate the curriculum delivery.

Where subjects are banded by ability there is usually the facility for students to move between sets if it becomes apparent that their performance is in-line with a different teaching group, whether it be a higher or a lower set. PE is taught in single gender groups. The setting arrangements by subject and year are outlined here:

| | Year 7 | Year 8 | Year 9 |
|--------------------------------|---|---|---|
| Form groups (mixed ability) | Art Computing Drama English Geography History LLL MFL Music PRE Science | Art Computing Drama English Geography History LLL Music PRE Science | Art Geography History LLL PRE Science |
| Mixed form (mixed ability) | Technology | MFL Technology | Drama Art MFL Music Technology |
| Ability banding | Maths PE | Maths PE | English Maths PE |



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Home Learning at Key Stage 3:

"Home learning" is the independent learning outside of the classroom environment that clearly links to curriculum aims. This definition better lends itself to the concept than "homework".

Home learning activities are designed to be tasks that promote the development of learning rather than repetition of learning. Students need to take responsibility for their own learning and see themselves as active participants in their progress towards known goals.

By completing home learning tasks, students are encouraged to develop:

- Independent study skills
- Perseverance and self-discipline
- Skills learnt in the classroom through extension and consolidation
- Knowledge and understanding of subject content through independent research and extended learning.

A home learning schedule is in operation for students in Years 7, 8 and 9. The purpose of home learning is to reinforce and develop classroom learning. As such, staff issue appropriate tasks as per the schedule outlined in this section of the booklet. Written homework will not necessarily be set on every occasion; homework may also involve reading, presentation work or an investigation. Homework is set twice a week in English and Mathematics, weekly in Science and MFL, and fortnightly in other subjects. Each piece of homework should take students approximately 20 to 30 minutes to complete, although longer homework will sometimes be set. As part of their English homework students should also be reading for at least 20 minutes a day. Above are details of this year's home learning arrangements for Years 7, 8 and 9. All home learning activities will be set on Class Charts, along with information about due date and expected time to complete the task.

Students should expect home learning activities to take between 3 and 4 hours per week. As a guide, this will be split across the two-week timetable:

- English and mathematics - 2 hours
- Science, Modern Foreign Languages - 1 hour each
- All other subjects - 20-30 minutes each

They may vary in size and length depending on the task.

The home learning timetables below are published to students at the start of the year. In Year 7, this shows the *day(s) in which home learning will be set on Class Charts and the day that we would suggest the home learning is completed*. In Years 8 and 9, this is a guide to support students' organisational skills. The timetable will indicate *a suggested day that the home learning be completed, but it may be set on a different day*.

If students need additional work they should read their private reading book.

Parents/Carers should assist their child with planning and organising of their home learning. They should provide their child, where possible, with a suitable learning environment in which to complete their home learning, without distractions. Home learning tasks and feedback should be discussed by parents/carers and their child to encourage conversations about learning. Parents, as well as students are expected to check Class Charts regularly and monitor home learning deadlines. It is the parents' responsibility to support and encourage child to complete independent revision and wider reading for pleasure.

Where home learning is not completed, not handed in, or not completed to a satisfactory standard, students will be issued with a warning on Class Charts in the first instance. When this becomes persistent failure to complete home learning satisfactorily a C3 detention will be issued (40 minute departmental/ teacher detention).



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Year 7 Home Learning Timetables 2025-6

| | 7AB | | 7AE | | 7SH | |
|------------------|--------------------------------|--------------------------------|------------------------------------|-------------------------------|----------------------------------|--------------------------------|
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English PE Comp Sci | History English | PE English | English Art | Science PE PRE | English |
| Tuesday | Spanish Maths | Music Drama | Comp Sci Maths English | Geography Music English | Art Maths | Geography Music |
| Wednesday | Art English | Maths Geography | PRE | Spanish Maths | English Spanish | Maths Technology English |
| Thursday | PRE Maths | Technology | Maths Science | Technology | Drama Maths | History |
| Friday | Science | English Maths | History Drama | Maths | English Comp Sci | Maths |
| | 7FD | | 7FX | | 7SN | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | Technology English | PE Music | Technology Science Geography | PRE PE English | History PE English | Geography English |
| Tuesday | Comp Sci Maths | English Maths PRE | Spanish Maths | English Maths | Comp Sci Maths | Art Science |
| Wednesday | Spanish | Art | English Art | Music Drama | Drama Spanish | Maths |
| Thursday | Maths English | English Maths | History Maths | Maths | PRE Maths | Music |
| Friday | Drama Geography | Comp Sci Science | English | Comp Sci | English Technology | English Maths |
| | 7SW | | 7TC | | 7TM | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | Geography PE Music | History English | Technology English Spanish | Geography PE | Technology Spanish History | Music PE |
| Tuesday | English Maths | Science | Science Maths | English Maths | Geography Maths | Maths |
| Wednesday | Spanish Comp Sci English | Maths History Technology | Music Drama English | Art Comp Sci | English Science | PRE |
| Thursday | Maths | English Drama | History Maths | Maths English | Comp Sci Maths | Maths Art English |
| Friday | PRE | Maths | | PRE | English | English Drama |

Please note that technology may move in the schedule due to the rotations



Year 8 Advisory Home Learning Timetables 2025-6

| | 8AB | | 8AE | | 8AL | |
|------------------|-----------------------------|----------------------------------|-------------------------|-------------------------------|-----------------------|----------------------------------|
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Maths | English Maths | English Maths | Drama English PRE | Spanish English | English Music |
| Tuesday | Science PR | Drama French | PE Music | Spanish Maths | Maths French | Geography Maths |
| Wednesday | PRE Comp Sci | Music | Maths French | Comp Sci | Drama Science | History |
| Thursday | Maths History Spanish | Maths Geography Art | Science Art | Geography History Maths | Maths Comp Sci | Maths Art PRE |
| Friday | English Technology | English | English | Technology English | English Technology | English PE |
| | 8SW | | 8FD | | 8SN | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Maths | Geography Comp Sci | English Comp Sci | Music English | French English | Spanish English |
| Tuesday | PE Science | Maths | Maths French | Maths | PE Maths | PE Maths |
| Wednesday | Drama Technology | English Art | Art PE Technology | Science Geography PRE | Science Technology | Music Art PRE |
| Thursday | Spanish Maths | Music Maths | Spanish History | Drama | Maths Drama | History Comp Sci |
| Friday | PRE English French | English History | English Maths | English Maths | English | English Geography |
| | 8FX | | 8TC | | 8TM | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Science | Comp Sci Maths English | English Science | English Maths Spanish | English PE | Art Maths |
| Tuesday | Maths French History | Geography | French Maths PRE | PRE | Drama Maths | Comp Sci Geography History |
| Wednesday | PE Art | English Technology Spanish | Geography Music | Technology PE | French Music | Technology English |
| Thursday | PRE Drama | Music | Drama | Art Maths | Spanish Science | PRE |
| Friday | English Maths | Maths | English Maths | English Comp Sci | English Maths | English Maths |



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Year 9 Advisory Home Learning Timetables 2024-25

| | 9AB | | 9AE | | 9SN | |
|------------------|----------------------------------|----------------------------|----------------------------|-----------------------------|--------------------------------|---------------------------|
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Drama | English PRE | English Science | English Music | English Music | English |
| Tuesday | Maths Music | Art Maths | History PE Maths | Maths Drama | Geography Maths | Comp Sci Maths |
| Wednesday | Technology Spanish | French Geography | Technology PRE | Spanish | Technology Science | French Spanish |
| Thursday | History Comp Sci | PE Maths | Geography Art | English | Drama History | PE Art |
| Friday | English Maths | English Science | English Maths | Maths Comp Sci French | Maths English | Maths English PRE |
| | 9SW | | 9FD | | 9FX | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Spanish History | French English Music | English Maths | English Maths | English Maths | English PRE |
| Tuesday | Maths | Drama PE | Spanish History | PE Art | PE Computer | Maths History |
| Wednesday | Geography | Maths Science | Science Geography | Comp Sci | Technology Science | Geography Art |
| Thursday | Technology Comp Sci | Art | Drama French English | English | French Music English | English |
| Friday | English Maths | English Maths PRE | Maths Technology | Maths Music PRE | Maths | Drama Spanish Maths |
| | 9FR | | 9TC | | 9TM | |
| | Week A | Week B | Week A | Week B | Week A | Week B |
| Monday | English Maths | English Geography | English Maths | English French | English Maths | English Maths |
| Tuesday | Comp Sci French | Maths PE | PE Science | Drama Maths | Art PE | Science |
| Wednesday | Science | Art | PRE Technology | Music | History Technology Music | Spanish English |
| Thursday | Spanish Technology English | Music PRE English | English Spanish | History English | French English | Drama |
| Friday | Maths Drama | Maths History | Maths Comp Sci | Maths Art Geography | Maths Geography | Maths PRE Comp Sci |



Here are some of the top tips for ensuring that students make the best progress when working independently at home which we share with them:

1. Create a Home Learning Plan

- Check Class Charts every day to see what work is set and when it is due in. They should ask questions well before the due date if they are unclear on the instructions.
- It's normal for students to have a few hours of home learning a night. If it's heavy home learning day, they will need to devote more time to it.
- Try to come up with a home learning schedule, especially if a student is involved in extracurriculars.

2. Find a Good Place to Work

When students settle down to do home learning, where do they do it? Parked in front of the TV? In the kitchen, with other family members distracting? Maybe these places worked when they were younger and home learning was simpler, but home learning is probably more complicated now.

Students will do best if they can find a place to get away from distractions, like a bedroom or study. If their home is noisy no matter where they go, they could try searching online for study music, anything relaxing or inspiring. This can help drown out noise in their environment — being mindful of the volume of course!

They should sit at a desk or table that's comfortable, or try spreading out on the floor. It's usually best for them to avoid their beds because they might get sleepy or have trouble sleeping later on. As long as they find a spot where they feel comfortable (and not tired), they'll be able to focus.

3. Get to Work

If students start working while they feel stressed out, anxious, or otherwise in a bad mood, they may not get much done. They could try practising a mindfulness or breathing exercise before getting started, even just for a few minutes in order to improve focus.

Avoid distractions. Students should put away their phones and other electronic distractions when starting home learning. They should turn off apps on their devices so they're only focused on academic work. Some people like to start with the easy assignments to get them out of the way, while others prefer to tackle the more challenging assignments first. They should consider which strategy will work better for them by trying both and seeing if they notice a difference. If they get stuck, they should try to figure out the problem, without spending too much time on it because they need time for other assignments. Taking a 15-minute break every hour is a good idea for most people.

4. Get Help When They Need It

Even when students pay attention in class, study for tests, and do your home learning, some subjects may still seem too hard. We advise them not to be afraid to ask for home learning help — from teachers, friends, or family members.



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Use of 'Bring Your Own Device' at Key Stage 3:

All students at KS3 have been asked to acquire a notebook-laptop e.g. Chromebook for use in school lessons and for home learning. This will not replace more traditional forms of learning, and students will still be hand writing the majority of classwork and assignments. Rather, the access that devices give students to e.g. electronic textbooks, breadth of research, assessment and revision practice, collaborative work, audio-visual dimensions for practical and performative learning - complements our curriculum and facilitates even more student engagement. As such, students should not expect devices to be used in every single subject lesson, but that they will be used regularly for individual lesson and home learning tasks where relevant and appropriate.

