Cottenham Village College

The Key Stage 3 Curriculum

The Curriculum at CVC

Aims and purpose

Learning is the core purpose and function of Cottenham Village College and at the heart of the college's ability to deliver educational excellence is a rigorous and well-structured curriculum. Our curriculum at both Key Stage 3 (years 7 to 9) and Key Stage 4 (years 10 and 11) is structured by subjects, taught by specialists, and sequenced in a way that ensures systematic and thorough teaching.

We believe this is a right of all pupils and one which is liberating and empowering. Through the curriculum we aim to foster pupils' curiosity and raise their aspirations, as well as ensure that pupils achieve high levels of attainment that will open doors for their future. A stimulating and broad curriculum also places pupils in a strong position to question and debate the world around them, making them intellectually resilient and preparing them for citizenship in a democratic society.

All pupils will study a broad curriculum from Year 7, which includes English; mathematics; the sciences; modern foreign languages; geography; history; art; design technology; food technology; music; dance; drama; computer science; religion, philosophy and ethics; personal, social and health education; and PE. In Year 9 pupils are given the opportunity to make preferences in optional subjects that will make up part of their GCSE curriculum at Key Stage 4.

Structure and timetabling

All pupils follow the same curriculum at KS3. Specialist teams support pupils with special educational needs to be able to access the full curriculum as quickly as possible.

Some subjects set some pupils by attainment in order to stretch the most able or to provide support where necessary. In *maths*, there is a top set in each year half in both Year 7 and Year 8, although the majority of pupils are taught in mixed-attainment groups; from Year 9 onwards in maths pupils are taught in three sets in each year half. In *science*, most pupils are taught in mixed-attainment groups, although there is a top set in each year half in Years 8 and 9. In *modern foreign languages,* pupils are not set until Year 8, where two groups out of three in each year half study two languages, and one group in year half continues with French only; in Year 9 there is often a choice for pupils in languages. All other subjects teach pupils in mixed-attainment groups across Key Stage 3.

Although, overall, we operate a three-year Key Stage 3 and a two-year Key Stage 4, core subjects (English, maths and science) run a five-year curriculum and may cover units that support the transition to GCSE in Year 9. Please see the detail for each subject below for further information. Pupils select their preferences for KS4 optional GCSE courses in Year 9.

CVC runs a 50-hour, two-week timetable, with five one-hour lessons per day. The following table shows the time allocated to each subject per fortnight on pupils' timetables:

	Year 7	**Year 8**	**Year 9**
Art & Design	2	2	2
Computer Science	2	2	2
Design Technology	2	3	2
Drama	2	2	2*
English	8	7	7
Geography	3	3	4
History	3	3	4
Mathematics	7	7	7
MFL (French/Spanish)	5	6	6
Music	2	2	2*
PE	4	4	4
Religious Studies	2	2	2
Science	7	7	7
Wider Curriculum	1		1

*In Year 9, pupils can choose between music, drama or dance

The Year 7 Curriculum

Art and Design

Autumn Term

The aim of this scheme of work is that pupils understand the importance of drawing and how this skill underpins our curriculum as a means of visual literacy and communication. Pupils will also know how to draw effectively from observation, by slowing down the looking process and building drawings from basic geometric shapes. They learn to perceive Negative space and use this to capture realism in their work. Tonality is explored in order to achieve 3-dimensional form in their work. Pupils learn the fundamentals of colour theory to provide the basis of their Green Man work later in the year. Pupils are taught about one- and two-point perspective, and are able to construct basic shapes and more elaborate drawings using these techniques

Milestone Assessment Task

- ✓ Baseline Assessment draw: A two-lesson observational drawing using pencil to depict line and tonality
- ✓ Lesson 6 assessment drawing based on the criteria from the baseline assessment to measure progress
- ✓ 2-point perspective street scene

Key Learning

- ✓ Developing observation skills by using the blind drawing, and blind relocations techniques
- ✓ What the visual elements are in a piece of Art
- ✓ Knowing the key assessment criteria when drawing from observation of: scale and location on the page, weight of line, smoothness of line, accuracy of drawing, and tonal shading
- ✓ Pupils will know the differences between different pencil types: e.g. 2B and 4B and what pencils are most approprite for the level of tonality they are trying to achieve.
- ✓ How to build a drawing based upon geometric shapes
- ✓ How to perceive Negative space
- ✓ How to depict cubes using one – point perspective
- ✓ How to depict a street scene using two-point perspective

Substantive knowledge

- ✓ Colour
- ✓ Texture
- ✓ Tone
- ✓ Pattern
- ✓ Line
- ✓ Shape
- ✓ Form
- ✓ Blind drawing
- ✓ Blind relocation drawing
- ✓ Observational drawing
- ✓ Form
- ✓ Geometric
- ✓ Tonal values
- ✓ Contrast
- ✓ Depth
- ✓ Primary
- ✓ Secondary
- ✓ Tertiary
- ✓ Harmonious/Analogous
- ✓ Complementary

- ✓ Fauvism
- ✓ Flat colour
- ✓ Properties of gouache paint
- ✓ Tints
- ✓ Shades
- ✓ Tones
- ✓ Horizon line
- ✓ Vanishing point
- ✓ Vertex
- ✓ Vertices
- ✓ Parallel
- ✓ Perpendicular

Useful information and links

https://www.artsy.net/article/artsy-editorial-blind-contour-drawing-help-better-artist

https://mymodernmet.com/elements-of-art-visual-culture/

https://theartyteacher.com/color-theory-in-art/

https://www.tate.org.uk/art/art-terms/f/fauvism

https://www.youtube.com/watch?v=ROlHybuf7cs

Spring Term

The aim of this scheme is that pupils understand and apply different drawing methods to suit their work; tracing lends itself to symmetrical work. Pupils will identify the visual conventions of Buddhist mandalas and recognise these features in their own work. When learning to draw teddy bears, pupils will encounter the artist Sarah Graham as a source of inspiration. Pupils will recognise the theme of nostalgia in her work, and their resultant artwork. Pupils will re-encounter accuracy of shape when drawing directly from observation and sensitive/appropriate weight of wine. Artist copies of Wayne Thiebaud's artwork in the last term allow us to see progress when deploying coloured pencil, in particular to achieve areas of flat colour and gradients. Pupils will also recognise and accurately replicate areas of light, shade and colour on an object to convey form, volume and (implied) texture. To do this they will learn about density of mark making. Pupils will re-encounter implied texture from their visual elements posters made in the Autumn term).

Milestone Assessment Tasks

- ✓ Mid-year assessment quiz on teams
- ✓ Teddy bear drawing

Key Learning

- ✓ Deploy tracing and transferring skills
- ✓ Identify visual conventions of Buddhist mandalas
- ✓ Recognise the work of Sarah Graham and explain how it links to the term 'nostalgia'

- ✓ Deploy coloured pencil skills to achieve areas of flat colour and gradients
- ✓ Represent accuracy of shape when drawing from observation
- ✓ Develop sensitive and appropriate weight of line when drawing from observation
- ✓ Recognise and accurately replicate accurate areas of light, shade and colour on an object to depict form, volume and texture

Substantive knowledge

- ✓ Mandala
- ✓ Radial balance
- ✓ Damien Hirst
- ✓ Buddhism
- ✓ Symmetry
- ✓ Wayne Thiebaud
- ✓ Sarah Graham
- ✓ Nostalgia
- ✓ Blend
- ✓ Gradient
- ✓ Dot tattoo work
- ✓ Pointillism
- ✓ Density of marks
- ✓ Negative space
- ✓ Actual vs implied texture

Summer Term

The aim of this scheme is that pupils continue to develop accuracy of shape and detail when drawing from observation. Pupils will be able to distinguish between primary and secondary sources in their drawing work and know the advantages of each. Pupils will be able to deploy the grid method to improve the accuracy of drawings and support the construction of their shapes. Chuck Close will be introduced to pupils, who employs this method for his large-scale portraiture work. Through teaching, misconceptions when drawing eyelashes will be addressed. Pupils will reflect on the properties of oil pastels (like they have done e.g. the properties of gouache in the Autumn term) and understand why they have been chosen for this unit of work (vibrancy/ability to blend easily). Pupils will reflect on some potential difficulties when using oil pastels (they smudge easily). Pupils will deploy oil pastels to achieve gradient colour. To inform this work, pupils will identify and synthesise the aesthetics of a conventional Green man and draw inspiration from this mythical figure. To that note, pupils explore the idea of 'artistic intent' (this is consolidated throughout the key stage and is a vital component of our work in key stage 4.) Pupils will be able to create and justify their artistic intent with regards to the mood/emotional/seasonal inspiration behind their work, as well as produce a balanced evaluation of their work in terms of strengths and areas for development.

Milestone Assessment Tasks

- ✓ Green man final piece
- ✓ End of year knowledge test

Key Learning

- ✓ Develop accuracy of shape and detail when drawing from observation
- ✓ To know the difference between primary (first hand) and secondary (second hand) research
- ✓ Deploy use of a grid to improve accuracy of drawings and map our shapes and lines in drawings
- ✓ State common errors when drawing eyelashes

- ✓ Reflecting upon the properties of oil pastels; knowing which properties are enhancing their practical outcomes
- ✓ Deploy practical skills to achieve gradient colour when using oil pastel
- ✓ Identify and synthesise the aesthetics of a conventional Green man
- ✓ Select and deploy appropriate colour choices and shapes of leaves to convey a particular mood/emotion/season in visual work
- ✓ Identify and articulate artistic intent
- ✓ Critically evaluate the successes and areas for improvement in own work

Substantive knowledge

- ✓ What is intention?
- ✓ The Green Man
- ✓ Symmetry
- ✓ Colour
- ✓ Symbolism
- ✓ Rebirth
- ✓ Colour theory
- ✓ Negative space
- ✓ Gradient
- ✓ Chuck Close

Computer Science

Computer Science at Cottenham Village College aims to de-mystify key aspects of the digital world to develop our students' knowledge so they can grow into confident digital citizens. It is important to us that the curriculum offers the chance for pupils to solve problems and make things for others that are fit for purpose**.** The curriculum map equips pupils with knowledge covering a broad range of topics including how the world is connected, developing languages, computer systems, and computational thinking. Pupils will be taught to use technology safely, respectfully and responsibly and will be given opportunities to identify a range of ways to report concerns about content. The intention of the curriculum is to also ensure that pupils become **digitally literate** and can express themselves and develop their ideas through their computing skills at a level suitable for the future workplace and as active participants in an online world.

Students have one lesson of computing a week. Below is an overview of what pupils will learn in Year 7.

Computing Introduction | Keeping safe | use of Microsoft 365

- CVC's Acceptable Use Policy (AUP)
- online identity and privacy; how to create a 'good' password
- recognise inappropriate online content; cyber-bullying
- ThinkUKnow - staying secure, ready for social networking?
- know how to deal with possible situations encountered online; how to report concerns
- effective digital communication skills (email, posting in chat)
- use of 'cloud' technology, storage files/folders
- understand the benefits & drawbacks of cloud-based applications and locally stored software

History of Computing

"It is now impossible to envisage a world without computers or the Internet. There is now a generation growing up who know very little about how this has all come to pass." - The Centre for Computing History in Cambridge.