The STAR Curriculum in each subject at Key Stage 3

The following pages provide information about the knowledge and skills studied in individual subjects in Years 7, 8 and 9 and also how our STAR values are developed and reflected in them. Each subject page(s) shows:

- the learning sequence of topics in each term in each year at Key stage 3 and in the first half term of secondary transition between Years 6 and 7
- the most important subject-specific terminology associated with each year's learning
- the ways in which the value of **scholarship** will be attained in each year: **recall, retention, use, development, awareness, application, analysis, creation, connection**
- the ways in which the value of **tenacity** will be attained in each year
- the ways in which the value of **altruism** will be experienced in each year
- the ways in which the value of **respect** will be experience in each year



English Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|-----------------------|--|---|---|---|
| L e a r n i n g s e q u e n c e | T e r m 1 | <p>First four weeks:</p> <p>In the opening lessons of 'Media and Moving Image', pupils will consolidate and develop Key Stage 2 understanding of:</p> <ul style="list-style-type: none"> -narrative structure and form | <p>a) Media & Moving Image: Study of a range of media and moving image extracts/texts for: narrative structure, form and theory, inference and subtext, character construction, author choice of language and imagery, summary writing, persuasive language.</p> <p>b) Gothic: Study of a range of texts within this genre for: use of quotation and reference to support ideas, narrative structure and form, inference and subtext, revising grammar, using vocabulary ambitiously.</p> <p>c) Let's Think in English: a fortnightly lesson designed to develop pupils' skills in responding orally to unseen literature from a range of cultures and societies; understanding, analysing, thinking and interpreting a new unseen text every lesson.</p> | <p>a) Myths and Legends: Study of a range of Classical myths/ legends for: awareness of cultural canon and cultural allusion, advanced comprehension skills, narrative structure and form, linguistic choices of authors, writing to imagine and describe, employing different sentence types and grammatical variations.</p> <p>b) Victorian England: Study of a range of non-literary texts from this period for: skimming and scanning skills, advanced comprehension skills, persuasive and informative language techniques, basic similarities and difference between texts, the influence of context on text, advanced punctuation.</p> | <p>a) Warring Worlds: Study of a range of literary and non-literary texts occasioned by the experience of war, for: poetic form and structure, first person witness accounts and reportage, exploring linguistic choices of authors, tone and genre, including sarcasm and satire, understand and explain links between text and context, independent research activities, creative and empathetic writing, understanding, explaining and using rhetoric, developing and justifying opinions about texts, developing analytical and evaluative vocabulary, writing analytically about texts.</p> |
| | T e r m 2 | <ul style="list-style-type: none"> -symbolism and character -grammar basics -skimming and scanning -secondary comprehension, inference and comparison skills | <p>a) Shakespeare's Villains: Study of a range of Shakespearean villains on script, stage and screen, for: awareness of key scenes/characters from Shakespeare's canon, Shakespeare's poetic/dramatic methods, dramatic form and structure, moving image techniques, oral presentation and performance skills, written explanation and analysis skills of literary extracts, influence of context on text.</p> <p>b) London: Study of a range of texts related to London, for: exploring the influence of context on text, advanced comprehension skills, written explanation and analysis of literary and non-literary extracts, using evidence, and learning how to construct a debate and recognise different points of view.</p> <p>c) Let's Think in English: see above</p> | <p>a) Romeo & Juliet: Study of this whole play in order to teach: further awareness of Shakespeare's canon and language, soliloquies and dramatic form, more advanced written analysis of text and use of supporting evidence, responding critically to a full text, including character and theme development, oral skills of performance, reading and debate, close analysis skills including annotation.</p> | <p>a) Adventure and Exploration: Study of a range of non-fiction styles of writing and forms based on this theme, to consolidate the following:</p> <ul style="list-style-type: none"> features of articles and speeches, informal and formal language, Standard English, writing to persuade and argue, adapting style and tone for purpose and audience, advanced punctuation, advanced comprehension and analysis skills, comparing and contrasting texts, BAME representation and context. <p>March : students begin their GCSE English Literature with the analytical study of the play 'An Inspector Calls' by J.B. Priestley.</p> |



English Key Stage 3 STAR Curriculum

| | | | | |
|-----------------------------|---|---|---|---|
| T e r m 3 | | <p>a) Rhetoric & Speeches: Study of a range of historical and modern speeches for: awareness of cultural canon and cultural allusion, - understanding and analysis of rhetoric and linguistic choice, sentence type and variation, oral skills in debate and extended speaking and response, research and discussion of contemporary issues, persuasive speech-writing: form and structure.</p> <p>b) Novel: Study of a whole novel for: theme and character development, engaging in social, moral, cultural and spiritual contexts and linking them to a text. character, setting and mood, analytical/review writing, creative/imaginative writing.</p> <p>c) Let's Think in English: see above</p> | <p>a) Poetry from Different Perspectives: the study of a range of poetry from the literary canon and BAME traditions to teach the following: awareness of the literary canon and cultural allusion, the influence of context upon text, poetic form, structure and language, narrative voice and perspective, more advanced analysis skills, employing evidence and advanced terminology, more advanced comparison and contrast skills in writing, memorisation skills, creative and poetic writing.</p> | <p>Students carry on their GCSE study of the play 'An Inspector Calls'</p> |
| Literacy: some key terms | <p>Noun Verb Adjective Adverb Preposition Phrase Clause Symbol Character Structure</p> | <p><i>Climax Imperative Metaphor Narrator Personification Repetition Simile Soliloquy Symbol Villain</i></p> | <p><i>Alliteration Dramatic irony Dramatic monologue Hubris Hyperbole Juxtaposition Perspective Rhyme Tragedy</i></p> | <p><i>Anaphora Emphasise Evaluation Satire Syndetic List Onomatopoeia Semantic Field Superlative Testimonial</i></p> |
| Scholarship: | <p>Pupils will develop knowledge of:</p> <ul style="list-style-type: none"> -Narrative devices -How stories are structured -Parts of speech -Skimming and scanning for information | <p>Pupils will attain scholarship through:</p> <p>retaining and recalling information about key parts of speech; knowledge about Shakespeare and his theatre; key literary and persuasive terms;</p> <p>understanding and explaining how language, grammatical and structural choices create implicit and explicit meaning and developing their own use of these techniques in creative and transactional speech and writing;</p> <p>awareness of our literary heritage through an exploration of a range of historical and canonical extracts and contexts.</p> | <p>Pupils will attain scholarship through:</p> <p>retaining and recalling information about the poetic and Shakespeare texts and technical terminology;</p> <p>understanding, explaining and analysing how language, grammatical, structural, thematic and poetic choices create implicit and explicit meaning and impact and developing their own use of these techniques in creative and transactional speech and writing;</p> <p>connecting texts to one another and context to text, and developing skills of comparison and contrast;</p> <p>awareness of the Classical and Victorian periods and their cultural and literary significance.</p> | <p>Pupils will attain scholarship through:</p> <p>retaining and recalling key historical facts and events covered in war writing, key literary terms and rules e.g. advanced punctuation;</p> <p>understanding, analysing and interpreting how linguistic and literary choices, tone, structure and genre create implicit and explicit meaning and impact; and developing their own use of these techniques in creative and transactional speech and writing;</p> <p>connecting texts to one another and context to text, and developing skills of comparative evaluation;</p> <p>awareness of the impact of contextual factors on the production of any given text.</p> |
| Tenacity: | | <p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> > independently researching and drafting extended writing and > the expectation that reading will be ambitious in genre/language > tackling challenging concepts and texts such as Todorov's theory of narrative and Shakespeare > discussing unseen complex texts in 'Let's Think in English' | <p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> > memorising poetry and engaging in a recitation competition > studying challenging texts with ambitious vocabulary and concepts > the expectations of ambitious independent research and reading > learning to write analytically with greater stamina and length | <p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> > the exploration of challenging and sensitive texts including those dealing with the Holocaust and Hiroshima > writing more extended analytical and creative responses and being encouraged to conduct independent research > regularly learning quotations off by heart |



English Key Stage 3 STAR Curriculum

| | | | | |
|------------------|--|--|---|---|
| Altruism: | | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > developing essential, constructive peer assessment skills that are regularly employed > taking on a range of roles in regular group work, from leading to facilitating | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > listening to one another perform and helping each other learn and memorise poetry > developing essential, constructive peer evaluation skills that are regularly employed > empathising with studied characters and contexts and debating these with sensitivity > taking on a range of roles in regular group work | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > listening carefully and responding perceptively and sensitively to one another's opinions when debating ideas; > developing essential, constructive peer assessment and evaluation skills that are regularly employed > empathising with studied characters and contexts and debating these with sensitivity > taking on a range of roles in regular group work |
| Respect: | | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > discussing moral/ cultural issues in set texts e.g. bullying, racism & anti-Semitism, the value of reading, caring for the elderly > learning about authors and characters from minority or immigrant backgrounds in their units on speeches and media > listening to or reading others' work politely | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > listening to one another politely as when they are delivering Their poetry performances > the discussion of moral/ cultural issues in set texts such as child labour, crime and punishment, inequality, poverty in their study of Victorian and Shakespearean texts | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > discussion of issues in set texts e.g. prejudice, racism, anti-Semitism (War Writing) animal rights and intervention with indigenous tribes and colonialism (Adventure) > numerous opportunities in debate to respectfully consider one another's opinions, to ask questions and respond with sensitivity |



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Mathematics Key Stage 3 STAR Curriculum



Mathematics Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|-----------------------|--|--|--|---|
| L e a r n i n g s e q u e n c e | T e r m 1 | <p>First four weeks:</p> <p>a) Exploring sequences: linear and non-linear</p> <p>b) Algebraic Notation: function machines, substitution, rules</p> <p>c) Consolidating and assessing Key Stage 2: arithmetic and reasoning understanding</p> | <p>a) Equations & equality: Facts, like terms, simplifying expressions</p> <p>b) Place value & ordering: Ordering numbers, number lines, median and range, rounding, decimals</p> <p>c) Fraction, decimal & percentage equivalence: Tenths and hundredths, percentage meaning, fractions and charts</p> <p>d) Solving problems with addition and subtraction: Adding and subtracting integers and decimals, perimeter problem</p> | <p>a) Ratio & Scale: Simplifying & dividing ratios, gradient of a line</p> <p>b) Multiplicative change: Direct proportion, conversions, scale factors, similar shapes, scale diagrams</p> <p>c) Multiplying & dividing fractions: Mixed numbers, algebraic fractions</p> <p>d) Working in Cartesian plane: Linear & non-linear graphs, points on a line, midpoints, negative gradients</p> <p>e) Representing data: Scatter graphs, grouped frequency</p> <p>f) Tables & probability: Two-way tables, sample space, product rule</p> | <p>a) Straight line graphs: Reading graphs, plotting graphs, gradients & intercepts, equations of lines, real-life graphs</p> <p>b) Forming & Solving Equations: Solving equations & inequalities, inequalities involving negative numbers & unknowns on both sides, Equations with unknowns on both sides, solving problems, rearranging formulae (GCSE Preparation)</p> <p>c) Testing conjectures: Properties of number, expanding binomials, searching for patterns, proof (GCSE Preparation)</p> <p>d) 3D Shapes: Nets, Plans & elevations, surface area, volume</p> <p>e) Constructions & congruency: Constructions, Loci, Congruency</p> |
| | T e r m 2 | | <p>a) Calculating with money and time: Charts and graphs, money and time real life problems, timetables</p> <p>b) Solving problems with multiplication & division: Factors, multiples, powers of ten, metric units, areas, mean</p> <p>c) Fractions & percentages of amounts</p> <p>d) Directed Numbers and applications: Adding, subtracting, multiplying and dividing negative numbers</p> <p>e) Addition and subtraction of fractions: Equivalent fractions, looking at the same denominators</p> | <p>a) Brackets, equations & inequality: Expanding brackets, factorising, forming equations, solving inequalities</p> <p>b) Sequences: nth term, generating sequences</p> <p>c) Indices: multiplying and dividing expressions, powers of powers</p> <p>d) Fractions & percentages: Reverse percentages, revision of FDP, percentage problems</p> <p>e) Standard form: Negative & fractional powers, 4 operations in standard form</p> <p>f) Number sense: Rounding, decimal places, area & volume units</p> | <p>a) Numbers: Estimation, Solving problems, fractions, standard form (GCSE Preparation))</p> <p>b) Percentages: Increase & decrease, change, reverse problems, repeated change</p> <p>c) Money: Bills & bank statements, interest, tax, exchange rates, best buys (GCSE Preparation)</p> <p>d) Deductions: Angles review, algebra with angles, geometric conjecture</p> <p>e) Rotations & Translations: Combined transformations</p> <p>f) Pythagoras' Theorem: Finding the hypotenuse & shorter side, Proving Pythagoras', 3D Pythagoras' (GCSE Content)</p> |
| | T e r m 3 | | <p>a) Addition & subtraction of fractions continued: looking at different denominators, Mixed numbers</p> <p>b) Constructing, measuring & using geometric notation: Measuring and drawing angles, Pie charts, constructing triangles, quadrilaterals and polygons</p> <p>c) Sets & probability: Venn diagrams, probability scale, single events</p> <p>d) Prime numbers & proofs: Factors and multiples, HCF and LCM, Prime factorisation</p> <p>e) Developing geometric reasoning: Understanding angle rules – straight line, triangle, at a point, quadrilaterals</p> | <p>a) Angles in parallel lines: Angle bisector, exterior & interior angles, geometric proof, angles in quadrilaterals</p> <p>b) Area of trapezia & circles</p> <p>c) Line symmetry & reflection: Horizontal, vertical & diagonal</p> <p>d) The data handling cycle: Collecting, representing, analysis</p> <p>e) Measure of location: Averages, discrete and continuous, outliers</p> | <p>a) Enlargement & Similarity: Enlarging with positive, negative & fractional scale factors, solve problems with similar triangles (GCSE Content)</p> <p>b) Solving ratio & proportion problems: Direct & inverse proportion, Ratio incl. algebra, best buys (GCSE content)</p> <p>c) Rates: Distance, speed & time, Distance-time graphs, density, Compound unit conversions, rates of change & graphs (GCSE content)</p> <p>d) Probability: Probability of a single event, expected outcomes, tree diagrams, combined events (GCSE course)</p> <p>e) Algebraic Representations: Quadratic graphs, Interpreting graphs, simultaneous equations, inequality graphs (GCSE content)</p> |
| Literacy: key terms | | <p>sequence solve term solution linear substitute variable equation expression rule</p> | <p>equality inverse term coefficient power index convert partition commutative associative difference perimeter tenths hundredths approximate</p> | <p>multiplier proportion radius diameter gradient origin linear reciprocal discrete continuous Venn diagram expand factorise sequence power expression variable identity construct bisect congruent estimate modal accuracy profit loss adjacent polygon vertex edges outlier</p> | <p>multiplier LCM regular cross-section prism HCF Pythagoras linear polygon coefficient averages quadratic factorise trigonometric expand exponential interpret expressions equations identity</p> |