We want our pupils to:

- become familiar with the history of computing and key figures in UK computing history
- recognise who is Charles Babbage, Ada Lovelace are and the story of the Difference engine
- recognise Alan Turing & the story of the Enigma machine/WWII/code-breaking
- recognise contribution from Tim Berners-Lee & the World Wide Web/Internet

Computer hardware & software

- be able to describe: what is a computer?
- recognise and understand the function of main internal parts of the computer
- describe the purpose of computer, tablet, smartphone components such as: CPU, motherboard, RAM, hard disk, & input/output devices
- know that there are a range of operating systems and application software for the same hardware.

Binary logic

- can identify the binary number system, base-2 (0,1)
- able to convert binary to denary
- recognise units of data: bits, bytes, kilobytes, megabytes, gigabytes, terabytes, petabytes
- Know that digital computers use binary to represent all data.
- Know that computers transfer data in binary

Cryptography

- can describe decryption and encryption
- know how to encrypt messages using ciphers
- understand how a Caesar cipher and another cipher works
- recognise modern encryption, SSL

Algorithms | Flowgorithm

- to understand what an algorithm is
- can create an accurate algorithm (making a cup of tea)
- can write basic pseudo-code
- Can use a graphical authoring tool (flowgorithm) which allows users to write and execute programs using flowcharts.

Block programming | code.org or Scratch

- to develop problem-solving skills, writing and de-bugging programs
- Identify the basic programming constructs of sequence, selection, and iteration
- Independently apply programming constructs to solve a problem (selection, count-controlled iteration, operators, and variables)

Text Programming | Small Basic

- familiar with a new programming environment / IDE
- can identify syntax and demonstrate basic debugging
- can program sequencing instructions
- can program inputs / outputs
- Can use selection and decisions

Spreadsheets | Microsoft Excel

- identify columns, rows, cells, and cell references in spreadsheet software
- Use formatting techniques in a spreadsheet
- Relative cell reference, fill handle, absolute cell reference
- Use keyboard shortcuts to improve process
- Create appropriate charts in a spreadsheet
- Use the functions SUM, COUNTA, MAX, AVG, MIN in a spreadsheet

Unit of work	**Year 8 E-safety**
	• CVC's Acceptable Use Policy (AUP) • Aware of one's own online identity and digital footprint; can describe steps to protect it. • Know ways to report security concerns
Unit of work	**Year 8 Data representation | Digital Images & Sound**
Digital Images	• to become familiar with the link between analogue and digital image capture • understand that images are stored as binary

	• basic understanding colour depth/dpi/file size • basic understanding common file formats (jpg, png...) • can explain difference between a vector/bitmap • Understand the need for compression • Can use a graphic design software package to undertake a creative project.
Digital Sound	• understand that sound is stored as binary • basic understanding of sample size/bit rate / sampling frequency • basic understanding common file formats (WAV, mp3...) • understand the need for compression • can explain the difference between types of compression lossy/lossless • Can use Audacity or digital sound software package to undertake a creative project
Unit of work	**Year 8 Cyber-security**
Cyber-security	• understand that 'people' are the weak point of a secure system (social engineering) • able to identify cyber-security threats and explain forms of social engineering techniques such as phishing, shouldering • identify threats and explain ways to prevent malware (viruses, spyware, ransomware) • can explain what constitutes a strong password and explain reasons why it is necessary
Unit of work	**Year 8 Ethical, Environmental & Legal issues**

Ethics in computing	• Familiar with ethical issues using computer science technologies (big data, privacy, GDPR, digital divide, internet of things, robot / AI / automation)
	• Read a current news 'tech' article and be able to see how key stakeholders are affected by the technology
	• The environmental impact of Computer Science
	• Legislation relevant to Computer Science:
	  ○ Copyright Designs and Patents Act 1988
	  ○ Computer Misuse Act 1990
	  ○ Creative commons licensing
	  ○ Freedom of Information Act 2000

Unit of work	**Year 8 Text Programming | Python Introduction & Turtle**
Programming using Python	• Write simple Python programs that display messages, assign values to variables, and receive keyboard input • be able to confidently draw using Python turtle • be able to write a For loop to draw a number of different shapes • write a simple function to create a repeating pattern. • Locate and correct common syntax errors • Use multi-branch selection (if-then-else statements) to control the flow of program execution • Describe how iteration (while statements) controls the flow of program execution • Use iteration (while loops) to control the flow of program execution • Use variables as counters in iterative programs

The computer science curriculum map equips pupils with knowledge covering a broad range of topics including how the world is connected, developing languages, computer systems, and computational thinking. Pupils will be taught to use technology safely, respectfully and responsibly and will be given opportunities to identify a range of ways to report concerns about content. The intention of the curriculum is to also ensure that pupils become digitally literate and can express themselves and develop their ideas through their computing skills at a level suitable for the future workplace and as active participants in an online world.

In Year 9, pupils will have an opportunity in the second term to choose between the three options the faculty offers: Business GCSE, Computer Science GCSE and iMedia. Pupils will be focused on project-based work and are encouraged to problem-solve and work independently to decide upon a solution. The first project is based on a local business and pupils learn key marketing concepts that aim to develop the pupil's own enterprise. Pupils will follow a business plan to see if their marketing proposal could work in the real world.

The faculty are acutely aware that some pupils may NOT choose to continue with computer science at KS4, so the projects have been designed to include key computing skills and knowledge that we would expect a pupil to have by the time they complete KS3.

Unit of work	**Year 9 E-safety**
Description	• read and sign CVC's Acceptable Use Policy (AUP) • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. • Explain ways to report security concerns
Unit of work	**Year 9 Business | Market Stall Project**
Business introduction	• create a business proposal and presentation which will persuade others to invest in a business venture (Dragon's den type of project) • understand the importance of enterprise in business • can discuss the role of the entrepreneur in business development • demonstrate an understanding of the marketing mix - 4Ps (Place, Product, Promotion, Price) • identify the different pricing strategies used by a business (skimming, differential, psychological) • Identify the different promotional strategies used by a business (BOGOF, loss leader, gifts/samples) • create and evaluate the best type of advertising campaign to professionally promote their business • explain why profit is important to most businesses (ROI) • explain why businesses need to forecast flows of cash to and from the business • can calculate simple cashflow forecast and apply it to their own business project using spreadsheet software
Unit of work	**Year 9 IT | Video-editing Project**
Video-editing | creative planning	• Planning, scripting and storyboarding • Edit an existing video clip • Import, trim, split • Effective use of transitions, titles, credit • Adding audio clip using royalty free audio • Choosing the best file format

Unit of work	**Year 9 CS | 3D Games Design Project**
3D Games Design	• Discover how professionals create 3D animations using the industry-standard software package, • basics of modelling, texturing, and animating using Maya • programming & development - executes, checks and changes programs. • understands that programs execute by following precise instructions, • use logical reasoning to predict the behaviour of programs, • use loops and a sequence of selection statements in programs
Unit of work	**Year 9 Networks**
Description	• the purpose of networks • the advantages and disadvantages of networks • the hardware needed to create a network • network topologies • LANs and WANs • Data packets and routing • Physical connections from the home to the internet • Network security • Pupils can demonstrate their knowledge of networks by using problem solving skills to edit a short video clip on 'Computer Networks
Unit of work	**Year 9 Text Programming | Python Lists**
Description	• Working with python to set up and use lists • The purpose of index positions within a list • Inserting, adding, removing, modifying items in a list • Searching for items in lists • Using numerical data with lists • Using the random module to select items from a list • Using the range function to select items from a list • Using random choice to select items from a list
Unit of work	**Year 9 HTML & Web Design Project**
Description	• a basic understanding of HTML • can create a simple webpage using HTML and display it in a browser • can debug simple code in HTML • can insert Text, Images, Links, Tables on their web pages; can use CSS to design a webpage to make it look nicer • can identify good and bad web design by comparing real world web examples • can create a website for a given audience by combining multiple applications on a suitable topic

Design Technology

Unit of work	**Y7 Pencil Box**
Description	Design and make a wooden pencil box. Introduction to the workshop and many of its tools. Develop 2D drawing skills, cutting, shaping and assembly skills. Develop research, presentation, skills, and peer assessment skills.
Main outcomes	A complete wooden pencil box with working lid complete with graphics
Key technical vocabulary	Tri square, tenon saw, bench hook, pillar drill, adhesive, chisel
Key skills developed	Drawing accurately to size. Marking out, cutting and shaping wood (natural and manufactured)
Further study	Could you design a similar product using a different opening mechanism? What other feature could improve the functionality of your product?
Unit of work	**Y7 Pen Holder**
Description	Design and make a functioning desk tidy/ pen holder using PVC foam, Acrylic and Aluminium.
Main practical outcomes	A complete and functioning pen holder inspired by Biomimicry.
Key technical vocabulary	Acrylic, Aluminium, pop rivet, coping saw, pillar drill, biomimicry
Key skills developed	Researching into existing products, product analysis, designing to meet a brief. Cutting and shaping olymers and acrylics, riveting,
Further study	How does biomimicry help designers solve engineering problems
Unit of work	**Y7 Textiles**
Description	Design and make tablet or device cover. Applique decoration based on Moshi Monster design.
Main practical outcomes	A complete and functioning cover using a range of textile production techniques.
Key technical vocabulary	Felt, Applique, Blanket stitch, running stitch, Seam allowance, overstitch, cast off, perle
Key skills developed	Researching into existing products, product analysis, designing to meet a brief. Hand sewing skills, cutting and hemming textiles, applique,
Further study	How are the following fabrics made; silk, denim, Lycra, microfibre? How do the following work; zip fastener, Velcro, Gore-Tex, Nomex.

In Food Technology, pupils will:

Learn about…

- Safety in the food room
- The four Cs of food hygiene
- Catering equipment
- How to wash up and clean the work station
- How to use a cooker
- Basic nutrition

Cook the following dishes…

- Fruit fusion
- Rocking rock cakes
- Bread rolls
- Homemade pizza
- Vegetable cous cous salad
- Apple and sultana crumble
- Mini fruit cakes

Drama

Overall Purpose of the Subject - Summary:

Drama is often associated with 'play', especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning. Drama is playful in that it draws on and develops young people's aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication and critical thinking. These skills aid the future platform for success in the future world.

Course Outline – Year 7

In Year 7 Drama, Darkwood Manor introduces students to the range of drama skills and convention to develop storytelling and characterisation through the genre of horror. This is built up through a series lessons based on Physical Theatre by highlighting the importance of the body on stage. Pupils are introduced to key strategies, which include Still-image, Vocal Collage, Essence Machine, Narration, Though-tracking, Hot-seating, Physical Theatre and Role-play.

Pupils will encounter the following terminology:

- Characterisation
- Levels
- Stillness
- Pace
- Tempo
- Rhythm
- Fourth wall
- Pitch
- Projection
- Facial expressions
- Gestures
- Contrast
- Dramatic Tension
- Climax
- Anti-Climax
- Character
- Monologue

In the second term, we explore Greek Theatre through the Myth of the Twelve Labours of Hercules with the focus on movement, timing and proxemic arrangement. Pupils will also be introduced to Greek Theatre and the use of Chorus by working as an ensemble.

Pupils will encounter the following terminology:

- Chorus
- Timing
- Formation
- Synchronization
- Movement
- Fluency
- Control
- Devil and Angel
- Fabric movement
- Transition
- Thought -tracking
- Reportage

In the final term, pupils are introduced to Realism/Naturalism through -The Second World War project on Evacuees, allowing students to work individually and in small groups as part of a whole group. The main creative drive is to re-create realistic moments from the Evacuees' journey, whilst improving their understanding and use of key strategies. The pupils have a brief introduction to the practitioner of Stanislavski to aid the characterisation process for the Evacuees project. Pupils will also be given the opportunity to create their own,

original drama based off a given stimulus. Pupils will therefore be encouraged to apply drama skills and terminology specific to devising to an end of year drama assessment.