Mathematics Key Stage 3 STAR Curriculum

| | | | | |
|----------------------------|---|---|---|---|
| <p>Scholarship:</p> | <p><i>Pupils will consolidate and develop knowledge of:</i></p> <ul style="list-style-type: none"> -Function machines -Forming expressions -Generating sequences -Special sequences -Solving equations Substituting into formulae -Plotting coordinates in all 4 quadrants | <p><i>Pupils will attain scholarship by:</i></p> <p>retaining, recalling and applying information about place value, decimal numbers, geometry, proportion and probability</p> <p>understanding and developing reasoning in geometry and applying Maths to real-life situations</p> <p>understanding and connecting fractions to other aspects of Maths such as ratio and proportion as well as geometry problems such as area and perimeter</p> | <p><i>Pupils will attain scholarship by:</i></p> <p>retaining, recalling and applying information about using 4 operations in the number system, revisiting work on fractions and decimals</p> <p>explaining and connecting through working out in logical steps and cross-referencing data as well as relying on previous knowledge to build upon Maths skills and deepen their understanding</p> <p>understanding and applying accurate and precise terminology to explain their answers clearly</p> | <p><i>Pupils will attain scholarship by:</i></p> <p>retaining and recalling information about formulae relating to percentages, areas, volumes and geometry</p> <p>explaining, interpreting and connecting data in relation to their representations, i.e. bar charts, pie charts</p> <p>using and applying equations and formulae to solve problems</p> <p>understanding ratio and proportion in real life contexts i.e. recipes, jobs</p> |
| <p>Tenacity:</p> | | <p><i>Pupils will learn to be tenacious by:</i></p> <ul style="list-style-type: none"> > making challenging links between topics such as proportion & fractions, multiplication & area > responding robustly to feedback from mini-assessments, developing areas for improvement and challenging themselves on the further skills | <p><i>Pupils will learn to be tenacious by:</i></p> <ul style="list-style-type: none"> > explaining and developing complex reasoning and problem-solving skills in starter activities > completing challenge tasks following topic mini Assessment as well as consolidation tasks to complete their learning | <p><i>Pupils will learn to be tenacious by:</i></p> <ul style="list-style-type: none"> > persevering through challenging content > explaining methods and solutions in a sustained and confident manner > responding robustly to feedback from mini-assessments, developing areas for improvement and challenging themselves on the further skills |
| <p>Altruism:</p> | | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > sharing their own answers, ideas and approaches to their work and responding thoughtfully and constructively to the ideas of other students | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > engaging in think, pair share opportunities in lessons > contributing to and responding to class discussions | <p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> > sharing ideas with peers in pair/group/ class discussion > motivating, encouraging and peer teaching each other |
| <p>Respect:</p> | | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > listening to teacher and peer contributions in lessons > accepting verbal and written feedback given > showing working as well as solutions | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > bringing and using Maths equipment responsibly > listening to teachers and peer contributions > developing well-presented solutions | <p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> > accepting verbal and written feedback given. > using Maths equipment precisely and responsibly > developing well-presented solutions/ notes |



Science Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|-----------------------|--|---|---|--|
| L e a r n i n g s e q u e n c e | T e r m 1 | <p>First four weeks:</p> <p>Introduction to laboratory safety and equipment</p> <p>Foundational 'How Science works' skills and how to collate data e.g. graphs, tables</p> | <p>Subjects are taught in a rotation of Biology, Chemistry and Physics topics</p> <p>a) Relationships in an ecosystem – understanding food chains and webs, building on KS2 ecology</p> <p>b) Acids and Alkalis – understanding everyday acids and alkalis and introducing basic word equations</p> <p>c) Energy Transfers – understanding how energy is stored and transferred, introducing basic maths equations</p> <p>d) Cells and Microscopes – understanding the parts of plant and animal cells and how to use a microscope to view them</p> <p>e) Particles – understanding how to use the particle model for solids, liquids and gases</p> <p>f) Forces and its effects – understanding the different types of forces and how they affect other objects</p> | <p>Subjects are taught in a rotation of Biology, Chemistry and Physics topics</p> <p>a) Chemical Reactions/Compounds - builds on Y7 Atoms, and gives an understanding of how they react</p> <p>b) Magnets – builds on Y7 understanding of force, understanding magnetic force and its implications</p> <p>c) Heat Transfer - build on Y7 particles, understanding the ways that heat can be transferred, or not via insulation</p> <p>d) Food and Digestion – understanding of the organs and enzymes involved in the process</p> <p>e) Periodic table - builds on Y7 Atoms & Elements and gives an understanding of the trends in the periodic table</p> <p>f) Forces & Motion - builds on Y7 Forces and gives an understanding of speed and graphical representation</p> <p>g) Transport systems – understanding of respiratory system and circulatory system</p> | <p>Subjects are taught in a rotation of Biology, Chemistry and Physics topics</p> <p>a) Anatomy, inheritance and evolution - builds on Y7 Cells and Y8 Forces when understanding muscles, bones and joints. builds on Y7 reproduction and introduces genetics later in the topic</p> <p>b) Application of forces - builds on Y8 Forces & Motion and introduces new concepts such as moments and pressure</p> <p>c) Describing reactions - builds on Y8 Chemical Reactions and introduces students to more complex reactions</p> <p>d) Light and EM Spectrum - builds on Year 8 Waves and gives an understanding of ray diagrams and other forms of light</p> <p>e) Reactions of acids - builds on Y7 Acids & Alkalis and introduces more complex equations</p> <p>f) Drugs and Disease - builds on Y8 transport systems when understanding the effects of drugs and introduces communicable disease</p> |
| | T e r m 2 | | <p>a) Animal reproduction – understanding the animal reproductive system</p> <p>b) Atoms and Elements – understanding the parts of the atom and its discovery</p> <p>c) Current and Static electricity – understanding electrical circuits</p> <p>d) Variation – understanding classification and categorising variation</p> <p>e) Separating techniques – understanding how to separate mixtures using a range of techniques</p> <p>f) Energy Resources – how energy is transferred, renewable and non-renewable sources</p> | <p>a) Earth and Atmosphere - understanding of geology</p> <p>b) Waves and Sounds – understanding of waves and their application in technology</p> <p>c) Respiration - builds on Y7 Cells and gives an understanding of a fundamental biological process</p> <p>d) Exploring space – understanding the solar system and beyond</p> <p>e) Extracting Metals – understanding of geology and building on separating techniques</p> <p>f) Photosynthesis - builds on Y7 Cells and gives an understanding of a fundamental biological process</p> | <p>a) Revision of key topics and terms and end of KS3 assessment</p> <p>b) Introduction to Mole Calculations (GCSE foundation)</p> <p>c) Introduction to Circuits* (builds on Y7 Electricity and looks forward to GCSE)</p> <p>d) Innovative Materials/ Organic Chemistry* (Builds on Y8 Earth & Atmosphere and forward to GCSE)</p> |



Science Key Stage 3 STAR Curriculum

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|------------------------|---|--|--|---|
| T e r m 3 | | <p>a) Revision of new key topics and terms b) Thinking scientifically (How Science Works): Pupils learn about: what scientists do, the way that science relates to the broader society, different kinds of scientific investigations and using evidence contemporary scientific issues</p> | <p>a) Revision of new key topics and terms b) Thinking scientifically (How Science Works): Pupils learn about: what scientists do, the way that science relates to the broader society, different kinds of scientific investigations and using evidence contemporary scientific issues</p> | <p>Formal transition to GCSE study: a) GCSE Biology topics – Adaptations, interdependence and competition, and Organising an ecosystem b) GCSE Chemistry topic – Atmosphere c) GCSE Physics topic – Energy Resources</p> |
| Literacy: key terms | <p><i>Fair testing</i> <i>Variables</i> <i>Hazards</i> <i>Lab safety</i> <i>Average</i> <i>Beaker</i> <i>Clamp</i> <i>Conical flask</i> <i>Retort stand</i></p> | <p><i>Independent Variable</i> <i>Dependent Variable</i> <i>Hypothesis</i> <i>Control variable</i> <i>Prediction</i> <i>Organelle</i> <i>Particle</i> <i>Fertilisation</i> <i>Renewable</i> <i>Current</i></p> | <p><i>Describe</i> <i>Accuracy</i> <i>Precision</i> <i>Gradient</i> <i>Explain</i> <i>Conservation</i> <i>Chloroplasts</i> <i>Fields</i> <i>Molecules</i> <i>Organism</i> <i>Enzymes</i> <i>Resultant force</i> <i>Period</i> <i>Group</i> <i>Continuous and discontinuous data</i> <i>Line of best fit</i></p> | <p><i>Analyse</i> <i>Evaluate</i> <i>Suggest</i> <i>Charge</i> <i>Current</i> <i>Continuous and discontinuous variation</i> <i>Refraction</i> <i>Moles</i> <i>Amps</i> <i>Ohms</i> <i>Volts</i> <i>Potential difference</i> <i>Lymphocytes and Phagocytes</i> <i>Pathogen</i></p> |
| Scholarship: | <p>Pupils will consolidate and develop knowledge of: Using equipment Bunsen burner safely Disposal of chemicals Drawing graphs Scientific calculators Hazard symbols Observational skills</p> | <p>Pupils will attain scholarship by: retaining and recalling information about key scientific concepts, particularly about cell structure and function; and understanding how cells can become specialised understanding how current flows around a circuit using laboratory equipment in a safe way appreciating the use of modelling to explain key scientific concepts awareness of limitations of 2D diagrams to represent real life 3D organs connecting particle theory to diffusion creating 3D models to represent images they have seen in two dimensions</p> | <p>Pupils will attain scholarship by: retaining and recalling information about key scientific concepts and investigations, including about how to produce, interpret and analyse graphs explaining vital biological processes including photosynthesis, respiration and digestion; vital physical process such as how forces and resultant forces can be used to find the motion of an object and vital chemical concepts such as the difference between atoms, elements, molecules and compounds, and how they all interact using technical scientific equipment safety and effectively, through a number of investigative experiments developing practical skills which allow the collection of accurate and valid data creating experiments to investigate theories</p> | <p>Pupils will attain scholarship by: retaining and recalling information about physical and chemical equations, and keyword definitions for biological terminology explaining processes in biology, phenomena in physics and particle theory with rates in chemistry using and applying specialist equipment, standard form in maths, calculation triangles and data to evidence conclusions understanding acids in terms of H⁺ and naming complex salts connecting scientific disciplines e.g. physics/biology in anatomy appreciating different opinions when debating the development of scientific theories over time awareness of the impact of key scientists and discoveries creating experiments to investigate theories</p> |
| Tenacity: | | <p>Pupils will learn to be <i>tenacious</i> through: > responding to the react tasks in mini reviews. > accepting anomaly and error and learning from these > learning how to handle hazardous substances and complex equipment safely</p> | <p>Pupils will learn to be <i>tenacious</i> through: > applying complex mathematics to challenging scientific topics > responding pro-actively to react tasks in mini reviews > using detail to explain processes in a sustained way</p> | <p>Pupils will learn to be <i>tenacious</i> through: > learning GCSE level science in moles, circuits and organic chemistry and expectation of using GCSE level terminology > using complex equipment in a precise and sustained way > bringing facts and evidence together in writing to produce reasoned arguments</p> |



QUEENS' SCHOOL
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Science Key Stage 3 STAR Curriculum

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|------------------|--|--|---|--|
| Altruism: | | Students will learn to be <i>altruistic</i> through: <ul style="list-style-type: none">> sharing equipment and working collaboratively on experiments> giving thoughtful peer feedback | Students will learn to be <i>altruistic</i> through: <ul style="list-style-type: none">> cooperation and communication with others in completing practical activities in small groups and pair 'lab teams'> peer teaching and providing constructive peer criticism | Students will learn to be <i>altruistic</i> through: <ul style="list-style-type: none">> cooperation and communication with others in completing practical activities in small groups and pair 'lab teams'> learning about the impact of science on the environment |
| Respect: | | Students will learn to be <i>respectful</i> through: <ul style="list-style-type: none">> listening to peers' responses> following instructions and disposing of chemicals in a way that is not harmful to the environment> handling organisms like the amoeba under a microscope | Students will learn to be <i>respectful</i> through: <ul style="list-style-type: none">> delivering and observing presentations on social, economic and environmental issues> correctly disposing of chemicals in a way which reduces the impact on the environment | Students will learn to be <i>respectful</i> through: <ul style="list-style-type: none">> ensuring that they share equipment well, allow every member of the group to try> handling equipment and disposing chemicals with maturity> debating with respect for others' opinions> handling organisms with care |