Pupils will encounter the following terminology:

- Magic If
- Given Circumstance
- Naturalism
- Realism
- Objective
- Posture
- Stance
- In-role-writing
- Inner Monologue
- Hot-seating
- Improvisation
- Devising

How can you support your child?

The more performance students are introduced to, the more able they will develop their skills. Useful websites such as national theatre's official website offer a wide range of activities and ideas to develop and perform, BBC Bitesize also includes pages on key practitioners, terms and script studies. The Cambridge Arts Theatre, The Junction, ADC and Mumford Theatre offer some excellent choices for young people today.

English

As part of ensuring we meet our pupils' entitlement to know and learn about some of the best literature written, in each year of key stage three our pupils will read in full and study a 19th-century novel and a Shakespeare play. As well as this, pupils will also study two other areas over two half-terms. By the end of key stage three, pupils will have a deep knowledge and understanding of literary and linguistic terms and devices, features of key literary genres, and key contextual knowledge of the texts and writers they have studied in order to make sense of them. Across the three years, key themes will link their study of different pieces of literature and they will continue to make links between and across their three years of study. Milestone assessments are in each unit of study, but pupils are assessed regularly in other formal and informal ways throughout units. End of year exams test all areas that pupils have studied up until that point. An exam in Year 8, for example, will test knowledge and learning from Years 7 and 8. Our robust curriculum will fully prepare our pupils for the rigour and challenge of key stage four studies in English Language and English Literature.

Year 7	**Year 8**	**Year 9**
1. *The Hound of the Baskervilles* (Conan Doyle) 2. *Much Ado About Nothing* (Shakespeare) 3. The Romantic poets 4. Gothic literature	1. *A Christmas Carol* (Dickens) 2. *Macbeth* (Shakespeare) 3. WW1 poetry 4. Controversy (non-fiction)	1. *The Haunted Hotel* (Collins) 2. *Henry V* (Shakespeare) 3. *The Crucible* (Miller) 4. An introduction to literary theory and criticism

Year 7	
Autumn term	*The Hound of the Baskervilles*: Year 7 begin their English studies with this classic of crime fiction. Over the course of the Autumn term, pupils will read the novel in full exploring the characters, themes, the crime fiction genre and the setting of Victorian England. Their study of the novel will culminate in an analysis of how Conan Doyle creates an atmosphere of mystery and suspense in a passage taken from the novel. Pupils will also analyse Conan Doyle's writing 'thumbprint', exploring his writing style and producing their own narrative piece in the style of Arthur Conan Doyle.
Spring term	*Much Ado About Nothing*: in the second term, pupils study Shakespeare's much-loved comedy. Pupils will explore the comedy genre identifying these features in the play; the presentation of gender with particular focus on the depiction of women; themes of love, jealousy, duplicity and responsibility. Pupils' study will work towards an analysis of Shakespeare's presentation of Beatrice in the play. Pupils will also complete a speaking and listening task, a discussion of Don John's role as villain.
Summer half-term 1	The Romantic poets: this scheme of work explores key poetic figures in the Romantic movement. Pupils will learn about the Romantic movement before exploring poetry by William Wordsworth, Percy Bysshe Shelley and William Blake. Pupils will primarily focus on Blake's poetry from 'Songs of Innocence and Experience', learning key poetic terminology and analysing the way Blake's attitudes towards industrialisation and the French Revolution are expressed in his poetry.
Summer half-term 2	Gothic literature: in the final part of Year 7, pupils will immerse themselves in all things gothic. Starting with what is thought to be the first gothic novel, *The Castle of Otranto*, pupils will explore passages and excerpts from classic gothic tales from the 17th-century through to the modern-day. Through a chronological approach, pupils will be able to chart the development of the genre, developing themes, key literary features and techniques. In the course of their study, pupils will revisit *The Hound of the Baskervilles*, exploring how much Conan Doyle may have been influenced by the genre when creating his classic. Finally, pupils will put all their knowledge into practice, creating and writing their own gothic piece using the features and devices of the genre.

Geography

The Year 7 Geography curriculum introduces students to a variety of geographical topics, both physical and human. The curriculum is outlined below, along with suggested resources for use at home and the key terminology relating to this curriculum. During the units of study additional resources or web sites may be given to the students. The skills introduced in year 7 are then used and developed throughout Key Stage 3. Some assessments are work in progress.

What is Geography?

- The key elements of Geography

Location - World Geography

- Continents and Oceans
- Countries and Capitals
- Major Mountains and Rivers
- Major Deserts and Rainforests

Cambridgeshire – local study (economic activity, settlement, OS map skills)

- OS maps skills –
- Location of settlement, Types of settlement and Settlement Hierarchy
- Land-use
- Economic activity
- Change in the economic activity - Globalisation.
- Impact of the economic activity on the local area

Past, Present and Future for Cambridgeshire?

Weather and Climate

- Difference between weather and climate
- Types of weather
- Weather Observations
- Measuring Weather
- Air masses
- Climate Types
- Factors affecting climate

Why are there different climates around the world?

Population

- Population Growth
- Population distribution and density
- Birth rates and death rates
- Population structure
- Migration
- Overpopulation
- Population Policies / Control

Why are some places more populated than others?

Tectonics

- Structure of the Earth
- Geological timelines
- Rock types and types of weathering.
- Continental Drift
- Plate Tectonics and Plate Boundaries
- Formation of Volcanoes
- Why live near volcanoes?

Why are some volcanoes more violent than others?

ASIA

- What is the physical Characteristic of Asia?
- Where is China?
- What are China's Physical features?
- Why does China experience earthquakes?
- How does China's Climate vary across regions?
- How has China's physical Landscape influenced the distribution of its population?
- Why is China's population increasing?
- How has China tackled its population size?
- What role does manufacture play in China's economy?
- What environmental problems has rapid development created for China?

Fieldwork Enquiry (Preparation – Collection – Presentation – Analysis – Evaluation)

- What are the different microclimates around my school?

ADDITIONAL RESOURCES

BBC Bitesize- KS3 Geography

lizardpoint.com/geography- good online quizzes

http://www.ordnancesurvey.co.uk/mapzone/map-skills

Weather forecast on TV-BBC is particularly good or in newspapers

www.bbc.co.uk/weather

History

YEAR 7

Topic	Question	Type of Thinking	Content	Assessment
The Medieval World	What can we learn from Sutton Hoo?	Use of evidence	The end of the Roman Empire in Britain, the Sutton Hoo burial, Anglo-Saxon England, connections across the medieval world.	Class work
	How did Islam spread?	Causation	The founding of Islam, medieval Arabia, Arab conquests, trade, conquest of India.	Essay
	What light can a saint's story shed on early medieval Christendom	Significance	The origins of Christianity, Roman persecution of Christians, the adoption of Christianity in the Roman Empire, the spread of monasticism and veneration of saints.	Letter
	Story Lesson: Who were the Vikings?	Sense of period	Viking raids, trade and settlement from Ireland to Constantinople	N/A
	What was the Domesday Book for?	Use of evidence	Norman Conquest, its impact on England and the local area, the Domesday survey, inquisition and book.	Essay
	Who was drawn to Jerusalem in 1095	Diversity	The Byzantine Empire, the Islamic world and the First Crusade	Essay
	What was so remarkable about the life of Eleanor of Aquitaine?	Significance	Medieval France, the Angevin Empire, the Second Crusade, Henry II, Richard I, John	Short essay
	Story Lesson: Who were the Mongols?	Sense of period	Genghis Khan and the impact of Mongol conquests in the c.14th	N/A
	What does the life of Mansa Musa reveal about medieval Mali?	Significance	Medieval Mali, Mansa Musa's Hajj	Short essay
	Which sources reveal the most about medieval peasants?	Use of evidence	Medieval peasantry	Short essay
	Why did the peasants revolt in 1381?	Causation	The Black Death; the Hundred Years' War; changing religious ideas; poll taxes; the Peasants' Revolt.	Essay
	What makes the Silk Roads a 'world of wonder' for Peter Frankopan?	Diversity	The Silk Roads, medieval Baghdad, medieval Europe	Diversity

Mathematics

TERM	**Relevant number skills are taught continuously in appropriate places**	
AUTUMN	CORE	EXTENSION
Sequences	Letter symbols as numbers in terms, expressions and equations First 5 triangular numbers Square numbers up to 12x12 Simple sequences from term-to-term rules Simple sequences from position-to-term rules Sequences from patterns or practical contexts Use of symbolism for sequences eg u_2 or u_{n+1}	Different roles of letters in equations, formulae, functions Squares, positive and negative square roots, cubes and cube roots, small integer powers Linear nth terms Simple algebraic functions
Number theory	Recognise odd and even Show results of adding pairs of odd/even in diagrams Multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10 Divisibility by 2, 4, 5, 10, 100 Factor pairs for numbers up to 100 Prime numbers less than 100 Prime factors for numbers up to 100 Common factor, highest common factor Lowest common multiple Write one number as fraction of another Convert decimals into fractions Compare simple fractions Percentages as number out of 100 Calculate simple percentages Fractions/decimal/percentage equivalents	Recognise odd and even given algebraically Recurring decimals as fractions Percentages to compare proportions
Probability	Equivalence of fractions/decimals/percentages Probability language Probability scale Mutually exclusive outcomes of single event Estimate probabilities form simple experiments	 Know how to work out probability of event not occurring ie 1 - p
Data	Tally charts and frequency tables Pictograms Venn and Carroll diagrams Bar charts Frequency diagrams for grouped discrete data Mode, median, range Modal class Mean including from frequency table Compare two distributions using range and an average	Diagrams for discrete and continuous data Scatter graphs Stem and leaf diagrams Compare two distributions using range and one or more of median, mode, mean

SPRING	CORE	EXTENSION
Points and lines	Vocabulary, notation and conventions for labelling lines and angles Acute, obtuse, reflex angles Estimate, measure and draw angles Parallel and perpendicular lines Vertically opposite angles Angles at a point Angles on a straight line Angles in a triangle Properties of triangles Properties of quadrilaterals Solve problems involving angles	Alternate and corresponding angles Mid-point of line segment Regular polygons Solve problems involving angles giving reasons
Equations and formulae	Use = < > correctly Expand single brackets Collect like terms Solve simple equations, unknown on one side	Solve equations with unknown on both sides
Ratio and proportion	Use ratio notation Simplify ratios Divide in a given ratio (two parts) Use percentage for simple proportions	Divide in a given ratio (more than 2 parts)
Shapes and solids	Properties of polygons and 3D solids Nets Drawing nets accurately	Plans and elevations Classifying quadrilaterals by their geometric properties
SUMMER	CORE	EXTENSION
Cubes	Nets of cubes Making cubes from nets Origami cube (Sonobe cube)	
Measure	Metric units of length, area, mass, volume Time Perimeter Area of rectangle Perimeter and area of compound shapes made from rectangles	Derive and use formulae for area of triangle, parallelogram, trapezium Areas of compound shapes Volume of cuboids and compound shapes made from cuboids Surface areas of cuboids and compound shapes made from cuboids
CVC student	Project to collect, represent and interpret data by using their own body measurements and ideas from Vitruvian Man and Gulliver's Travels	
Graphs and lines	Use rules to generate simple linear functions Recognise simple number sequences as straight line graphs Plot simple linear functions	Recognise y = mx + c

Modern Foreign Languages

All students studying Modern Foreign Languages will learn through the skills of listening, speaking, reading, translating and writing. Students will also cover cultural elements of the target language country as well the cultures of other countries where the language is spoken. Lessons are vibrant and engaging and teachers encourage students to enjoy and be confident in all areas of their work. The lesson content across all years will enable students to:

- Use a range of opinions and justify them with reasons why
- Use intensifiers and connectives to extend sentences and add detail to their work
- Use the grammar and vocabulary covered across a range of topic areas and to suit different audiences and purposes

In order to support their learning at home, students could:

- Consolidate material covered in class through regular revision
- Develop their written and spoken language into longer, more detailed paragraphs
- Re-read class notes and revise new verb forms, tenses and vocabulary carefully
- Practise pronouncing and spelling new words
- Learn key grammatical structures (rules and examples of each structure) off by heart
- Begin to recognise patterns in order to develop their understanding of the new language
- Review their class work and identify areas where they require further support
- Review written homework to check for accuracy before handing in
- Create revision resources to support learning – e.g. flashcards/quizlet

All students have an individual log-in for the online textbook – details of the textbooks follow each year's curriculum description. All textbooks are published by Oxford University Press and can be accessed by students on www.kerboodle.com.