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Art Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|-----------------------|--|---|--|---|
| L e a r n i n g s e q u e n c e | T e r m 1 | First four weeks of Year 7: Basics of: a) Tone & Texture - Natural Forms b) Formal Elements | a) Tone & Texture-Natural Forms b) Formal Elements | a) Portraiture & Society - Mixed media & transfer techniques b) Formal Elements | a) Dia de los Muertos – clay b) Formal elements |
| | T e r m 2 | | a) Colour Theory - Landscape b) Formal Elements | a) A Visual Feast - Sculpture techniques b) Formal Elements | a) Art History in Practice - Exploring a range of ideas & techniques b) Formal elements |
| | T e r m 3 | | a) Mixed Media - Seascape b) Formal Elements | a) Translation - Visual Use of Language & Typography b) Formal Elements | a) Art History in Practice - Exploring a range of ideas & techniques OR GCSE foundation lessons from May Half Term b) Formal Elements |
| Literacy: key terms | | | <i>Tone, Proportion, Form, Composition, Texture, Line, Shape, Space, Colour</i> | <i>Tone, Proportion, Form, Composition, Expressive, Mark Making, Sculpture, Activism, Consumerism</i> | <i>Tone, Proportion, Form, Mark Making, Pattern, Composition, Symbolism, Cultural Expression</i> |
| Scholarship: | | | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling information about the formal elements of art, in particular form; and explaining how the application of these elements help compose or construct a visual image or sequence</p> <p>using art materials with growing control, confidence and skill</p> <p>developing new techniques and applying skills that demonstrate understanding of the formal elements</p> <p>appreciating the complexity of visual aesthetics and the rules that help the practice of them</p> <p>creating pieces of art which demonstrate their understanding of technique and theory</p> | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling information about the formal elements and principles of art, in particular form and balance and explaining the concepts of identity and art as a form of communication</p> <p>using materials that support and add weight to concepts with confidence and skill</p> <p>developing ideas that are influenced by studied artists and applying understanding of formal elements and principles to their own work</p> <p>appreciating artwork from diverse cultures</p> <p>awareness of the historical context of portraiture and sculpture</p> <p>creating individual bodies of work</p> | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling information about the formal elements and principles of art, in particular form and balance and explaining how cultural ideas and customs influence art.</p> <p>using materials that support and add weight to concepts with confidence and skill</p> <p>developing ideas that are influenced by studied artists and applying understanding of formal elements to their own work</p> <p>appreciating artwork from diverse cultures</p> <p>awareness of the historical context of portraiture and sculpture</p> <p>creating individual bodies of work</p> |
| Tenacity: | | | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > learning new and advanced techniques and handling equipment > creating art pieces over a sustained period | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > mastering new and advanced techniques > solving problems of form and balance > creating art pieces independently over a sustained period | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > refining, mastering and applying new techniques > researching in order to solve artistic challenges > creating independent bodies of art work |



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Art Key Stage 3 STAR Curriculum

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| Altruism: | | Pupils will learn to be <i>altruistic</i> through: > giving helpful peer feedback > sharing equipment and working collaboratively with others | Pupils will learn to be <i>altruistic</i> through: > giving constructive and thoughtful peer feedback > sharing equipment and working collaboratively with others | Pupils will learn to be <i>altruistic</i> through: > giving motivating and thoughtful peer feedback > sharing equipment and working collaboratively with others |
| Respect: | | Pupils will learn to be <i>respectful</i> through: > learning about the diverse backgrounds and contexts of studied artists and genres; and about the cultural canon | Pupils will learn to be <i>respectful</i> through: > learning about the diverse backgrounds and contexts of studied artists and genres; and about the cultural canon | Pupils will learn to be <i>respectful</i> through: > learning about the diverse backgrounds and contexts of studied artists and genres; and about the cultural canon |



Computer Science Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|--------|---|---|---|--|
| L e a r n i n g s e q u e n c e | Term 1 | First half term of lessons: School electronic systems File Organisation e-communication | a) Intro to School Systems & File management b) Programming in Scratch <ul style="list-style-type: none"> - Drag and drop coding - Repetition and selection | a) Game Design & Creation: pupils will- <ul style="list-style-type: none"> -Practise -Design -Create their own game -Exporting executable files and use of Microsoft Publisher | a)App creation <ul style="list-style-type: none"> -Design Hierarchy & Microsoft PowerPoint -Create own phone app |
| | Term 2 | | a) Computer networks and protocols b) 'Clear messaging' | a) Spreadsheets & Excel <ul style="list-style-type: none"> -Cells, formatting and printing -Calculations, Formulae and Functions -Graphs and Filters b) Creating a website | a) Python programming <ul style="list-style-type: none"> -Decomposition -Flowcharts -Coding -Drawing and control |
| | Term 3 | | a) Spreadsheets b) Using Media: Gaining support for a cause | a) Understanding Databases | a) Binary and Logic <ul style="list-style-type: none"> -Number systems - Denary – Binary – Hex -Logic Gates, Truth Tables and circuits KS4 Content: U1 Data Representation. |
| Literacy: key terms | | | <i>Storyboarding Creating Editing Analysis Sequencing Selection Audience Evidence Queries</i> | <i>Audience Print layout Graph types Sprites Objects Properties Events Cell reference Formula Function Feedback Evaluation Filter and Queries</i> | <i>Syntax Debugging Sequence Iteration Flowcharts Pseudo coding Types of Testing: Unit, System, User Syntax Logic gates – AND, OR, NOT Devices – Input, Output Storage</i> |
| Scholarship: | | Pupils will consolidate and develop knowledge of: use of computer hardware and software | Pupils will attain <i>scholarship</i> by: Retaining and recalling information about the basic history and use of computers – for benefit and detrimental use; Developing foundation coding skills; Creating short animated sequences using “drag and drop” code Appreciating the complexity of animation | Pupils will attain <i>scholarship</i> by: Retaining and recalling information and key terminology about spreadsheet operations Using spreadsheet software to organise, analyse, select and present data; Connecting properties to objects and conditional events to actions; Creating animated sequences for an advert and story | Pupils will attain <i>scholarship</i> by: Retaining and recalling information and key terminology about hardware and logic; Developing coding skills in a high-level language and use of an IDE; Appreciating different numbers systems and use of binary/hex in a computer; Awareness of binary and logic gates in electrical circuits and computer processing |
| Tenacity: | | | Pupils will learn to be <i>tenacious</i> through: > being resilient in identifying errors and correcting code; > using complex new systems > completing sustained coding and animation tasks | Pupils will learn to be <i>tenacious</i> through: > being resilient in identifying errors and correcting code; > using complex new systems > manipulating challenging data in spreadsheets | Pupils will learn to be <i>tenacious</i> through: > being resilient in identifying errors and correcting code; > understanding challenging mathematical and philosophical applications in logic > completing sustained coding and graphic design tasks |



Computer Science Key Stage 3 STAR Curriculum

| | | | | |
|------------------|--|---|---|---|
| Altruism: | | Pupils will learn to be <i>altruistic</i> through: > considering and selecting the correct output view for the audience | Pupils will learn to be <i>altruistic</i> through: > considering and selecting the correct output view for the audience > giving constructive peer feedback | Pupils will learn to be <i>altruistic</i> through: > peer support for coding exercises; > considering hardware to fit the user and the scenario > giving motivational peer feedback |
| Respect: | | Pupils will learn to be <i>respectful</i> through: > following instructions and using hardware and software with care and attention | Pupils will learn to be <i>respectful</i> through: > using hardware and software with care and precision > understanding the importance of accuracy and precision in collating and manipulating data in spreadsheets | Pupils will learn to be <i>respectful</i> through: > using hardware and software with maturity and independence > understanding the importance of accuracy in coding and logic |



Drama Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|--------|---|---|---|---|
| L e a r n i n g s e q u e n c e | Term 1 | First 4-6 weeks: Establishing and consolidating fundamental understanding of movement and space through: | a) Pantomime: plot, character, movement and voice | a) Charlie & The Chocolate Factory: improvisation and script work skills b) Introduction to practitioners: dramatic theory | a) Silent Movies: developing character, plot, tension and movement b) Too Much Punch For Judy: scripted drama work |
| | Term 2 | Physical Theatre | b) Greek Theatre: history of theatre and drama c) Storytelling/ Grimm Tales: dramatic structure and narrative | a) Our Day Out: scripted drama work b) Evacuees/Refugees: Devised and scripted work on a theme | c) Practitioners: Introducing students to key theatre practitioners and exploring styles. d) Devising: Creating own work using different stimuli (prep for GCSE) |
| | Term 3 | Mime | d) The Birthday Party: improvisation skills e) The Terrible Fate of Humpty Dumpty: scripted drama work | a) Mugged: scripted drama work b) Comedy: improvisation and acting styles | Foundation for advanced Drama skills in Improvisation Devised theatre Developing character Voice and movement Form and structure Theatrical styles through study of the play DNA and Radio/Movie project GCSE students will study GCSE foundation content from May. |
| Literacy: key terms | | <i>Physical theatre Mime Transition Role play Still Image Improvisation</i> | <i>Characterisation Chorus Amphitheatre Skene Parados Orkestra Synchronised Unison Narration Voice - pace, pitch, tone</i> | <i>Split Scene Off text Hot seating Monologue Movement Writing in role hair duets Body language Thought tracking Flashback</i> | <i>Slapstick Comedy Reaction shots Devising Synchronised movement Stimulus Direct Address Exaggeration Verbatim theatre Voice - accent, pitch, pace, tone, projection</i> |
| Scholarship: | | Pupils will develop and/or consolidate knowledge of: -movement -space -storytelling -communicating through gesture | Pupils will attain expertise in: retaining and recalling information about Greek Theatre and stock characters explaining how drama techniques enhance a performance developing and implementing performance skills including improvisation and script work connecting theory to practice and physical performance creating short pieces of drama that communicate to an audience | Pupils will attain expertise in: retaining and recalling information about different theatre practitioners and plays explaining different styles of theatre understanding practitioner techniques and professional examples and connecting theory to practice, page to stage developing and implementing characterisation and improvisation techniques and skills creating a range of roles and performances | Pupils will attain expertise in: retaining and recalling information about genre, plays and events in the history of theatre explaining and analysing impact and influence on an audience understanding different styles of drama and implementing them through script work and devising understanding and analysing their own use of social media, cultural differences and social issues developing and creating meaningful, engaging pieces of drama and performances based on stimuli provided |
| Tenacity: | | | Pupils will learn to be <i>tenacious</i> through: > experiencing a sustained rehearsal process > developing the skills to direct and organise other pupils > reacting constructively to, and reflecting on peer feedback | Pupils will learn to be <i>tenacious</i> through: > contributing to and engaging in a sustained rehearsal process > developing the skills to direct and organise other pupils > communicating ideas in a sustained way > exploring unfamiliar, philosophical ideas about drama | Pupils will learn to be <i>tenacious</i> through: > communicating and leading in sustained rehearsal processes > giving and receiving feedback analytically > exploring challenging philosophical ideas about drama |



QUEENS' SCHOOL
Dare to be Great

Drama Key Stage 3 STAR Curriculum

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| Altruism: | | <p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> > being a polite and engaged audience member > giving helpful peer feedback > taking on a range of problem-solving functions within a wider group of pupils | <p>Pupils will learn to be altruistic through:</p> <ul style="list-style-type: none"> > being an engaged and reactive audience member > giving constructive and thoughtful peer feedback > embracing a range of problem-solving functions within a group > learning about and empathising with situations and people from diverse cultures and demographics | <p>Pupils will learn to be altruistic through....</p> <ul style="list-style-type: none"> > being a reactive and supportive audience member > giving thoughtful and motivating peer feedback > re-evaluating appreciation of and responses to social issues > challenging their own mindsets and making changes to their own approaches to social issues |
| Respect: | | <p>Pupils will learn to be respectful through:</p> <ul style="list-style-type: none"> > showing behaviours expected in a drama space e.g. 'hands up' for speaking, rules about props/furniture > being exposed to different attitudes, backgrounds and points of view in group working situations | <p>Pupils will learn to be respectful through....</p> <ul style="list-style-type: none"> > independently following behaviours expected in a drama space > appreciating diverse cultural approaches to drama and theatre > appreciating others' backgrounds and points of view in group working situations | <p>Pupils will learn to be respectful through....</p> <ul style="list-style-type: none"> > Pro-actively implementing behaviours expected in a drama space > Appreciating diverse cultures and historical and social inequalities > Harnessing diverse opinions to improve drama outcomes > Understanding good decisions about friendships/social media use |