Please note that the following curriculum information is relevant for the academic year 2021-2022.

Year 7

All students in year 7 study French. They have 5 lessons per fortnight. The curriculum plan for year 7 French is as follows:

Autumn Term (September – December): Personal information, school, family and friends

Students learn and revise how to talk and write about themselves, give opinions on school subjects and describe their family, pets and friends, with a focus on developing their understanding of basic French pronunciation, spelling and grammatical structures including nouns and articles, common irregular verbs, adjectives and possessive adjectives. They will also cover basic phonics and the relationship between spoken and written French.

Spring Term (January-Easter): House, home, free time, food and drink

Students learn to talk and write in more detail about their house and home, free time activities and eating and drinking habits. They will learn new grammatical structures including regular -er verbs, additional common irregular verbs and negatives and be introduced to the past tense.

Summer term (Easter – July): Local area and lifestyle

Students learn to talk and write in more detail about their local area, clothing, weather and weekend activities. They will develop their understanding of the present tense of regular verbs and learn how to describe their daily routine using reflexive verbs.

Textbook: Allez 1

Year 8

All students in year 8 continue with their study of French, and some students move on to studying Spanish as a second language. Those studying French only have 6 lessons a fortnight and those studying both French and Spanish have 3 lessons in each language a fortnight. The curriculum for year 8 French and Spanish is as follows:

FRENCH

Autumn Term (September to December): Routine, free time and holidays.

Students learn to talk and write about their routine, free time and holidays in more detail. They revise the present tense of regular -er verbs and irregular verbs and are introduced to common regular -ir verbs. They also learn how to use the perfect tense to talk and write about events in the past. The conditional tense is introduced to allow students to discuss what they would like to do on their ideal holiday. Students continue to develop their pronunciation and their awareness of French sounds and spelling.

Spring Term (January-Easter): Sport and daily routine.

Students learn to talk and write in detail about sports they do, prefer and their daily routine, as well as an introduction to key phrases for describing illness. They revise and develop their understanding of the present, past and future time frames and learn the formation of reflexive verbs. Students continue to develop their ability to extend sentences by including more detail, opinions and reasons.

Summer Term (Easter-July): Technology and media

Students learn to talk and write in detail about television, film and their use of technology. They develop their grammatical understanding by revising the perfect tense and being introduced to direct object pronouns and impersonal structures (such as it is important/essential to). They also continue to develop their ability to structure an argument for or against and give and justify opinions in more detail.

Textbooks: Allez 1 and 2

SPANISH

Autumn Term (September-December): Personal information, family and pets

Students learn how to talk and write about themselves and describe their family, pets and friends, with a focus on developing their understanding of basic Spanish pronunciation, spelling and grammatical structures including nouns and articles, common regular verbs, adjectives, possessive adjectives and high frequency structures such as “there is”. They will also cover basic phonics and the relationship between spoken and written Spanish.

Spring Term (January-Easter): House, home and free time

Students learn to talk and write about their house, ideal house and free time. They will learn how to make their work more detailed and interesting and use more complex structures such as the conditional tense for describing a dream house. Key grammatical elements studied include regular and irregular verbs in the present tense. Students will also deepen their understanding of Spanish pronunciation.

Summer term (Easter-July): Local area and school

Students learn to talk and write in more detail about their local area, building on the content from the previous term. They will also learn how to describe their school and express opinions on the different aspects of school life. They will consolidate their understanding of the present tense and learn how to use the near future tense to express where they are going to live in the future. Students consolidate their understanding of Spanish by writing and speaking in longer, more complex sentences that give and justify opinions.

Textbook: Claro 1

Year 9

In year 9 those students who have studied two languages can continue with both or opt to study one of the languages. Those students who have only studied French will continue with it in year 9. Students who continue with both languages will have three lessons per language per fortnight and those who study one language will have six lessons per fortnight. The curriculum for year 9 is as follows:

FRENCH

Autumn Term (September-December): Technology, health and lifestyle

Students learn to talk and write in detail about their use of technology, health and lifestyle. They develop their grammatical understanding by revising the present, past and future time frames and being introduced to the simple future tense (I will) to describe future resolutions. Work will be extended using impersonal structures (it is necessary to, you must, for example) and more complex examples of object pronouns. They also continue to develop their ability to structure an argument for or against and give and justify opinions in more detail.

Spring Term (January-Easter): Customs and celebrations, jobs and future plans

Students learn to talk about the ways in which they celebrate key events, part time jobs and the jobs of those around them as well as their plans for the future. They consolidate their understanding of different time frames and are introduced to ways of producing more complex sentences using connectives.

Summer term (Easter-July): Consolidation and preparation for GCSE courses

Time is given over to consolidation of the key grammatical elements and topic areas covered throughout KS3 as students embark on preparation for the French GCSE course. The topics covered will include local area and holidays, and there will be opportunities to revise the present, past and future time frames, as well as the ability to give and explain opinions in extended sentences.

Textbook: Allez 2

SPANISH

Autumn Term (September-December):school, food and healthy living

In order to build on the content covered at the end of year 8, students learn to talk and write in further detail about school subjects, opinions, school facilities and food. They will focus on increasing their understanding of the present tense, opinion words and phrases, adverbs of frequency and use of the negative. They will use the future tense to cover health related resolutions as well as learning some practical transactional language for ordering food in a restaurant.

Spring Term (January-Easter): holidays and technology

Students learn to talk and write in detail about their holidays and their use and opinions of technology. Students will continue to develop their understanding of a range of time frames (present and past). They will also recap and add the future tense from term one. They will develop their use of opinions by studying how to compare things using a range of adjectives.

Summer Term (Easter-July)

Time is given over to the consolidation of the key grammatical elements and topic areas covered throughout KS3 as students embark on preparation for the Spanish GCSE course. The topics covered will include local area and free time, and there will be opportunities to revise the present, past and future time frames, as well as the ability to give and explain opinions in extended sentences.

Textbooks: Claro 1 and 2

Music

*"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." (**Plato)***

Music is a universal language that plays a distinct role within the performing arts and a well-rounded curriculum. Students experience music by engaging with all the senses, which can inspire a great love of music. It is a very creative subject that provides opportunities for individual expression. When performing to an audience, students develop their confidence and resilience and experience a great sense of achievement.

The aim of music at CVC is to develop an enjoyment of music making in every child by experiencing a lesson as a musician. Knowledge is therefore predominantly acquired through direct contact and active participation with music and not merely by learning about it. Musical problem solving takes place through aural perception to understand, appreciate and improve on the key skills of performing or composing process. The goal is for students to collaborate with independency and ownership of their outcomes. Through an exposure to the processes and conventions of a broad range of styles, students can truly bring their own music alive, whilst deepening their cultural and social understanding.

Key skills in music

Performing in time with confidence and expression.
Whilst performing on a variety of instruments, contextual learning takes place as students learn how different musicians interact, their roles, the use of different forms of notation, technology and audiences. (students learning an instrument externally are encouraged to use this skill in class, including sequencing, rap and beatbox).

Composing to generate, develop and structure ideas to captivate an audience.
Pupils will develop their ability to compose, improvise and notate music material through both live performance and music technology (Sibelius, Garageband and Pro-Logic). They will explore a variety of musical elements, devices, structures and styles.

Listening to recognise musical features and evaluate the impact these have on the mood, purpose and style.
Students receive a baseline listening assessment at the start of year 7 which focuses on basic recognition of instruments, voices, metres and devices. This lays the foundation for further understanding within the course. Aural perception is questioned at regular stages of a lesson with the acknowledgement of rudiments and specific features in music of their own and others work.

Year 7 curriculum

The curriculum is progressive requiring students to work with increasingly complex elements of music throughout KS3. In Year 7, students learn how music fits together, how patterns are layered and combined within simple structures, from different periods and cultures worldwide.

Arriba: Students perform this piece as part of a jazz band, becoming aware of the roles of instruments in both the front line and rhythm section and structural changes within a piece including an awareness of the head tune and improvisation. (HWK: Jazz artists and traditions through time)

Gamelan: Students learn about the relevance of music in all Indonesian social events, the instrument sounds and the way in which the parts connect to a repeating core melody. They perform a multi-layered piece. (Ext: If appropriate this piece is fused with a Christmas song and highlighted in the Christmas concert)

Time Flies: Students perform a multi-layered rhythmic piece following stave notation. Aspects of dynamics, unison and balance are reinforced throughout. This is extended to a Sibelius rhythmic composition to reinforce note values. (HWK: revising note values and rhythm words)

Advert Music: Students reflect on minimalist music for different adverts and describe how the music impacts on the product. This provides a good transition to the use of major scales and ways in which melodic ideas can be developed from simple cells. (HWK: revise rhythmic and pitch notation for a class test)

John Henry (Gospel Music): Students learn about the myth about a freed slave, and the context of spirituals. They develop vocal and keyboard skills to create an arrangement of a song. Call and response, unison and harmony and accompaniment ideas are explored using different tempos to create contrasting moods. (HWK: revise accompaniment styles, melody phrasing and vocal textures)

Extravaganza: Students take part in an arrangement of a song from a musical which showcases music specialism in year 7. They are invited to collaborate with extra-curricular music groups to form the highlight of the summer concert. Year 7 leaders will be invited to teach the piece to year 6 in an even larger collaboration.

Further progression and the wider curriculum

Students will be expected to take on more demanding, significant parts and roles within an ensemble. To progress further students are encouraged, as a homework extension, to take learning beyond the classroom to instil further confidence in developing themselves as young musicians.

Learning an instrument: Developing a skill on an instrument requires physical and mental agility with practice and rehearsal taking place at home, between class lessons. This can be aided through internet or manual based guidance, through independent tuition outside of school or with CVC's dedicated team of instrumental specialists, within curriculum time. Please check www.chordfind showing fingers for any guitar chord and www.drummerworld showcasing masters at work. ('Instrumental interest' forms can be obtained from the web and sent to Miss Manser. cath.manser@astreacottenham.org

Theory: in addition to revision booklets shared with each student, independent study of theory via online apps or theory club might include 'Music theory guy' (www.musictheory.net), Teoria (tutorials and exercises for music theory and ear training). www.bbc.co.uk/gcsebitesize/elementsofmusic , www.dsokids.com, www.youtube.com exploring a wide range of instruments and styles.