Geography Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|--------|--|--|---|---|
| L e a r n i n g s e q u e n c e | Term 1 | Foundational diagrammatic and interpretation skills for KS3 human and physical geography introduced and consolidated through all topics in Y7. | a) My Geography Toolkit: (Geographical Thinking theme) b) Extreme Weather (Dangerous World theme) | a) The Geography of Crime (Geographical Thinking theme) b) Tectonic Hazards (Dangerous World theme) | a) Africa is a continent (Geographical Thinking theme) b) Superpowers (Dangerous World theme) |
| | Term 2 | | a) India (Extreme Places theme) b) Coastal Landscapes (Changing World theme) | a) Deserts (Extreme Places theme) b) River Landscapes (Changing World theme) | a) Frozen Worlds (Extreme Places theme) b) Climate Change (Changing World theme) |
| | Term 3 | | a) Globalisation (A Connected World theme) b) Tropical Rainforests (Outdoor World theme) | a) Development (A Connected World theme) b) Our Local Place (Outdoor World theme) | a) Population (A Connected World theme) b) Fieldwork (Outdoor World theme) Students will develop the skills necessary for research investigations which will be used in both GCSE Geography and other subjects. |
| Literacy: key terms | | | <i>Migration Push factor Pull factor Quality of life Standard of living Globalisation Slum Megacity Population Climate</i> | <i>Development High Income Country (HIC) Middle Income Country (MIC) Low Income Country (LIC) Emerging Developing Erosion Transportation Deposition</i> | <i>Newly Emerging Economy Africa – continent Social Economic Environmental Climate Change Transnational Corporations Nongovernmental Organisations Quality of life</i> |
| Scholarship: | | | Pupils will attain <i>scholarship</i> by: retaining and recalling geographical terminology and symbols to do with climate, populations and landscapes understanding geographical variation e.g. elements of India's human/physical geography, how these vary across the country explaining geographical information and data from maps, graphs and tables | Pupils will attain <i>scholarship</i> by: retaining and recalling geographical terminology to do with earth science, climate, landscape, populations and economics understanding the principles and processes of social, political and economic development interpreting and explaining geographical information and data from maps, graphs and tables | Pupils will attain <i>scholarship</i> by: retaining and recalling geographical terminology and concepts to do with earth science, climate, landscape, populations and economics understanding the consequences of rapid development on social equality and climates interpreting, explaining and connecting complex geographical information and data from maps, graphs and tables |
| Tenacity: | | | Pupils will learn to be <i>tenacious</i> through: > integrating applied literacy and numeracy to provide geographical explanations > conducting independent research and data gathering > learning and using unfamiliar concepts and symbols | Pupils will learn to be <i>tenacious</i> through: > integrating applied literacy and numeracy to provide sustained geographical explanations in writing > conducting independent research and data gathering > learning and using unfamiliar concepts and challenging scientific/economic theories | Pupils will learn to be <i>tenacious</i> through: > integrating applied literacy and numeracy to provide sustained geographical analysis and cross-reference in writing > conducting independent research and data gathering > learning and questioning unfamiliar concepts and challenging scientific/economic theories |



Geography Key Stage 3 STAR Curriculum

| | | | | |
|------------------|--|---|--|---|
| Altruism: | | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > listening and reflecting carefully on the diverse experiences of class members and studied societies > providing constructive peer feedback and collaborating on project work | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > understanding the significance of charity work and local and international aid > providing constructive and thoughtful peer feedback and collaborating effectively on project work | <p>Pupils will learn to be <i>altruistic</i> through....</p> <ul style="list-style-type: none"> > understanding the dangers of racial stereotyping > providing constructive and thoughtful peer feedback and collaborating effectively on project work |
| Respect: | | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > learning how British values and systems may be similar/different amongst other cultures and societies > learning about social inequality > understanding the consequences of human action on the physical environment | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > learning how British values and systems may be similar/different amongst other cultures/societies > understanding the challenges for migrants and LICs. > understanding the consequences of human action on the physical environment | <p>Pupils will learn to be <i>respectful</i> through....</p> <ul style="list-style-type: none"> > learning how British values and systems may be similar/different amongst other cultures/societies > understanding the challenges and tensions faced by multi-faith and multi-ethnic communities and countries, including the UK > understanding the consequences of human action on the physical environment |



History Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|--------|---|---|---|--|
| L e a r n i n g s e q u e n c e | Term 1 | | <p>a) Historical skills and local History</p> <p>b) The Battle of Hastings: causes and consequences</p> <p>c) How did William the Conqueror keep control? Power and people in 11th and 12th century England</p> | <p>a) The Renaissance & English Reformation: religious change in 15th century England as a result of the Renaissance</p> <p>b) The Elizabethan Settlement: foreign and domestic politics and the people in 15th century England</p> | <p>a) The Slave Trade: causes and consequences; 1500s-2000s</p> <p>b) The Civil Rights Movement: racism and society in 19th and 20th century USA</p> |
| | Term 2 | | <p>a) Power & The Church in medieval Europe</p> <p>b) The Black Death and Peasants' Revolt: social and economic changes in late medieval England</p> | <p>a) The English Civil War: causes and consequences</p> <p>b) Oliver Cromwell: domestic and foreign policy in 1650s England; Anglo-Irish relations</p> | <p>a) WW1: causes and consequences</p> <p>b) Post WWI social change in Britain: suffrage, suffragettes</p> |
| | Term 3 | | <p>a) The Crusades: causes and consequences</p> <p>b) Medieval Life: attitudes and values in late medieval Europe</p> | <p>a) The Industrial Revolution: social and scientific change in 18th and 19th century Britain</p> <p>b) Jack the Ripper: criminality and society in 19th century</p> | <p>a) Post WWI change across the globe: League of Nations, growth in dictatorships in Europe, start of WW2.</p> <p>b) Holocaust studies</p> <p>Students who have opted for History at GCSE will also have the opportunity to study GCSE foundation content.</p> |
| Literacy: key terms | | | <i>Inference Utility Evaluation Explain Primary source Secondary source Chronology Define Judgement Describe Interpretation</i> | <i>Inference Utility Evaluation Explain Primary source Secondary source Chronology Define Judgement Describe Interpretation</i> | <i>Inference Utility Evaluation Explain Primary source Secondary source Chronology Define Judgement Describe Interpretation</i> |
| Scholarship: | | <i>Pupils will develop and/or consolidate knowledge of:</i> | <p>Pupils will attain scholarship by:</p> <p>retaining and recalling information about medieval society</p> <p>explaining the role of Kings and the Church in controlling the country</p> <p>using sources to make inferences</p> <p>developing the skills of evaluation</p> <p>appreciating how studying the past helps us to understand the present</p> <p>awareness of links across events and time</p> | <p>Pupils will attain scholarship by:</p> <p>retaining and recalling information about the role of individuals in 1500s and the change they brought to society</p> <p>explaining how Europe changed in the early modern period</p> <p>analysing sources to analyse key events/individuals</p> <p>developing source skills in utility and inference</p> <p>appreciating how changes that occurred centuries ago are still felt today</p> <p>awareness of links and connecting events across time</p> | <p>Pupils will attain scholarship by:</p> <p>retaining and recalling information about slavery, civil rights, holocaust and the impact of war</p> <p>explaining how important democratic rights are and the need for civil rights/liberties</p> <p>analysing and cross-referencing sources for key events</p> <p>developing a greater understanding of our current society by studying recent history</p> <p>appreciating the movements/individuals that brought necessary democratic change to society</p> <p>awareness of links and connecting events across events and time</p> |
| Tenacity: | | | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > completing extended and sustained writing tasks > understanding complex causal relationships between events > completing independent research | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > completing extended and sustained writing tasks independently > inferring, analysing and discussing complex sources | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > completing extended evaluative writing tasks independently > discussing and evaluating complex, sensitive sources and issues |



History Key Stage 3 STAR Curriculum

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|------------------|--|---|--|---|
| Altruism: | | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > empathising with and understanding the lives of marginalised groups: Black Death, Peasants’ revolt > understanding examples of altruism in individuals and events from history: | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > empathising with and understanding the lives of marginalised groups e.g. poverty and prostitution > understanding examples of altruism in individuals and events from history e.g. Reformation | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > empathising with and understanding the lives of marginalised groups e.g. The Slave Trade > understanding examples of altruism in individuals and events from history e.g. Suffragettes, The Civil Rights movement |
| Respect: | | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > understanding the evolution of rights and freedoms > considering events and beliefs within diverse social contexts and philosophies | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > understanding the evolution of rights and freedoms > considering events and beliefs within diverse social contexts and philosophies | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > understanding the evolution of rights and freedoms > considering events and beliefs within diverse social contexts and philosophies |



Modern Foreign Languages Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|--|--------|--|--|--|---|
| L e a r n i n g s e q u e n c e | Term 1 | <p>Pupils will consolidate their knowledge of</p> <ul style="list-style-type: none"> -phonics and alphabet -basic grammar elements-M/F/Pl adjectival agreement, tenses <p>Pupils will develop a cultural knowledge of French festivals</p> | <p>French</p> <p>Myself, My family, Culture -La Toussaints + Christmas</p> | <p>Spanish:</p> <p>Myself, My family, Culture -Día de los Muertos + Christmas</p> <p>French:</p> <p>Body parts, Sports and food, Leisure - past tense, La Toussaints - culture</p> | <p>Spanish:</p> <p>Home town neighbourhood and region, Holidays and exam skills, Culture-Día de los Muertos and Christmas</p> <p>French:</p> <p>Holidays - travel and tourism , My town and my area, Culture-French- La Toussaint – Christmas</p> |
| | Term 2 | | <p>French</p> <p>My school, My routine, Culture - Easter</p> | <p>Spanish:</p> <p>My school, My routine, Culture - Easter</p> <p>French:</p> <p>My family -relationships, Routine, My town</p> | <p>Spanish:</p> <p>Me, my family and friends, Free time activities, Technology, Culture: Easter</p> <p>French:</p> <p>Me, my family and friends, Free time activities, Technology, Culture: Easter</p> |
| | Term 3 | | <p>French</p> <p>Health and leisure, Food, Culture- Le Jour de la Bastille</p> | <p>Spanish:</p> <p>Health and leisure, Food, Culture-La noche de San Juan+ San Fermín</p> <p>French:</p> <p>My house , Holidays, Culture - le 14 juillet</p> | <p>Spanish:</p> <p>My Studies: School and future plans, Culture: La noche de San Juan + San Fermín</p> <p>French</p> <p>My Studies: School and future plans, Culture - le 14 juillet</p> |
| Literacy: key terms | | | <p><i>Masculine and feminine (gender) infinitive present tense conjugate / personal pronouns definite/indefinite articles prepositions conjunctions intensifiers phonics negative reflexive verbs partitive articles possessive articles</i></p> | <p><i>Infinitive Conjugate Auxiliary Verbs Tenses/Time Frame Spelling (silent letters/accents) Intonation Reflexive verbs Possessive/Personal/Subject pronouns Verbs of movement time expressions</i></p> | <p><i>Auxiliary verbs (avoir and être) Modal verbs Perfect tense Radical Changing/Stem changing verbs 'si' clause Imperfect tense Present/ past participles Direct/indirect object pronoun; sequencing of words and verbs of sequence Reflexive verbs</i></p> |



Modern Foreign Languages Key Stage 3 STAR Curriculum

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| <p>Scholarship:</p> | <p><i>Pupils will consolidate/develop knowledge of:</i> the alphabet, gender, singular/plural and pronunciation through application of phonics.</p> | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling vocabulary about myself and my family explaining how to conjugate the verbs avoir and être. (tener/ser) using adjectival agreements in speech and writing awareness of grammatical gender and phonics connecting verbs to subjects and objects creating full sentences in speech and writing</p> | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling vocabulary about healthy living explaining events in 2 tenses using irregular verbs in speech and writing appreciating Francophone/ Hispanophone culture and traditions awareness of common pool vocabulary connecting multiple sentences using conjunctions creating extended writing and speaking</p> | <p>Pupils will attain <i>scholarship</i> by:</p> <p>retaining and recalling vocabulary about neighbourhood explaining daily routine in complex verb structures using a variety of tenses understanding complex grammar i.e. pluperfect, perfect tenses appreciating books/film/radio/TV in other languages awareness of differences/similarities between France/Spain and the UK connecting multiple topics using sentences and conjunctions creating full accounts/texts using tenses, connectives, complex structures</p> |
| <p>Tenacity:</p> | | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > understanding the importance of resilience in speaking a modern language; being prepared to make mistakes and learning from them > expectations of memorising vocabulary | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > completing challenging activities in two languages > understanding ; being prepared to make mistakes and learning from them > memorising vocabulary and grammatical rules | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > completing regular challenge activities > understanding the importance of resilience in speaking a modern language; being prepared to make mistakes and learning from them > memorising vocabulary and complex grammatical rules |
| <p>Altruism:</p> | | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > patient and supportive listening to others' oral work > working constructively in pairs and groups > engaging with lives of the target language society | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > supportive listening to others' oral work and peer feedback > working constructively in pairs and groups > engaging with lives of the target language society | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > supportive listening to others' oral work and peer feedback > working constructively in pairs and groups > engaging with lives/backgrounds of the target language society |
| <p>Respect:</p> | | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > learning about cultures, customs and traditions which are different from the UK > learning about wellbeing for all through health and leisure | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > learning about cultures, customs and traditions which are different from the UK > learning about wellbeing for all through health, food and leisure | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > learning about cultures, customs and traditions which are different from the UK > learning about different contexts in 'my neighbourhood' |