Enrichment activities: The school have an Orchestra to Rock and Pop group which run after school throughout the year. Further groups such as the Jazz band, woodwind group, year 7 and 8 vocal group and theory club run at specific points in the year. The school also take opportunities, when available to invite students to work alongside outside musicians and participate in half-term workshops. Students can further sharpen their musical awareness and collaborate within an increasingly mature social setting.

Events: Students are encouraged to participate in a variety of events held throughout the year. The emphasis is not on competition and individual success, but an opportunity for different ages to come together, inspire, nurture, support each other and work as a team with achievements becoming a collective responsibility. They not only give the school and students an identity but create unforgettable memories. Regular annual events include the Christmas and Summer concert in which both extra-curricular and curricular work are showcased, such as the 'Extravaganza pieces', which involve a huge collaboration between instrumental and vocal groups, driven from class performance projects. Other events include the GCSE Music Showcase, King's College Carol Concert, Young Performer's Recital, and a 'Battle of the Bands' competition led and mentored by year 9 music leaders.

Physical Education

In Physical Education we look to develop and assess in these 3 areas:

1. Physical skills involved in each specific game (detailed below)
2. Knowledge and understanding of the activities and key knowledge themes.
3. Personal Outcomes – In year 7 this is respect and responsibility.

SPORTS	TERMS & VOCABULARY	PHYSICAL SKILLS	APPLICATION & UNDERSTANDING	CONTEXT
RUGBY	Attack & defence, Pass, receive, ruck, maul, offside, support, dodge,	Pass backwards/ run forwards, ruck & maul, tackle technique. Taking contact.	The understanding of what to do when you are a ball carrier or in a support role. Decisions to be made when you make contact or are tackled. Safety rules and boundary rules.	3 v 1, 4 v 2, 5 v 3, 5 v 5 games, all moving in a particular direction to gain territory.
BASKETBALL	Attack & defence, Dribbling, passing, set shot, triple threat, pivot.	Dribbling, passing, set shot, triple threat, pivot. Dummy, driving past player.	How to move the ball up the court using passing and dribbling. The use of the outlet pass. What decisions to make when beating an opponent / close to the basket. Basic positions within the team - Rules around basic infringements.	Small possession games 1 v 1, 2v1, 3v3.
NETBALL	Attack & defence, Pass, receive, dodge, move, positions, offside, obstruction, contact, penalty pass, free pass,	Chest pass, single handed pass, bounce pass, dodging,	Safety rules and boundary rules. Understanding what skills and decisions are necessary for attacking and defending play. Including angle of support and finding and making space.	Smaller even-sided games across the court. Half court games 4 v 3. All 7 positions
DANCE	Body tension, control, sequence, strength, flexibility, movement, level, speed, direction, balance, travelling, timing, devising, motif, stimulus	Copy a set motif. Devise and choreograph own movements, timing if movements to the beat of 8 and to the music	Performing sequences that fulfil specified criteria, exhibiting movement that is controlled and can be repeated. They need to practice and evaluate their sequence to refine and develop their performance.	Produce and perform a sequence of movements to a set stimulus and piece of music.
FITNESS	Strength, suppleness, speed, stamina, programme, circuit training, warm - up, cool down	Use of all equipment safely and with the correct technique.	Safety rules. To be able to move around a circuit training programme and also to follow a set programme.	Types of training; circuit, programmes, working in pairs.
TABLE TENNIS	Forehand, backhand, ready position, push and drive	Serve, grip, forehand & backhand push and drive.	Getting out and putting away tables safely. To be able to move into the correct position to play the ball back effectively. They will understand the difference between a cooperative rally and a competitive one and what you should be doing differently in each situation.	Rallying cooperatively, Singles games
ATHLETICS	Track events, field events, 100m, 800m, shot putt, long jump. Technique, throw, relay.	Sprinting, sprint starts, dip finish. Pacing, throwing, jumping. Measuring using	Safety rules and boundary rules. Sprinting and distance techniques and the difference between them. The ability to start and pick up during sprinting. To be able to coach and	Individual performance with partner support and feedback.

		stopwatch and tape measure.	help each other with regards to technique.	Personal bests and in maximal effort.
CRICKET	Bowling, batting, long barrier, fielding, catching, stumps, overarm, underarm, sidearm, dismissals. crease , wicket keeper, backing up.	Different kinds of throw appropriate to the situation. Catch, strike, delivery in various ways.	Safety rules and boundary rules and markings.. Attacking and defending. Decisions made as a batter and fielder. Bowling for cooperative and competitive situations. Communication between batting pair.	Individual skills. Paired throwing and catching. Pairs cricket game
ROUNDERS	Bowling, batter, long barrier, overarm, underarm, fielding, posts, bases. ½ rounder, out. Back stop, boxes, backing up.	Different kinds of throw appropriate for the situation. Catch, hit, bowl.	Safety rules and boundary rules and markings. Attacking and defending. Decisions made as a batter and fielder. Communication between fielders to help make decisions.	Individual skills. Paired throwing and catching Full game.

Knowledge Themes

Major Muscles: Biceps, triceps, gastrocnemius, abdominals, quadriceps, hamstrings, pectorals, deltoids, gluteals, trapezius, latissimus dorsi.

Main bones for support and protection: Cranium, ribs, femur, tibia, fibula, humerus, pelvis, radius, ulna, sternum, tarsals, meta-tarsals, carpals, meta-carpals, phalangies.

Warm - up: 3 stages – pulse raiser, Mobilisation, and dynamic stretches. To reduce the risk of injury, increase muscle temperature and flexibility, increase oxygen supply and to be mentally prepared.

Cool down: Light jog, stretches and gradually decrease body temperature. To flush out lactic acid and reduce muscle soreness.

Personal Outcomes

Respect – Inform staff of non-participation immediately. Quiet when others are talking. Listening to others. Following the rules and expectations consistently.

Responsibility – Punctual, changing sensibly, bringing the correct kit, be prganised and ready to participate, play a role if not participating fully.

Religion, Philosophy and Ethics

Topic	**What students will be learning**
Topic 1 – Why RPE? R – **Religion** P – **Philosophy** E – **Ethics** *This unit explores why we do RPE and the ultimate questions that students will encounter throughout KS3 and 4. The students then move on to their first ethics topic.*	• What the terms religion, philosophy and ethics mean. • The main reasons why the study of RPE is important and how it links to other subjects in the curriculum. • Consider what the ultimate questions in the world are and how we can answer these – during this topic students will begin to develop key skills in terms of understanding, communication and debate. • Apply content and skills learnt to help them answer one ultimate questions in the form of a short essay.
Topic 2 – Is Meat Murder? *The students first ethics topic – it will cover both the knowledge and skills required to enable students to debate productively. This unit looks at what worldviews say about eating meat and will enable students to consider the moral implications.*	• An understanding of what counts as a meat-based diet, a vegetarian diet and a vegan diet. • An understanding of the evidence that suggests we need to eat meat. • An understanding of the evidence that suggest we don't need to eat meat. • An understanding of how meat goes from an animal to our plate – is the process cruel? • A consideration of the conditions that the animals are kept in – are they treated fairly? Are the conditions good enough? • An understanding of the Jewish, Christian and Islamic ideas about the treatment and use of animals. • An understanding of the Hindu ideas about the treatment and use of animals. • An understanding of the Buddhist ideas about the treatment and use of animals.
Topic 3 – History of Belief Part 1 - What is religion? *A short topic that explores what religion is, why it is important and how it has evolved.*	• An understanding of what religion is. • An understanding of what myths are. • An understanding of how different cultures have expressed mythical, spiritual and religious ideas throughout history. • An understanding of how religious beliefs have changed over time. • An understanding of an ancient culture with a focus on the importance of religion and myths to this culture.
Topic 4 – History of Belief Part 2 - Hinduism	• An understanding of how and where Hinduism started. • An understanding of the Hindu concept of Brahman. • An understanding of the trimurti and their roles in Hinduism. • An understanding of some of the other gods that form part of Brahman. • An understanding of dharma, atman, ahimsa, karma and reincarnation. • An understanding of Moksha and evidence of modern examples of reincarnation. • An understanding of how Hindu concepts are taught through the game Moksha Chitram (Gyan Chapaur). • An understanding of the Ramayana and its importance to Hindus today. • An understanding of the Hindu festival of Diwali.
Topic 5 – Should the death penalty be reintroduced in the UK?	• An understanding of the main aims of punishment – retribution, reform, reparation, deterrent and protection.

This unit looks at the ideas of why and how we punish people in this society and compare it to religious teachings on the subject.	• An understanding of how the concept of punishment has changed throughout history – looking at examples such as decimation, stocks, crucifixion among many others. • An understanding of how punishment currently works in the UK – is it fair? How do we decide what deserves punishment and how seriously it should be punished? • Forgiveness – with a focus on Judaism, Christianity and Islam – Should we forgive people who commit crimes? What does religion teach? • Karma – is this something we need to enact now on earth or is it something that happens from one life to the next? A study of karma as a punishment – focusing on Hinduism and Buddhism. • What is capital punishment? • Why, how and where is it used? • Arguments for and against capital punishment. • Religious teachings about capital punishment. • Case studies – an in-depth focus on two case studies. In one example the person did commit the crime but in the other example, many claim the man is innocent.

Science

Studying Science at CVC is a five-year journey that fosters a love of the subject, develops enquiry skills and gives students the opportunity to discover how fascinating the universe is. Learning is embedded through the development of knowledge and practical skills over time. The science staff are experts in their fields of biology, chemistry and physics. Students will learn the skills of scientists in an enriching, laboratory-based environment that will challenge and push students to achieve their potential, thus preparing them for a wealth of exciting and rewarding career opportunities in science and related areas. Our goal is to shape the minds of our pupils so that one day they can create life-changing applications from fundamental scientific knowledge.

Our focus in Key Stage 3 (KS3):

In KS3 pupils will focus on learning the fundamental knowledge required for Biology, Physics and Chemistry. The curriculum is designed so that students of all abilities make progress towards developing the skills required, whilst forming a solid understanding of a range of scientific concepts. In Chemistry this includes learning about elements, compounds and how to navigate the periodic table. Pupils will find out how discoveries about atomic structure led to the development of the periodic table. In Biology, pupils will learn about the structure of plant and animal cells, how cells become specialised and why cellular processes like respiration and photosynthesis are fundamental to life. In Physics, pupils will learn why forces are so important, how objects interact with each other and learn about Newton's laws of motion. Transfer of energy involved in all interactions. Pupils will build upon their knowledge of atomic structure and discover how electrons and electricity are related; they will become confident at calculating resistance, current and voltage. Extended writing and mathematical skills within topics will allow pupils to develop their scientific vocabulary and analytical skills

KS3 Curriculum – Years 7, 8 and 9 Overview

	Autumn	Spring	Summer
Year 7	7 Scientists Core Biology 1 Core Chemistry Core Physics	Life cycles, growth and human reproduction Elements and compounds Sound and Light	Plant Reproduction Substances and mixtures Earth and space
Year 8	Cells to organ systems Chemical changes Heating and cooling	Heath, digestion, and disease Acids and alkalis Forces and motion – linear motion	Organisms and Interdependence, Planet Earth pollution How we see
Year 9	Inheritance and Evolution Periodic Table Floating and Sinking Magnetism and Electricity	Biochemistry Reactions of Metals and Metal Compounds Forces and motion -Turning Forces	Health and Disease Earth's resources Water Waves Core Science Skills

Year 7 Science Curriculum

Core Science Skills and 7 Scientists

In this topic students are introduced to the key concepts of working scientifically to ensure a solid foundation on which to build their future learning. This topic covers: safety, science equipment, measuring, using a Bunsen burner and other key investigative skills.

Core Physics: Forces and Energy stores

Energy transfer is the underpinning concept of KS3 and KS4 Physics. In this 'Core Physics' topic students are re-introduced to energy stores and how energy is transferred between these stores. Students also cover forces

(pushes or pulls) and then build on their KS2 learning to look at balanced and unbalanced forces. Students use force arrows in diagrams, adding forces in one dimension, and use data to gain quantitative insight into changes of motion.

Core Biology: Cells and Organisation

Students cover cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. The structures of a cell and their functions, similarities and differences between plant and animal cells. They will also cover the difference between unicellular and multicellular, the structural adaptations of unicellular organisms and the hierarchical organisation of multicellular organisms. The students will also learn about the role of diffusion in the movement of materials in and between cells.

Core Chemistry: Properties and materials

Students continue their science learning by building on their KS2 understanding of the material world around them. This includes Dalton's simple atomic model, atoms and molecules as particles, the differences between atoms, elements, and compounds. The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. Changes of state in terms of the particle model.

Life cycles, Growth and Human Reproduction

Using humans as an example of a mammal this will include the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth including the effect of maternal lifestyle on the foetus through the placenta.

Elements and Compounds

This topic builds on Core Chemistry and looks microscopically at the particles they have been discussing. Using tier three terminology to build fluency of science language – for example the similarities and differences between the words: atom, element, compound, and molecule. Then looking macroscopically to designer materials.

Sound and Light

This topic will introduce the concept of sound and light waves as a method of transferring energy. The similarities and differences between light waves and sound waves. Students will build on their understanding of particle models and apply this to the propagation of sound waves, the frequencies of sound waves, echoes, reflection and absorption of sound. The speed of sound in air, in water, in solid. Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. The auditory range of humans and animals.

Separating Substances

This covers the concept of a pure substance, identification of pure substances, mixtures including dissolving and simple techniques for separating mixtures including filtration, evaporation, distillation and chromatography.

Earth and Space

Space will encompass gravity force, how to calculate weight, the difference in weight on different planets, gravity forces between the Earth and Moon and between the Earth and Sun. It will then cover the seasons and the Earth's tilt, our Sun as a star, other stars in our galaxy, other galaxies and light years as a unit of astronomical distance.

Plant reproduction

This topic includes flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

The Year 8 Curriculum

Art and Design

Autumn Term

The aim of this scheme of work is that pupils understand that artists can be driven to create work in response to the world around them. Students are introduced to the terms 'visual literacy' and 'social commentary.' They analyse a wide range of Banksy pieces and respond to his work in order to create their own piece that is loaded with meaning and intention. Pupils will reflect on the importance of context and how pupils will find some pieces easier to analyse because they recognise the context (COVID/ the pandemic/Brexit) The context behind Live Aid/I don't like Mondays piece is likely to need explaining for pupils to understand its intention.

Students are taught the 'dry brush technique,' and how to use a knife safely to cut out an effective stencil. Double stencil is a progression from a single stencil

Milestone Assessment Tasks

- ✓ Baseline Assessment drawing – drawing of a tin can
- ✓ Banksy Analysis
- ✓ Milestone assessment – stencilling skills

Key Learning

- ✓ How to read the work of other artists, by interpreting the use of formal elements, symbolism and social commentary
- ✓ To articulate own artistic intention, and communicate this through the use of symbolism and the formal elements
- ✓ To effectively and safely deploy stencilling and dry-brush techniques

Substantive knowledge

- ✓ How to use a knife safely and effectively
- ✓ Double stencil
- ✓ 1984 world famine
- ✓ Live Aid/I don't like Mondays
- ✓ Brexit piece
- ✓ NHS piece
- ✓ Shredder rules
- ✓ Dry brush technique
- ✓ Barbara Kruger
- ✓ Still life
- ✓ Silhouette
- ✓ Positive space
- ✓ Negative space
- ✓ Audrey Flack

Spring Term

The aim of this scheme of work is that pupils are taught how to construct ellipses effectively, allowing them to address some misconceptions they may have had at the start of the year. In this unit, the genre of still life is explored through boh a conceptual and visual lens. Symbolic still lives are explored through the vehicle of vanitas still lives; exploring concepts such as memento mori; these are explored in older and more modern contexts. Ellipse work is consolidated through the creation of an overlapping still life in the style of Michael Craig Martin. Gouache is used for its flat properties and pupils will reflect on the properties of this medium, as they did in year 7 and be able to compare this to the aesthetic of Michael Craig Martin's work. As well as flat colour, pointillism, Van Gogh swirls and Gerhard Richter scraps are introduced as visual devices to provide areas of greater visual contrast/focus.

Milestone Assessment Tasks

- ✓ Still life final piece
- ✓ Elliptical drawing (progress measured by % comparison to baseline can drawing at the start of term

Key Learning

- ✓ Apply knowledge of effective ellipses
- ✓ Practice accuracy of shape when drawing from observation
- ✓ Explain the meaning of the term 'Vanitas' and explain the symbolic meaning of key items in traditional Vanitas pieces
- ✓ Recognise and define the visual elements of the work of Michael Craig Martin
- ✓ Deploy effective tracing and transferring skills
- ✓ Synthesise the stylisitic traits of the work of Michael Craig Martin
- ✓ Recall and deply gouache skills to effectively create areas of flat colour in work
- ✓ Recall colour theory to deploy effective colour combinations
- ✓ Define the term 'form' and deploy pointillism to create the illusion of form in selected areas of work
- ✓ Recognise and define the visual elements of the work of Van Gogh
- ✓ Effectively synthesise the brush strokes of the post-impressionists
- ✓ Recognise and define the visual elements in the work of Gerhard Richter
- ✓ Deploy effective paint scraping techniques in own work

Substantive knowledge

- ✓ Ellipses
- ✓ Major axis
- ✓ Minor axis
- ✓ Still life
- ✓ Everyday objects-ordinary/extraordinary
- ✓ What is symbolism?
- ✓ Memento Mori
- ✓ Vanitas
- ✓ Modern vanitas artwork
- ✓ Michael Craig Martin
- ✓ Pointillism
- ✓ Shape vs. Form
- ✓ Van Gogh
- ✓ Impressionism

- ✓ Post – Impressionism
- ✓ Colour theory
- ✓ Actual versus implied texture

Summer Term

The aim of this scheme of work is to induct pupils into the work of Pop Art. Whilst Michael Craig Martin, who pupils visually responded to in the spring term, creates Art with a 'Pop Art' appearance, teaching prevents this misconception. Pupils will understand the intention of Pop Artists. Archimboldo is used as a vehicle to highlight stylistic change through the ages in Art as well to highlight how different his approach was to other conventional renaissance artists. A range of digital functions are taught to make work. Pupils are to reflect on the merits of working digitally and the importance of saving work regularly! Symbolism is a key component of the digital portrait outcome-pupils see how symbolism/narrative can enhance what the audience 'take away' from looking at a piece of Art e.g Marcus Harvey's painting of Myra Hindley. As pupils did in year 7 with their Green Man final piece, pupils are able to justify their object choices both visually (creating contrast/focus) and conceptually. Prior teaching of vanitas work will be drawn upon.

Milestone Assessment Tasks

- ✓ Pop Art research project
- ✓ Archimboldo self portrait using photopea (software)

Key Learning

- ✓ List key Pop Art artists
- ✓ Know that just because an artwork includes everyday objects/ is bright does not mean they are necessarily a Pop Artist (Michael Craig Martin)
- ✓ Define Pop Art by using artistic vocabulary to describe the visual elements
- ✓ Identify the intention in Andy Warhol's work
- ✓ To be able to synthesise the work of Giuseppe Archimboldo in digital outcomes.
- ✓ To gain insight into the context of Giuseppe's work-it was considered very creative at 'that time'
- ✓ Effectively deploy a range of functions using Photopea to - select areas of work - edit colour in work - create repeating images
- ✓ Deploy a range of functions in Photopea to: - select areas of work using the magic wand, marquee and lasso tools - resize areas of work -create and work in multiple layers
- ✓ Recall knowledge of symbolism and consider own intentions to identify suitable objects to depict themselves
- ✓ Deploy previous knowledge of the functions of photopea to create a self-portrait that uses symbolism to convey a sense of self

Substantive knowledge

- ✓ Pop Art
- ✓ Andy Warhol
- ✓ Roy Lichtenstein
- ✓ Mass production
- ✓ Giuseppe Archimboldo
- ✓ Density
- ✓ Tonality
- ✓ Symbolism (How can Artists use symbols to convey their sense of self?)
- ✓ Symbolism in the artwork of surrealist artist Salvidor Dali/ Marcus Harvey's Myra Hindley
- ✓ Image resolution
- ✓ Contrast

Computer Science

Computer Science at Cottenham Village College aims to de-mystify key aspects of the digital world to develop our students' knowledge so they can grow into confident digital citizens. It is important to us that the curriculum offers the chance for pupils to solve problems and make things for others that is fit for purpose**.** The curriculum map equips pupils with knowledge covering a broad range of topics including how the world is connected, developing languages, computer systems, and computational thinking. Pupils will be taught to use technology safely, respectfully and responsibly and will be given opportunities to identify a range of ways to report concerns about content. The intention of the curriculum is to also ensure that pupils become **digitally literate** and are able to express themselves and develop their ideas through their computing skills at a level suitable for the future workplace and as active participants in an online world.

Students have one lesson of computing a week. Below is an overview of what pupils will learn in Year 8.

E-safety

- CVC's Acceptable Use Policy (AUP)
- online identity and digital footprint; can describe steps to protect it.
- how to report security concerns

Data representation (Digital Images)

- the link between analogue and digital image capture and the importance of ADC
- images stored as binary code
- colour, depth/dpi/file size
- common file formats
- difference between a vector/bitmap
- the need for compression
- the difference between lossy/lossless

Data representation (Digital Sound)

- the link between analogue and digital sound recording/reproduction and the importance of ADC/DAC
- sound stored as binary code
- bit depth/sample rate/file size
- common file formats
- the need for compression
- the difference between lossy/lossless

Cyber-security

- people as the weak point of a secure system
- cyber-security threats and forms of social engineering techniques such as phishing, shouldering
- threats and ways to prevent malware (viruses, spyware, ransomware)
- what constitutes a strong password and explain reasons why it is necessary

Ethical & Legal issues

- Ethical issues while using computer science technologies (big data, privacy, DPA, digital divide, internet of things, robot / AI / automation)
- Open Source vs proprietary software
- Copyright Designs and Patents Act 1988
- Creative commons licensing

Text Programming (Python)

- programming sequencing instructions
- programming inputs / outputs

- programming selection (IF-THEN-ELSE, nested IFs)
- programming iteration (For, While loops)
- modifying a program in Python and predicting the behaviour of the program
- using variables appropriately
- identifying and correcting syntax errors with the help of interpreter error messages
- identifying and correcting logic errors by analysing program output
- the difference between syntax and logical errors

HTML / Web Design

- understanding HTML and creating a simple webpage using HTML
- debugging simple code in HTML
- identifying good and bad web design by comparing real world-wide-web examples
- creating a website for a given audience by combining multiple applications on a suitable topic

Design Technology

Unit of work	**Y8 Packaging**
Description	Design and make a new fun size chocolate bar for primary school children. Produce a logo and the packaging of your new product using your graphics skills.
Main practical outcomes	A former and vacuum form mould to create a chocolate bar. Functioning package including graphics.
Key technical vocabulary	Draft angle, net, laser, vacuum former, surface graphics, bench hook
Key skills developed	Cutting and shaping MDF to create a former, Use of Vacuum forming to create a mould. Designing, cutting and assembling packaging using a net. Working to a brief and researching the needs of the client/ user.
Further study	How are mass produced products produced and packaged for sale?
Unit of work	**Y8 Phone holders**
Description	Design and make a functioning phone holder using aluminium and Acrylic
Main practical outcomes	A complete and working phone holder designed and completed using appropriate construction methods.
Key technical vocabulary	Hack saw, Coping saw, Flat file, Half round file, Abrasive paper, Centre punch, Pillar drill, Aluminium, PVC board, Pop rivet, Thermoform, Malleable
Key skills developed	Marking, cutting and shaping Acrylic and Aluminium. Using strip heaters to thermoform plastic.
Further study	How do thermoforming polymers work?
Unit of work	**Y8 LED Light**
Description	Construct a nigt light using LEDs and a wired circuit. Learn about systems and about electronic components.
Main practical outcomes	A complete and working LED based night light.
Key technical vocabulary	Systems, feedback, light emitting diode, input, output, process, resistor, circuit, capacitor, transistor, solder, polarity.
Key skills developed	Learning about systems and about electronic components. Drilling, soldering, Shaping metal. Cutting and shaping PVC foam and Poly sheets
Further study	What is the difference between surface mounting and through the hole circuit boards? How does a transistor work? What is a logic gate?