Music Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|----------------------|--------|---|--|---|---|
| Learning sequence | Term 1 | First 2-3 weeks: Baseline assessment and experience survey. | Performance: Ukulele: Applying Western Notation to chords; group performance using ukuleles Taiko Drumming: Students will learn to perform in a traditional Japanese style using percussion. | Performance: Samba: syncopation, cross rhythm, and polyrhythmic performance on West African djembes The Blues: Students will work on their notation reading whilst experimenting with keyboard through the use of improvisation and blues structure. | Composition: Film Music- Students will spend the first half-term of year 9 being introduced to the musical elements and how they impact music for film. In the second half of the term, they will choose either to use Ableton Live or Musescore to create their own music to a range of different film clips. |
| | Term 2 | | Theory: Pitch and Notation: Keyboard basics, notation, performance of a song using both hands Instruments of the orchestra: introduction to Western Classical music; developing theoretical knowledge of instruments | Theory: Students will work on their understanding of musical theory between a grade 1 and 2 standard using practical music to help them understand larger concepts. This will be done through using both keyboard and African drums. | Theory: Students will work on their understanding of musical theory between a grade 1 and 3 standard using practical music to help them understand larger concepts. Performance: Battle of the band - pupils will prepare for a competitive performance. |
| | Term 3 | | Composition: Students will be introduced to Muse Score for scoring music. Composition: Students will be introduced to Ableton Live. | Composition: Students will revisit the use of MuseScore to write their own piece of music. Composition: Students will revisit the use of Ableton Live to write their own piece of music. | Performance: Battle of the band - pupils will prepare for a competitive performance. GCSE/Free project: a preparatory course for GCSE students/a selection of independent musical projects for non-GCSE group |
| Literacy: key terms | | <i>Pitch Texture Melody Rhythm</i> | <i>Pulse/Beat Polyrhythm Call & Response Orchestra Major Minor Rhythm Pyramid Treble & Bass Clef Texture Dynamics</i> | <i>Key Signatures Accidentals Syncopation Cross-Rhythm Walking Bass Ostinato Articulation Melody 12-bar blues</i> | <i>Cluster chord Drone Semitone Root position Chord inversions Riff Hook Texture Instrumentation</i> |
| Scholarship: | | Pupils will demonstrate their prior knowledge to hear pitch, texture | Pupils will attain scholarship by: retaining and recalling key terminology and information about elements of music and the Instruments of the Orchestra developing skills on percussion, keyboards, ukulele and vocals, whilst working individually and as a group appreciating the music produced by orchestral instruments and the music from musical theatre and musical styles from other cultures connecting musical knowledge to contexts and other subjects e.g. rhythmic notation with mathematical sequences creating polyrhythmic compositions and orchestral instrument soundscapes on keyboards | Pupils will attain scholarship by: retaining and recalling key terminology and information about elements and styles of music developing skills using Music Technology and Sibelius, keyboard and Samba instruments, whilst working in pairs and as a group appreciating diverse genres and cultural styles of music e.g. Blues, Hip-Hop, African drumming connecting musical knowledge to contexts and other subjects e.g. Blues Music and slavery creating cross-rhythmic compositions, group blues songs and creating compositions on(FL studio and Sibelius) | Pupils will attain scholarship by: retaining and recalling key terminology and information about the elements of music and styles of music explaining and analysing how a range of musical techniques inform genres developing skills in music technology and band instruments appreciating different genres and diverse cultural styles of music such as Reggae, orchestral film and game music creating compositions to fulfil a brief using software (Sibelius and Bandlab) as well as writing and adapting songs |



Music Key Stage 3 STAR Curriculum

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| | re, melo dy and rhyth m. | | | |
| Tenacity: | | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > applying musical learning to unfamiliar instruments > working in a sustained, independent way on a composition or preparation for a performance > performing music and receive peer feedback constructively | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > learning to use unfamiliar and complex software > working in a sustained and independent way on a composition or preparation for a performance > perform music and receive peer feedback constructively | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > learning unfamiliar styles and unfamiliar instruments/software > work in a sustained and independent way on a composition or preparation for a performance > performing music and receive peer feedback constructively |
| Altruism: | | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > engaging in collaborative group and performance activities > peer teaching and knowledge-sharing | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > assuming a range of roles in collaborative group and performance activities > peer teaching and knowledge sharing | <p>Pupils will learn to be <i>altruistic</i> though:</p> <ul style="list-style-type: none"> > assuming a range of roles in collaborative group and performance activities > peer teaching and knowledge sharing |
| Respect: | | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > understanding the conventions of working in practice room spaces with school instruments > listening politely and attentively to music performed by peers | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > working maturely in music spaces and with school instruments, equipment and software > listening politely and attentively to music performed by peers | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > working maturely and independently in music spaces and with school instruments, equipment and software > listening politely and attentively to music performed by peers |



Philosophy, Religion & Ethics (PRE) Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|---------------------|--------|---|--|---|--|
| Learning sequence | Term 1 | <p>First 2-3 weeks:</p> <p>Understanding of non-religious beliefs and religions practiced within the school community</p> | <p>a) Symbolism within a Multi-faith society: religious symbols and signs; what it means to be 'religious'; similarities and differences between Dharmic and Abrahamic faiths, the positives and negatives of living in a multi-faith society</p> <p>b) Myths and legends: the nature of myth; stories of origin such as the Abrahamic story of Adam and Eve; seen literally and metaphorically. Other cultural and religious mythical stories and the relevance of myths today</p> | <p>a) Judaism unit: the Jewish diaspora, different Jewish denominations, similarities and differences between them, the importance of Shabbat and the Mitzvot, ethical commands</p> <p>b) Equality and Community: ways in which the 5 pillars of Islam and the 5 'k's of Sikhism promote equality and community in their places of worship of the Mosque and Gurdwara</p> | <p>a) Plato's analogy of the cave and the Buddha's Enlightenment: A comparison between the ancient Greek philosopher Plato's analogy of the cave with the spiritual experience of Enlightenment gained by the Buddha</p> <p>b) Humanism: historical eras which have had an impact on secular, non-religious thinking, the role and significance of religious and scientific thinking in the modern day</p> |
| | Term 2 | <p>Awareness of the symbols connected to the world's religions with recognition to their deeper meaning</p> | <p>a) Gods for all faiths or none: the meaning of existence, beliefs about monotheism, polytheism from the religions of the world, ideas about miracles in the 21st century</p> <p>b) Christian justice project: the Good Samaritan, the concept of Agape, unconditional giving and forgiveness in Christianity</p> | <p>a) Life after Death: Christian and Hindu beliefs in a life after death, ethical and philosophical questions connected to belief in a life after death</p> <p>b) Religion and Conflict: conflict, pacifism and self-defence; Dharmic and Abrahamic views about conflict, the role of inter-faith dialogue in resolving conflict</p> | <p>a) Holocaust: understanding issues of prejudice and discrimination and the importance of Holocaust Memorial Day, the role of the United Nations in protecting human rights, the religious, ethical and philosophical responses to the Holocaust</p> |
| | Term 3 | | <p>a) Ethics: Christian and Muslim ethical rules and codes of conduct</p> | <p>a) Power in Peace: a study of influential believers, their causes and followers</p> | <p>a) Core RE: Review of the beliefs and practices of the 6 major world faiths in chronological order as a foundation to studying GCSE RS and compulsory Core RE in KS4 and 5 drop down LLL</p> |
| Literacy: key terms | | | <i>Philosophy Ethics Religion Multi-faith society Myths Theist Agnostic Atheist Polytheistic Monotheistic</i> | <i>Conflict Community Equality Karma Reincarnation Resurrection The 5 Pillars The 5 Ks Exclusivism Inclusivism</i> | <i>Enlightenment Spiritual Secular Humanism Holocaust Human Rights Rationalism Theological Analogy Genocide</i> |
| Scholarship: | | | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about the history and connection of Dharmic and Abrahamic faiths understanding how Britain became a multi-faith society appreciating the diverse nature of beliefs within society awareness of why the concept of agape and forgiveness are important to Christians and how interpretations of this differ connecting mythical stories of how different religious and non-religious groups understand the concept of God</p> | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about Islamic and Sikh views of community and equality explaining the importance of interfaith dialogue within society using religious terminology and teachings from holy books to expand on religious viewpoints about conflict analysing alternative points of view when contrasting equality and community expressed through the 5 pillars and the 5 'k's appreciating the diversity of religious and non-religious interpretations about life after death awareness of ethical and philosophical views connected to belief in a life after death</p> | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about the Buddha's enlightenment and Plato's analogy of the cave explaining their views on the role of science and religion in life analysing and connecting similarities and differences of the religious and Humanist worldviews of life appreciating religious, ethical and philosophical perspectives in relation to the atrocities committed during the Holocaust awareness of their rights protected by law based on the Universal Declaration of Human Rights established by the United Nations after the Holocaust in the Second World War</p> |
| Tenacity: | | | <p>Pupils will learn to be <i>tenacious</i> through: > being introduced to challenging new ideas and concepts > learning how to evaluate complex arguments</p> | <p>Pupils will learn to be <i>tenacious</i> through: > being introduced to challenging new ideas and concepts > learning how to evaluate complex arguments in a sustained</p> | <p>Pupils will learn to be <i>tenacious</i> through: > being introduced to challenging new ideas and concepts > learning how to research, compare and evaluate arguments in</p> |



Philosophy, Religion & Ethics (PRE) Key Stage 3 STAR Curriculum

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| | | | way and come to a reasoned conclusion | a sustained way in writing and come to a reasoned conclusion |
| Altruism: | | Pupils will learn to be <i>altruistic</i> through: > learning how to contribute constructively and respond politely in moral debate > understanding the importance of forgiveness for others | Pupils will learn to be <i>altruistic</i> through: > listening to other points of view carefully and contributing constructively and sensitively in moral debate > understanding individual examples of altruism from history | Pupils will learn to be <i>altruistic</i> through: > listening to other points of view carefully and contributing constructively and sensitively in moral debate > understanding the role of altruism in religious approaches |
| Respect: | | Pupils will learn to be <i>respectful</i> through: > considering and understanding others' views on religion and ethical topics, though they may be different to their own | Pupils will learn to be <i>respectful</i> through: > considering and understanding others' views on religion and ethical topics, though they may be different to their own | Pupils will learn to be <i>respectful</i> through: > considering and understanding others' views on religion and ethical topics, though they may be different to their own > understanding the idea of human as the steward of nature |



Physical Education (PE) Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 | | | |
|-------------------|--------|--|---|---|---|---|---|---|
| Learning sequence | Term 1 | <p>In the first 2 weeks of the school year:</p> <p>a) The fundamentals of Physical Education: -Basic skill development -Motor skill refinement</p> <p>b) Language for learning in PE: identification of structure of the skeleton</p> | <p>All pupils follow a sequence of wide-ranging activities based on 3-4-week rotations of each of the following:</p> <p>a) Fitness</p> <p>b) Rugby</p> <p>c) Basketball</p> <p>a) Netball</p> <p>e) Badminton</p> <p>f) Gymnastics</p> <p>g)Dance</p> <p>h)Football</p> <p>All activities cover:</p> <ul style="list-style-type: none"> ● Tactical skill acquisition ● How to apply skills in a game situation ● Applied anatomy to sporting performance | <p>Pupils choose a 'routeway' for the year and have 3-4-week rotations of each sport listed:</p> <p>Routeway 1 Dance Volleyball Handball Netball Fitness trampolining Badminton</p> <p>Routeway 2 Fitness Basketball Netball Badminton Volleyball Handball Football Rugby</p> <p>Routeway 3 Netball Badminton trampolining Fitness Volleyball Handball</p> <p>All activities cover:</p> <ul style="list-style-type: none"> ● Tactical skill acquisition ● How to apply skills in a game situation ● Applied anatomy to sporting performance | <p>Pupils choose a 'routeway' for the year and have 3-4-week rotations of each sport listed:</p> <p>Routeway 1 Dance Volleyball Handball Netball Fitness trampolining Badminton</p> <p>Routeway 2 Fitness Basketball Netball Badminton Volleyball Handball Football Rugby</p> <p>Routeway 3 Netball Badminton trampolining Fitness Volleyball Handball</p> <p>All activities cover:</p> <ul style="list-style-type: none"> ● Tactical skill acquisition ● How to apply skills in a game situation ● Applied anatomy to sporting performance | | | |
| | Term 2 | | | | | <p>a) Rounders</p> <p>b) Cricket</p> <p>c) Athletics</p> | <p>a) Rounders</p> <p>b) Cricket</p> <p>c) Athletics</p> | <p>a)Rounders</p> <p>b)Cricket</p> <p>c) Athletics</p> <p>Students who have chosen GCSE PE as one of their options will explore in a practical setting fitness testing, components of fitness and methods of training as part of the GCSE specification. Students will collect data as part of the initial stage of their Personal Exercise programme.</p> |
| | Term 3 | | | | | | | |