Food Technology

Milestone Assessment Tasks

- ✓ Baseline cold knowledge quiz
- ✓ Practical homework. Design and create a fruit/vegetable-based design that would entice young children to eat fruit/vegetables.
- ✓ 4C's definitions /10
- ✓ Food choice/ways of eating and eatwell guide quiz
- ✓ End of unit: Multiple choice quiz

Key Learning

- ✓ Why is Food Technology important?
- ✓ How the subject sits in the areas of Art, Science, and Psychology
- ✓ What is bacteria?
- ✓ Examples of good and bad bacteria (pathogens)
- ✓ What conditions do bacteria require to thrive?
- ✓ What storage conditions are ideal to reduce harmful bacteria?
- ✓ Examples of high risk and low risk foods
- ✓ How to work safely in T2 /kitchens
- ✓ Practical routines for cooking in T2 and why pupils need to adhere to these
- ✓ What are the 4Cs?
- ✓ What causes the transfer of harmful bacteria from one place to another?
- ✓ What foods are exceptions from the rule cook thoroughly and why?
- ✓ Where should food be stored in the fridge and why?
- ✓ What are the chopping board colours?
- ✓ How can colour affect our food choices?
- ✓ What is a diet?
- ✓ What is a balanced diet?
- ✓ What are pescatarian, vegetarians, vegans, lactose intolerant?
- ✓ What is the difference between intolerance and allergies?
- ✓ How has the Eatwell guide changed and why?
- ✓ How does the Australian version differ and why?
- ✓ Who is the Eatwell plate applicable to?
- ✓ When should a balance of foods be applied?
- ✓ Where are processed foods placed on the eatwell guide?
- ✓ Energy needs depend on expenditure (energy output)
- ✓ An understanding that guidance is constantly evolving (Eatwell guide)
- ✓ Why is it important to keep hydrated?
- ✓ What are the disadvantages of caffeine?
- ✓ The extent of hidden sugar in drinks.
- ✓ 'Energy' drinks
- ✓ Contrast/ food presentation
- ✓ Introduction to time planning
- ✓ Nutrients differ in food depending on how they are cooked E.g cooked in fat/steamed/poached
- ✓ The role of fat/sugar in cooking.
- ✓ Substitute ingredients-when they are and are not appropriate.
- ✓ Why homemade can be better for you

- ✓ What are the governments healthy eating guidelines?
- ✓ What are macro nutrients? Micronutrients?
- ✓ When does your body need slow releasing vs high release carbohydrates
- ✓ What is the consequence of having too much/little of each macro?
- ✓ Addressing misconceptions-carbohydrates/fats make us fat.
- ✓ What is the difference between saturated and non saturated fat?
- ✓ How many calories are fat, carbohydrates and protein per gram?
- ✓ What are vitamins and minerals needed for?
- ✓ What happens if you have too little or too much of them?
- ✓ What is the link between salt and processed items?
- ✓ What foods can support healthy adolescence?

Drama

Overall Purpose of the Subject - Summary:

Drama is often associated with 'play', especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning. Drama is playful in that it draws on and develops young people's aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication and critical thinking. These skills aid the future platform for success in the future world.

Course Outline – Year 8

In Year 8 Drama builds on the foundation laid in year 7. Students develop their understanding and appreciation of different performance styles and genres. A good working definition of "Style" is how something is done on the stage. Students learn that theatrical styles are influenced by their time and place. Students experiment and develop skills in mime, slapstick and comedy through the study of Silent Movies.

Pupils will encounter the following terminology:

- Canon
- Side Kick
- Chase
- Stock Characters
- Clowning
- Stereotypes
- Mime
- Mimic
- Exaggeration
- Expression
- Masks
- Dramatic Irony
- Chase

In the second term, we continue to look at the importance of characterisation through the study of a script, such as Noughts and Crosses. By studying the play students are introduced to a variety of techniques from portraying status to staging techniques used by the playwright. Pupils are encouraged to apply a range of strategies to the script and consider the intentions of both the characters and playwright of the time.

Pupils will encounter the following terminology:

- Scripting
- Stage directions
- Super objective
- Themes
- Action depiction
- Inner thoughts
-
- Transitions
- Sound scape
- Choral speaking
- Chanting
- Significant action
- Abstraction

Devised group performance: Using a variety of stimuli pupils based on a theme, students will develop their own devised performance using the skills learnt across the year. This will be the final performance examination for the year.

Pupils will encounter the following terminology:

- Artistic intention
- Plot
- Sub plot
- Style
- Genre
- Audience
- Staging types
- Characterisations
- Structure
- Form

How can you support your child?

The more performance students are introduced to, the more able they will develop their skills. Useful websites such as national theatre's official website offer a wide range of activities and ideas to develop and perform, BBC Bitesize also includes pages on key practitioners, terms and script studies. The Cambridge Arts Theatre, The Junction, ADC and Mumford Theatre offer some excellent choices for young people today.

English

As part of ensuring we meet our pupils' entitlement to know and learn about some of the best literature written, in each year of key stage three our pupils will read in full and study a 19th-century novel and a Shakespeare play. As well as this, pupils will also study two other areas over two half-terms. By the end of key stage three, pupils will have a deep knowledge and understanding of literary and linguistic terms and devices, features of key literary genres, and key contextual knowledge of the texts and writers they have studied in order to make sense of them. Across the three years, key themes will link their study of different pieces of literature and they will continue to make links between and across their three years of study. Milestone assessments are in each unit of study, but pupils are assessed regularly in other formal and informal ways throughout units. End of year exams test all areas that pupils have studied up until that point. An exam in Year 8, for example, will test knowledge and learning from Years 7 and 8. Our robust curriculum will fully prepare our pupils for the rigour and challenge of key stage four studies in English Language and English Literature.

Year 7	Year 8	Year 9
1. *The Hound of the Baskervilles* (Conan Doyle) 2. *Much Ado About Nothing* (Shakespeare) 3. The Romantic poets 4. Gothic literature	1. *A Christmas Carol* (Dickens) 2. *Macbeth* (Shakespeare) 3. WW1 poetry 4. Controversy (non-fiction)	1. *The Haunted Hotel* (Collins) 2. *Henry V* (Shakespeare) 3. *The Crucible* (Miller) 4. An introduction to literary theory and criticism

Year 8	
Autumn term	*A Christmas Carol*: the 19th-century novel that begins English study in Year 8 is Dickens' much-loved Christmas story. This novel re-invented the ghost story and has become an annual favourite for many: pupils will learn about Dickens' influence on the genre and his importance as a social commentator. The primary focus will be on the theme of poverty and social injustice. Links to other examples of Dickens' work will be explored as well as looking back to *The Hound of the Baskervilles* to see what emerging preoccupations of Victorian literature might be. Milestone assessments this term will be an essay on the theme of social injustice and a descriptive writing task depicting Dickens' London.
Spring term	*Macbeth*: in the second term, pupils study one of Shakespeare's 'big four' tragedies. Pupils will learn about the features of the tragic genre and compare this to their knowledge of the comic genre based on their study of *Much Ado About Nothing* in Year 7. Pupils will also revisit the theme of gender, exploring the presentation of Macbeth and Lady Macbeth, and think about the attitudes towards the supernatural and beliefs about witchcraft. The unit culminates in an essay response exploring gender roles in the play and a speaking and listening task, which is a formal debate discussing how responsible Macbeth is for his own actions in the play.
Summer half-term 1	WW1 poetry: pupils will explore the poetry of major figures including Siegfried Sassoon, Wilfred Owen, Rupert Brooke, and also propaganda and patriotic poetry by poets including Jessie Pope. To support their study, pupils will explore the changing tone of poetry during the conflict of World War One. They will also make links with their study of Romantic poets in Year 7, reflecting on their influences on the poetry of WW1. This unit of study has a milestone assessment which asks pupils to discuss how war is presented by Owen in 'Dulce et Decorum Est' and one other poem of their choice.
Summer half-term 2	Controversy (non-fiction): in their final topic of the academic year, pupils will study non-fiction under the collective heading of 'Controversy'. Through a lens of controversial issues (past and present), pupils will explore different types of non-fiction writing such as newspaper articles, blogs, reviews, letters; literary and stylistic features of non-fiction writing, and tone. Pupils will use what they have learned about non-fiction writing to produce their own piece of argumentative writing for a newspaper.

Geography

The Year 8 Geography curriculum develops and uses skills and knowledge introduced in Year 7 as well as introducing students to a variety of new geographical topics, both physical and human. The curriculum is outlined below.

Location - European Geography

- European Countries
- European Capitals
- Major Rivers and Mountains

Rivers

- Hydrological Cycle
- Drainage Basin system
- Processes – erosion, transport, and deposition.
- Journey down a river
- Changing characteristics of a river
- Landforms of the Upper, Middle and Lower course

How do rivers change from source to mouth?

Global Resources

- What are the key global resources?
- Food, water and energy
- Sustainability of global resources

How do we use our planet as a natural resource?

Ecosystems and Biomes

- What is an ecosystem
- Global Biomes
- Rainforests
- Deserts

Why are people under threat due to changes to our global biomes?

Development

- What is development?
- Development Indicators
- Challenging stereotypes
- Causes of uneven development
- Consequences of uneven development
- Sustainable development goals

Why are some countries more developed than others?

AFRICA

- What is the physical landscape of Africa?
- How has the past shaped the present?
- How developed are African Countries?
- What is the pattern of climate and biomes in Africa?
- What are the challenges and opportunities of population change in Africa?
- What are the challenges and opportunities of urbanisation in Africa?

What are the challenges and opportunities facing Africa?