Physical Education (PE) Key Stage 3 STAR Curriculum

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|----------------------------|--|--|---|--|
| Literacy: key terms | <p>Cranium pelvis ribs sternum Dynamic stretches pulse raiser heart rate oxygen carbon-dioxide</p> | <p>Protection support cranium Scapula clavicle ribs Femur tibia fibula carpals/metacarpals tarsals/metatarsals</p> | <p>Antagonistic Agonistic contract relax bicep triceps latissimus dorsi abdominals quadriceps hamstrings gastrocnemius Tibialis anterior</p> | <p>Flexion Extension Abduction Adduction Rotation Circumduction Plantar flexion Dorsiflexion Hinge Pivot Condyloid</p> |
| Scholarship: | <p>Pupils will consolidate and develop their knowledge of: Components and function of an effective warm up Basic rules and regulations of each sporting activity Developing hand-eye coordination within a variety of sporting environments</p> | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about the functions and structure of the skeletal system explaining the roles of the skeletal system in sporting activities awareness of all correct teaching points to enable a successful performance in isolation connecting the correct teaching points given with the intended outcomes of the skill creating an interest/appreciation in a broad range of sporting activities</p> | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about explaining the roles of the muscular system in sporting activities developing further understanding of the strategy/compositional approaches to outwit opponents awareness of all correct teaching points to enable a successful performance within an open environment with external pressures</p> | <p>Pupils will attain <i>scholarship</i> by: retaining and recalling information about explaining the different joints located within the skeletal system and what movements occur at these joints in sporting activities using appropriate skills in a competitive situation with an understanding of the intended outcome awareness and analysis of appropriate techniques in response to opponents in a competitive environment</p> |
| Tenacity: | | <p>Pupils will learn to be <i>tenacious</i> through: > meeting physical and mental challenges according to their specific skill levels > being open to constructive criticism from the teacher and peers and implementing the feedback into future lessons > understanding defeat as an opportunity to develop rather than an opportunity to give up</p> | <p>Pupils will learn to be <i>tenacious</i> through: > demonstrating the ability to sustain a level of performance through an extended period of time, regardless of outcomes > being open to constructive criticism from the teacher and peers and implementing the feedback into future lessons > applying themselves to tackle ever increasing challenges in terms of interpersonal and intrapersonal skills</p> | <p>Pupils will learn to be <i>tenacious</i> through: > the resilience required to begin to apply more advanced strategy and tactics/compositional ideas > being open to constructive criticism from the teacher and peers and implementing the feedback into future lessons > independently seeking to practise and to perform the more advanced GCSE skills, knowledge and understanding</p> |
| Altruism: | | <p>Pupils will learn to be <i>altruistic</i> through: > being open to working with a variety of different peers within their groups, rather than their friends every lesson > supporting and motivating their peers irrespective of their talents</p> | <p>Pupils will learn to be <i>altruistic</i> through: > assisting others to overcome challenges through modelling best practice and sport-specific coaching concepts > replication of actions that they benefited from, when learning novel techniques</p> | <p>Pupils will learn to be <i>altruistic</i> through: > teambuilding and peer leadership exercises which generate altruism through stretch and challenge of the scheme of work</p> |



Physical Education (PE) Key Stage 3 STAR Curriculum

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| Respect: | | Pupils will learn to be <i>respectful</i> by: <ul style="list-style-type: none">> being mindful of and not cause damage or distress to the equipment, the environment, their peers and teachers within lessons> officiating within lessons and making sure that rules and safety of the group are adhered to | Pupils will learn to be <i>respectful</i> through: <ul style="list-style-type: none">> understanding behaviours regarded as being 'sportspersonship' and acting in accordance with such principles> undertaking a range of rules and under the guise of officials or peers in a position of authority | Pupils will learn to be <i>respectful</i> through: <ul style="list-style-type: none">> understanding behaviours regarded as being 'sportspersonship' and acting in accordance with such principles> undertaking a range of rules and under the guise of officials or peers in a position of authority |
|-----------------|--|--|---|---|



Technologies Key Stage 3 STAR Curriculum

| | | Year 6-7 transition | Year 7 | Year 8 | Year 9 |
|-------------------|----------------|---|---|---|--|
| Learning Sequence | Food | <p>In the first lessons of each rotation: H & S -routines Food: Basics of nutrients Basic processes - use an oven, wash up Basics of equipment- knife skill, scales, measuring jug</p> | <p>Food: Health</p> <ul style="list-style-type: none"> a) Project theme: Savoury snack b) Healthy Eating; the Eatwell Guide, understanding nutrients and ingredients; introduction to food provenance c) Introduction to basic preparation and cooking skills | <p>Food: Agriculture</p> <ul style="list-style-type: none"> a) Project theme: Starchy / carbohydrate-based foods b) Nutritional balance and diet: the importance of starchy foods, sensory analysis of food c) Intermediate preparation and cooking skills; knife skills and confidence, use of the hob/heat management; more complicated recipes. | <p>From May, GCSE students will study a GCSE Foundation scheme; others will study 'Technology for Life'</p> <p>Food: Culture</p> <ul style="list-style-type: none"> a) Project theme: Multicultural cuisine b) Food science investigations (bread-making, pastry-making and use of sugar in small cakes to see effects of ingredients in recipe)-GCSE foundation c) Advanced food preparation and cooking skills; raw meat handling, safe cooking, temperature probes |
| | Textiles | <p>Textiles Basics of fabric Basic processes- cut fabric, hand stitching & sewing machine</p> | <p>Textiles: Leisure</p> <ul style="list-style-type: none"> a) Design - Annotated sketching, understanding the interaction between design, individual and society b) Make - Select a technique to create a tote bag c) Evaluate - Test, evaluate and refine ideas | <p>Textiles: Fashion</p> <ul style="list-style-type: none"> a) Design – study of different design eras b) Make – use of Computer Aided Design and Manufacturing (CAD/CAM) c) Evaluate - the work of notable professionals | <p>Textiles: Home</p> <ul style="list-style-type: none"> a) Design – study of designers, eras and movements b) Make - e-textiles, batik, laminate, couching c) Evaluate -the work of notable professionals |
| | Product Design | <p>Basics of equipment - scissors, measuring tape, needle, pins</p> | <p>Product Design: Engineering</p> <ul style="list-style-type: none"> a) Design – the design needs of people, culture and society b) Make – Understanding and using a range of materials and their properties (wood, metal, plastic, paper and boards) c) Evaluate - Understand how mechanical systems work | <p>Product Design: Manufacturing</p> <ul style="list-style-type: none"> a) Design - design of innovative, functional, appealing products that respond to a need or specification b) Make - understand and use the properties of materials and the performance of structural elements to achieve functioning solutions c) Evaluate - test, evaluate and refine ideas | <p>Product Design: Energy</p> <ul style="list-style-type: none"> a) Design - using a variety of approaches e.g. Biomimicry to avoid stereotypical responses b) Make - Select and use a wider range more complex use of materials and components with a budget c) Evaluate - the work of past and present professionals |



Technologies Key Stage 3 STAR Curriculum

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| | | <p>Product Design Basics of materials - wood, metal, plastics, paper & boards Basic processes-joining dissimilar materials Basics of equipment-h and tools</p> | | | |
| <p>Literacy: key terms</p> | | <p>Food: <i>Practical routines Hygiene and Safety Savoury Proteins Cross-contamination Nutrients Carbohydrates Fats Vitamins Minerals Balanced Diet Food provenance Traffic light labelling bridge and claw grips Planning and Evaluation Seasonality measure weigh Eatwell guide</i></p> <p>Textiles and Product Design <i>Workshop Properties Risk & Hazards Materials & components Logo Isometric Joining Testing Levers & Mechanisms Ergonomics Anthropometric Specification Evaluation Feedback</i></p> | <p>Food: <i>Starchy foods Carbohydrate Energy Macronutrients Micronutrients Boiling simmering Sauce reduction Thickening Gelatinisation Garnish Sensory analysis</i></p> <p>Textiles and Product Design <i>Ferrous Non-Ferrous Thermoset Thermoplastics Hardwoods softs woods Manufactured boards Natural synthetic fabrics quality control refines Computer Aided Design & Manufacture Software (CAD/CAM) Copyright client target market Working drawings</i></p> | <p>Food: <i>Multicultural cuisine Food science Raising agents bread Pastry Blind-baking Ratio Temperature probe Food poisoning</i></p> <p>Textiles and Product Design <i>Provenance Product Life Cycle Assessment (PLA) Biomimicry CAD/ CAM Sustainability Ecological footprint Perspective drawings ACCESSFM</i></p> | |
| <p>Scholarship:</p> | <p><i>Pupils will consolidate and develop knowledge of: Health and Safety and how to apply that into each D&T setting/workshop. Materials, their properties and where they come from.</i></p> | <p>Pupils will attain scholarship by: retaining and recalling information about materials and their properties and origins, mechanisms and levers explaining how to work safely in different D&T environment using a range of tools and equipment developing dexterity when using tools & equipment awareness of the history of design and influence upon culture connecting views of others to their design ideas creating a variety of original products in a range of materials and styles</p> | <p>Pupils will attain scholarship by: retaining and recalling information about process and equipment explaining the function of a given material/ingredient using primary research to inform ideas developing accurate measuring skills awareness and appreciating the designs of others and the impacts and influences connecting sequencing and the step required creating a variety of original products in a range of materials and styles</p> | <p>Pupils will attain scholarship by: retaining and recalling information about sustainability and our responsibility on the impact on the environment explaining why they have selected a specific tool or process using their growing understanding of materials and equipment to strengthen their confidence and produce their own products developing their understanding of their role regarding their own consumer choices awareness of the 6rs and the designer's responsibility to incorporate this in their work/menu connecting outcomes to healthy lifestyles and consumer choices creating original products in a range of materials and styles</p> | |



Technologies Key Stage 3 STAR Curriculum

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|------------------|---|---|---|---|
| | The Design process from design brief to production. | | | |
| Tenacity: | | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > using unfamiliar and challenging tools and equipment > being determined to learn from and correct mistakes; > become a “subject expert” in specific lessons and demonstrating skills to other students > completing an in-depth extended design and make project | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > using unfamiliar and advanced tools and equipment > Being consistently reflective in their learning, by way of practical knowledge audits or intro/exit tickets > learning new practical techniques and developing a growth mindset to persevere in honing their skills > completing in-depth extended design projects independently | <p>Pupils will learn to be <i>tenacious</i> through:</p> <ul style="list-style-type: none"> > undertaking managed risks by selecting and using complex equipment and creating innovative outcomes > independently exploring the iterative design processes through experimenting with a range of sampling and modelling > completing sustained design projects and evaluations. |
| Altruism: | | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > cleaning and tidying as a team throughout the lesson to make sure their environment is orderly for them to work in > learning to work with a variety of other people through peer on peer support in their safe application of practical work | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > the physical experience of the outdoor classroom- learning about the environmental issues and exploring their empathy towards social and ecological issues > sharing their findings, ingredients and resources with their peers | <p>Pupils will learn to be <i>altruistic</i> through:</p> <ul style="list-style-type: none"> > sharing knowledge and skills by testing and evaluating, supporting each other's work to the best of their ability > stablished routines are embedded so students now start to help each other and go the extra mile to ensure the classroom environment is left in a safe and clean manner |
| Respect: | | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > valuing others’ ideas and opinions and creations during class discussions > understanding the importance of using the workshops, tools and equipment responsibly > understanding the influence of diverse backgrounds on design | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > appreciation of a range of abilities when peer marking and reviewing > understanding the importance of using the workshops, tools and equipment with care and maturity | <p>Pupils will learn to be <i>respectful</i> through:</p> <ul style="list-style-type: none"> > being receptive to having your work critiqued and taking on board the comments made > being respectful through listening to others and allowing teachers / peers / subject experts to discuss, demonstrate, ask and answer questions > understanding the influence of diverse cultures on cuisine > using the workshops, tools and most advanced equipment with care and maturity |



Lifelong Learning (LLL) Key Stage 3 STAR Curriculum

| | | Year 7 | Year 8 | Year 9 |
|-----------------------------|---------------|--|---|--|
| Queens' 5 LLL themes | | <p>Across Year 7-9, pupils will learn about the following 5 Queens' Lifelong Learning themes and their associated topics:</p> <p>Health & Well-Being: Physical (e.g. Healthy Eating, Alcohol, Vaping, Smoking, Drugs, Addiction, Sleep); Mental (Anxiety, Mental Illness, Resilience) Relationships & Sex: (e.g. consent, healthy relationships, sexting, representations of sex in media, pornography, intimacy, harassment) Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, concentration Life in Modern Britain: e.g. county lines, gangs, radicalisation, extremism, finance for life, political literacy and citizenship</p> <p>Year 7 and Year 8 have one taught lesson per fortnight in addition to the rotating form period. These overarching themes will be rotated round the different classes and year groups in the following way:</p> | | |
| Learning sequence | Term 1 | <p>Life in Modern Britain (with form tutor) Democracy and UK systems</p> <p>Health & Well-Being (with form tutor): Leading a healthy lifestyle</p> <p>Ethics & Empathy: British Values (with teacher)</p> <p>Ambition & Aspiration Careers & Unifrog (with teacher)</p> | <p>Relationships & Sex (form tutor and specialist teaching): introduction to consent, 'sexting' - sharing images, sexual harassment, inappropriate content online.</p> <p>Health & Well-Being (with form tutor): the law surrounding drugs, alcohol and smoking/vaping, sleep hygiene</p> <p>Ambition & Aspiration: Futures & Careers (with teacher)</p> <p>Ethics & Empathy: British Values (with teacher)</p> | <p>Health & Well-Being (form tutor) Dangers associated with drugs, county lines, knife crime</p> <p>Relationships & Sex: (form tutor and specialist teacher) consent, methods of contraception, sexually transmitted infections, sexual harassment, body image -'appearance ideals', social media impact on body image</p> |
| | Term 2 | <p>Relationships & Sex (form tutor and specialist teaching): healthy relationships with family and friends, puberty, emotional changes and coping strategies.</p> <p>Ethics and Empathy (with teacher)</p> <p>Life in Modern Britain (with teacher)</p> | <p>Health & Well-being (form tutor)</p> <p>Ethics & Empathy (form tutor)</p> <p>Ethics & Empathy (teacher)</p> <p>Life in Modern Britain (with teacher)</p> | <p>Ambition & Aspiration: GCSE options, Careers, Futures (form tutor)</p> <p>Ethics & Empathy: Fundamental British Values (form tutor)</p> |
| | Term 3 | <p>Health & Well Being (with form tutor)</p> <p>Life in Modern Britain (with teacher)</p> <p>Ambition & Aspiration: study skills (with teacher)</p> | <p>Health & Well Being (with form tutor)</p> <p>Ethics & Empathy (with form tutor)</p> <p>Life in Modern Britain (with teacher)</p> <p>Ambition & Aspiration: study and revision skills (with teacher)</p> | <p>Life in Modern Britain: Active citizenship (form tutor)</p> <p>Ambition & Aspiration: study skills and transition to GCSE study (form tutor)</p> |



Lifelong Learning (LLL) Key Stage 3 STAR Curriculum

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|---------------------|---|
| Scholarship: | <p>Pupils will attain <i>scholarship</i> by:</p> <ul style="list-style-type: none">● recapping and recalling terms and concepts to do with living in modern Britain: politics, finance etc● understanding the core principles of the six major world faiths and their role in British society● creating connections between the detail and ramifications of British law and their own real lived experiences● justifying and probing beliefs and attitudes to social issues● applying the 5 key themes to unfamiliar scenarios● developing an awareness of sexual health and healthy relationships |
| Tenacity: | <p>Pupils will learn to be <i>tenacious</i> by:</p> <ul style="list-style-type: none">● being mature and resilient when uncomfortable topics are discussed and taught● understanding the importance of resilience and how to use strategies to overcome challenge and failure● practising study and revision skills● developing aspiration through use of information platforms related to Careers and Higher Education● to recognise how to withstand the pressure and dangers associated with exploitation such as county lines |
| Altruism: | <p>Pupils will learn to be <i>altruistic</i> by:</p> <ul style="list-style-type: none">● recognising the role they play in both the Queens' and wider community and how they can contribute to them● recognising how to keep themselves and others safe● understanding how to challenge inequality and discrimination● practising active kindness towards others in the school and wider community |
| Respect: | <p>Pupils will learn to be <i>respectful</i> by:</p> <ul style="list-style-type: none">● understanding and appreciating the key British values of democracy, respect for the rule of law, tolerance and liberty● understanding how to keep themselves physically healthy● appreciating the role of Queens' conduct routines and expectations● articulating, debating and questioning diverse opinions in a mature manner |



QUEENS' SCHOOL
Dare to be Great

Key Stage 3 Assessment

At Key Stage 3, students' learning will be continually assessed and fed back on in lessons, through such strategies as questioning, testing, peer and self-assessment, and of course, home learning tasks. Students will frequently be given opportunities to act on advice from teachers by completing the process of REACT marking, in which they are given lesson time to use a red pen to respond to misconceptions or Digital literacy & e-safety weaker understanding identified by their teachers' green pen marking of tests, notes or home learning tasks. This REACT process enables students to act quickly and relevantly to teachers' advice on how to improve.

In terms of reporting attainment and progress to students and parents, subject departments will use key assessments throughout the year to identify the level at which a student is working, then:

Reports will be issued for students and parents twice per academic year. Reports will highlight whether students are working at, above, towards or below their target based on their starting points. They will also include end of year targets and current working grades. As more assessments are completed, a cumulative grade is created, which weights assessments in line with subject specific demands.

The grids over the following pages indicate the key assessments used in departments to track and report students' progress against targets:

Year 7 Assessment Map

| Subject | Assessment | Date |
|------------------|---|----------|
| Computer Science | End of topic assessment: Digital literacy & e-safety | October |
| English | Horror Story Opening | October |
| Geography | My Geography Toolkit | October |
| History | William and Hastings | October |
| Maths | Baseline Assessment | October |
| Science | Assessed practical 1 | October |
| Spanish | Reading | October |
| English | Newspaper Article | November |
| PRE | Symbolism in Multi-faith Britain | November |
| Science | Progress Test 1 | November |
| Art | Observational drawing of a natural form | December |
| Drama | Pantomime | December |
| English | Media and the Moving Image - Extended Narrative Writing | December |
| Geography | Extreme weather and climate | December |
| History | William Keeping Control | December |
| Maths | Teacher Assessment 1 | December |
| Music | Performance | December |
| Spanish | Listening | December |
| Maths | Topic Based Assessment | January |
| Science | Assessed practical 2 | January |
| Science | Progress Test 2 | January |
| Computing | End of topic assessment: Animation | February |
| English | Shakespeare's Villains - analysis of an extract | February |
| Geography | India: A beginner's guide | February |
| History | Church Power | February |
| PRE | Myths and Legends | February |



QUEENS' SCHOOL

Dare to be Great

| | | |
|------------------|---|----------|
| Spanish | Writing and Translation | February |
| Art | Artist response relating to Colour Theory and Landscape | March |
| Computer Science | End of topic assessment: Clear messaging | March |
| Drama | Greek Theatre | March |
| English | London - Comprehension task | March |
| Geography | How can we save Seaview? | March |
| History | Black Death and Peasants' Revolt | March |
| Maths | Teacher Assessment 2 | March |
| Music | Appraising | March |
| Science | Assessed practical 3 | March |
| Science | Progress Test 3 | March |
| Spanish | Speaking | March |
| English | Shakespeare's Villains - 'Merchant of Venice' | April |
| PRE | God for all faiths or none | April |
| Computer Science | End of topic assessment: Spreadsheets | May |
| Drama | The Birthday Party | May |
| Geography | Globalisation | May |
| History | Crusades | May |
| Maths | Topic Based Assessment | May |
| Science | Assessed practical 4 | May |
| Science | Progress Test 4 | May |
| Spanish | Reading | May |
| History | Medieval Life and World | June |
| Music | Composition | June |
| PRE | End of Year Exam | June |
| Art | Sketchbook assessment | July |
| Computer Science | End of year assessment | July |
| English | Class Reader: writing inspired by the novel | July |
| English | Rhetoric and Speeches: speeches | July |
| Geography | End of year exam | July |
| History | End of Year Assessment | July |
| Maths | Topic Based Assessment | July |
| Science | End of Year Exam | July |
| Spanish | End of Year Assessment - Listening, Reading and Writing | July |

Technology: based on the rotation, the unit of work will be assessed on an ongoing basis covering the following:

- Technical Knowledge
- Design Skills (or Food Preparation)
- The product being created
- Evaluation
- Unit assessment

PE: based on the rotation, the unit of work will be assessed on an ongoing basis covering the skills needed for the practical discipline, with up to three practical discipline marks being used along with an end of term theory assessment.



QUEENS' SCHOOL

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Year 8 Assessment Map

| Subject | Assessment | Date |
|------------------|---|----------|
| Drama | Charlie and the Chocolate Factory | October |
| English | Myths and Legends - descriptive writing | October |
| French | Reading | October |
| Geography | Crime at Queens' Report | October |
| History | Renaissance Changes | October |
| Maths | Skills Test | October |
| Science | Assessed practical 1 | October |
| Spanish | Reading | October |
| English | Myths and Legends - Fiction Comprehension | November |
| PRE | Religion and Conflict | November |
| Science | Progress Test 1 | November |
| Art | Observational drawing of a facial feature | December |
| Computer Science | End of topic assessment: Game Factory | December |
| English | Victorian England - Non-Fiction Comprehension | December |
| French | Listening | December |
| Geography | Tectonic Hazards | December |
| History | Tudor Religious Change | December |
| Maths | Topic Based Assessment | December |
| Music | Performance | December |
| Spanish | Listening | December |
| English | Victorian England - Non-Fiction Writing | January |
| Science | Assessed practical 2 | January |
| Science | Progress Test 2 | January |
| English | Romeo and Juliet' - Analysis of extract | February |
| French | Writing and Translation | February |
| Geography | Deserts | February |
| History | Elizabeth I | February |
| Maths | Teacher Assessment 1 | February |
| PRE | Life After Death | February |
| Spanish | Writing and Translation | February |
| Art | Artist response relating to Portraiture and Society | March |
| Computer Science | End of topic assessment: Creating a website | March |
| Computing | End of topic assessment: Spreadsheets | February |
| Drama | Evacuees | March |
| French | Speaking | March |
| Geography | Rivers | March |
| History | English Civil War | March |
| Music | Appraising | March |
| Science | Assessed practical 3 | March |
| Science | Progress Test 3 | March |
| Spanish | Speaking | March |
| English | Romeo and Juliet' - Literature whole text | April |
| History | Industrial Revolution | April |
| Maths | Topic Based Assessment | April |
| PRE | Community and Equality | April |
| English | Poetry from Different Perspectives - single poem analysis | May |
| French | Reading | May |



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|-----------|---|------|
| Geography | How can we reduce the development gap? | May |
| Computing | Video Editing | May |
| Maths | Teacher Assessment 2 | May |
| Science | Assessed practical 4 | May |
| Science | Progress Test 4 | May |
| Spanish | Reading | May |
| Computing | End of year assessment | July |
| Drama | Comedy | June |
| English | Poetry from Different Perspectives - poetry memorisation and speech | June |
| English | Year 8 Exam: Poetry Comparison | June |
| English | Year 8 Exam: Non-Fiction Comprehension | June |
| French | End of Year Assessment - Listening, Reading and Writing | June |
| Geography | End of Year 8 exam | June |
| History | Crime and Punishment | June |
| History | End of Year Exam | June |
| Maths | End of Year Assessment - Paper 1 | June |
| Maths | End of Year Assessment - Paper 2 | June |
| Music | Composition | June |
| PRE | End of Year Exam | June |
| Science | End of Year Exam | June |
| Spanish | End of Year Assessment - Listening, Reading and Writing | June |
| Art | Clay outcome relating to Ancient Egypt theme | July |
| Maths | End of Year Assessment - Paper 1 | June |
| Maths | End of Year Assessment - Paper 2 | June |
| Music | Composition | June |
| PRE | End of Year Exam | June |
| Science | End of Year Exam | June |
| Spanish | End of Year Assessment - Listening, Reading and Writing | June |
| Art | Clay outcome relating to Ancient Egypt theme | July |

Technology: based on the rotation, the unit of work will be assessed on an ongoing basis covering the following:

- Technical Knowledge
- Design Skills (or Food Preparation)
- The product being created
- Evaluation
- Unit assessment

PE: based on the rotation, the unit of work will be assessed on an ongoing basis covering the skills needed for the practical discipline, with up to three practical discipline marks being used along with an end of term theory assessment.



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Year 9 Assessment Map

| Subject | Topic | Date |
|-----------|--|----------|
| Drama | Silent Movies | October |
| English | The World at War - Poetry Analysis | October |
| French | Reading | October |
| Geography | Assess the view that economic development is more important than environmental development | October |
| History | Slave Trade | October |
| Maths | Skills Test | October |
| Science | Assessed practical 1 | October |
| Spanish | Reading | October |
| English | The World at War - Reading Task | November |
| PRE | Justice, Law and Punishment | November |
| Science | Progress Test 1 | November |
| Art | Observational drawing relating to Day of the Dead theme | December |
| Computing | End of topic assessment: Hardware & App Dev | December |
| Drama | Too Much Punch for Judy | December |
| French | Listening | December |
| Geography | Superpowers | December |
| History | Civil Rights | December |
| Maths | Topic Based Assessment | December |
| Music | Composition | December |
| Spanish | Listening | December |
| English | Travel - Non-Fiction Writing | January |
| Maths | Teacher Assessment 1 | January |
| English | Travel - Non-Fiction Comprehension 1 | February |
| French | Writing and Translation | February |
| Geography | Frozen World | February |
| History | World War 1 | February |
| PRE | Religion, Art and Science | February |
| Science | Assessed practical 2 | February |
| Science | Progress Test 2 | February |
| Spanish | Writing and Translation | February |
| Art | Artist response relating to Day of the Dead theme | March |
| Computing | End of topic assessment: Python coding | March |
| Drama | Devising | March |
| English | Year 9 Exam: Non-Fiction Comprehension | March |
| English | An Inspector Calls' - Analysis of an extract 1 | March |
| French | Speaking | March |
| Geography | Climate Change | March |
| History | Suffragettes | March |
| Maths | Topic Based Assessment | March |
| Music | Appraising | March |
| Science | End of KS3 Exam | March |
| Spanish | Speaking | March |
| Geography | End of year exam | April |
| PRE | Animal Rights Project Conclusion | April |
| Computing | End of topic assessment: Binary & Logic | May |
| English | An Inspector Calls' - Whole Text Essay 1 | May |



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|-----------|--|------|
| History | Dictators | May |
| Maths | Teacher Assessment 2 | May |
| PRE | End of Year Exam | May |
| Science | Foundations to GCSE progress test 4 | May |
| English | An Inspector Calls' - Whole Text Essay 2 | June |
| English | An Inspector Calls' - Whole Text Essay 3 | June |
| Geography | Geography Fieldwork | June |
| History | Holocaust | June |
| Art | Sculptural burger outcome relating to the project 'A Visual Feast' | July |
| Computing | End of year assessment | July |
| French | End of Year Assessment - Listening, Reading and Writing | July |
| History | End of Year Exam | July |
| Maths | End of Year Assessment Paper 1 | July |
| Maths | End of Year Assessment Paper 2 | July |
| Music | Performance | July |
| Science | GCSE progress test 5 | July |
| Spanish | End of Year Assessment – Listening, Reading and Writing | July |

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