History

YEAR 8

Topic	Question	Type of Thinking	Content	Assessment
The Reformation	Did the Reformation matter to ordinary people?	Change	Catholicism Luther and Protestantism; Henry VIII and the break with Rome; Edwardian, Marian and Elizabethan religious changes.	Short Essay
The English Civil War	Why did Civil War break out in 1642?	Causation	Divine Right of Kings, Magna Carta and traditions of parliament, events 1625-1642.	Essay
The Enlightenment	Who should be in a 'Horrible History' of the Enlightenment?	Significance	Scientists, philosophers and knowledge 'organisers' of the Enlightenment.	Song or Sketch
The French Revolution	Why does Dickens tell *this* 'Tale of Two Cities'?	Interpretations	The Storming of the Bastille, Dickens' *A Tale of Two Cities*, Victorian attitudes towards the French Revolution.	Essay
The British Empire	What is the story of the British Empire?	Diversity	Australia, India, Jamaica, South Africa and their relationship with the British Empire.	Presentation
The Industrial Revolution	Did everyone experience the industrial revolution in the same way?	Change	Changes brought about by the industrial revolution.	Short essay

Mathematics

TERM	**Relevant number skills are taught continuously in appropriate places**	
AUTUMN	CORE	EXTENSION
Sequences	Symbolism for sequences eg u_2 or u_{n+1} Linear (arithmetic) sequences from term-to-term rules Linear (arithmetic) sequences from position-to-term rules nth term of a simple arithmetic sequence from practical contexts Simple functions algebraically and in mappings or on a spreadsheet	Inverse of a linear function
Fractions	Recurring decimals as fractions Convert a fraction to a decimal Order fractions Add/subtract fractions Multiply/divide fractions Cancel fractions Calculate fractions of quantities (fraction answers) Multiply and divide integer by fraction	Understand equivalence of simple algebraic fractions Recognise when fractions or percentages are needed to compare proportions; solve problems involving percentage changes
Probability	Use probability scale from 0 to 1 Probabilities and equally likely outcomes Listing outcomes Language of probability and diagrams for probability Compare estimated experimental probabilities with theoretical probabilities	Interpret results involving uncertainty and prediction Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems
Geometry	Vocabulary, notation and labelling conventions for lines, angles and shapes Sum of angles at point, on straight line and in triangle, vertically opposite angles, alternate and corresponding angles, Draw regular polygons Use of angle, side and symmetry properties of triangles and quadrilaterals giving reasons Understand proof	Sums of the interior and exterior angles of quadrilaterals, pentagons and hexagons, interior and exterior angles of regular polygons
Expressions and Equations	Apply BIDMAS to algebra Arithmetic of negative numbers Simplify algebraic expressions Expand brackets Linear equations (unknown on either or both sides, without and with brackets) Substitute positive integers into expressions involving small powers, e.g. $3x^2 + 4$ or $2x^3$	Simplify by common factor Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution)

SPRING	CORE	EXTENSION
3D shapes	3-D shapes and nets. Simple plans and elevations. Formulae for the area of a triangle, parallelogram and trapezium; calculate areas of compound shape.	Convert between area measures (e.g. mm^2 to cm^2, cm^2 to m^2, and vice versa) and between volume measures (e.g. mm^3 to cm^3, cm^3 to m^3, and vice versa) Calculate the surface area and volume of right prisms.
Formulae	Know the meanings of the words equation, *formula and function* BIDMAS for algebra Index notation for small positive integer powers Substitution into simple formulae from maths and other subjects and expressions involving small powers, e.g. $3x^2 + 4$ or $2x^3$	Different roles played by letter symbols in equations, identities, formulae and functions
Percentages and Proportion	Percentage as 'so many hundredths of' One given number as a percentage of another Equivalence of fractions, decimals and percentages to compare proportions Relationship between ratio and proportion Simplify ratios Divide a quantity into two or more parts in a given ratio Calculate percentages and find the outcome of a given percentage increase or decrease	Recognise when fractions or percentages needed to compare proportions Percentage changes Algebraic methods involving direct proportion Algebraic solutions and graphs of the equations
Transformations	Mid-point of the line segment using coordinates Transform 2-D shapes by rotation, reflection and translation, on paper and using ICT Enlarge 2D shapes given a centre of enlargement and scale factor	Reflection symmetry in 3-D shapes Scale factor of an enlargement as ratio of lengths of any two corresponding line segments Congruence and similarity
SUMMER	CORE	EXTENSION
Handling Data	Collect data using suitable methods Construct frequency tables, graphical representations Range, mode, median and mean to compare data sets	
Accurate and Scale Drawing	Ruler and compass constructions Bearings Simple loci	Sums of the interior and exterior angles of quadrilaterals, pentagons and hexagons, interior and exterior angles of regular polygons
Lines with a purpose	Plot linear functions from real-life eg distance-time graph Equations of the form y = mx + c correspond to straight-line graphs	Linear functions, where y is given implicitly in terms of x (e.g. $ay + bx = 0$, $y + bx + c = 0$ Gradient of lines given by equations of the form $y = mx + c$, given values for m and c
Circles	Know and use formulae for circumference and area of circle Volume of cylinders	Surface area of cylinders Volume and surface area of right prisms made from cylinders and part cylinders

Modern Foreign Languages

FRENCH

Autumn Term (September to December): Holidays, sport and leisure.
Students learn to talk and write about their holidays and free time in more detail. They revise the present tense of regular -er verbs and irregular verbs and are introduced to common regular -ir verbs. They also learn how to use the perfect tense to talk and write about events in the past. The conditional tense is introduced to allow students to discuss what they would like to do in their free time and practical vocabulary for describing illness is also covered. Students continue to develop their pronunciation and their awareness of French sounds and spelling.

Spring Term (January-Easter): daily routine, future plans and lifestyle at home and abroad.
Students learn to talk and write in detail about daily routine, current and future lifestyles and compare life and culture in Great Britain and France. They revise and develop their understanding of using adjectives in comparison sentences, reflexive verbs, the perfect tense and question forms and are introduced to superlative structures.

Summer Term (Easter-July): Technology and media
Students learn to talk and write in detail about television, film and their use of technology. They develop their grammatical understanding by revising the perfect tense and being introduced to direct object pronouns and impersonal structures (such as it is important/essential to). They also continue to develop their ability to structure an argument for or against and give and justify opinions in more detail.

Work throughout the year is assessed by regular homework tasks and vocabulary/grammar tests and half termly assessments covering the four skill areas (listening, speaking, reading/translation into English, writing/translation into French. The end of year exam will cover topics and grammar points from over the course of the year. Students will receive detailed marking and feedback (which they will be expected to respond to) on one homework task per half term.

All topics covered throughout the year will encourage students to continue to develop their spoken and written French by:

- Using a range of opinions and justifying them with reasons why
- Using intensifiers and connectives to extend sentences and add detail to their work
- Using more than one time frame to cover events in the past, present and future
- Using the grammar and vocabulary covered across a range of topic areas and to suit different audiences and purposes

To support their learning at home students could:

- Consolidate material covered in class through regular revision
- Develop their written and spoken French into longer, more detailed paragraphs
- Re-read class notes and revise new verb forms and vocabulary carefully
- Practise pronouncing and spelling new words
- Learn key grammatical structures, with a focus on understanding and use of different time frames
- Recognise patterns in order to develop their understanding of the new language
- Recognise and understand key differences and similarities between French and English
- Review their class work and identify areas where they require further support
- Review written homework to check for accuracy before handing in

Useful links:
www.linguascope.com – username and password can be obtained from any of the Modern Languages teachers
www.memrise.com

Textbook: Allez 1 and 2 published by Oxford University Press

SPANISH (Second Language groups only)

Autumn Term (September-December): Personal information, school, family and pets
Students learn how to talk and write about themselves, give opinions on school (subjects, uniform and timetables) and describe their family, pets and friends, with a focus on developing their understanding of basic Spanish pronunciation, spelling and grammatical structures including nouns and articles, common regular verbs, adjectives, possessive adjectives and high frequency structures such as "there is". They will also cover telling the time, basic phonics and the relationship between spoken and written Spanish.

Spring Term (January-Easter): Local area and free time
Students learn to talk and write about their house, bedroom, local area and daily routine in the week and at the weekend. They will learn how to make their work more detailed and interesting and use more complex language. Key grammatical elements studied include regular and irregular verbs in the present tense and reflexive verbs. Students will also deepen their understanding of Spanish pronunciation.

Summer term (Easter-July): Healthy living and holidays
Students learn to talk and write in more detail about their eating and drinking habits, healthy living and holidays. They learn how to compare and talk and write about holiday experiences in the present, past and future. Students consolidate their understanding of Spanish by writing and speaking in longer, more complex sentences that give and justify opinions.

Work throughout the year is assessed by regular homework tasks and vocabulary/grammar tests and half termly assessments covering the four skill areas (listening, speaking, reading/translation into English, writing/translation into Spanish. The end of year exam will cover topics and grammar points from over the course of the year. Students will receive detailed marking and feedback (which they will be expected to respond to) on one homework task per half term.

All topics covered throughout the year will encourage students to continue to develop their spoken and written Spanish by:

- Using a range of opinions and justifying them with reasons why
- Using intensifiers and connectives to extend sentences and add detail to their work
- Using more than one time frame to cover events in the past, present and future
- Using the grammar and vocabulary covered across a range of topic areas and to suit different audiences and purposes

To support their learning at home students could:

- Consolidate material covered in class through regular revision
- Develop their written Spanish into longer, more detailed paragraphs
- Re-read class notes and revise new verb forms and vocabulary carefully
- Practise pronouncing and spelling new words
- Learn key grammatical structures, with a focus on understanding and use of different time frames
- Recognise patterns in order to develop their understanding of the new language

- Recognise and understand key differences and similarities between Spanish and English
- Review their class work and identify areas where they require further support
- Review written homework to check for accuracy before handing in

Links:
www.linguascope.com – username and password can be obtained from any of the Modern Languages teachers
www.memrise.com
Textbook: Zoom 1 published by Oxford University Press

Music

*"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." (**Plato)***

Music is a universal language that plays a distinct role within the performing arts and a well-rounded curriculum. Students experience music by engaging with all the senses, which can inspire a great love of music. It is a very creative subject that provides opportunities for individual expression. When performing to an audience, students develop their confidence and resilience and experience a great sense of achievement.

The aim of music at CVC is to develop an enjoyment of music making in every child by experiencing a lesson as a musician. Knowledge is therefore predominantly acquired through direct contact and active participation with music and not merely by learning about it. Musical problem solving takes place through aural perception to understand, appreciate and improve on the key skills of performing or composing process. The goal is for students to collaborate with independency and ownership of their outcomes. Through an exposure to the processes and conventions of a broad range of styles, students can truly bring their own music alive, whilst deepening their cultural and social understanding.

Key skills that underpin the learning

Performing in time with confidence and expression.
Whilst performing on a variety of instruments, contextual learning takes place as students learn how different musicians interact, their roles, the use of different forms of notation, technology and audiences. (students learning an instrument externally are encouraged to use this skill in class, including sequencing, rap and beatbox).

Composing to generate, develop and structure ideas to captivate an audience.
Pupils will develop their ability to compose, improvise and notate music material through both live performance and music technology (Sibelius, Garageband and Pro-Logic). They will explore a variety of musical elements, devices, structures and styles.

Listening to recognise musical features and evaluate the impact these have on the mood, purpose and style.
Students receive a baseline listening assessment at the start of year 8 which focuses on a wider recognition of instruments, voices, metres, devices, styles and ensemble types. Aural perception is questioned at regular stages of a lesson with the acknowledgement of rudiments and specific features in music of their own and others work.

Year 8 curriculum

The curriculum is progressive requiring students to work with increasingly complex elements of music throughout KS3. In Year 8, students build on the knowledge and skills formed in year 7, developing an understanding of context, style. They work with more complex rhythms, melody, harmony and structures.

Samba: Students learn how Samba music and processional carnival music from Brazil is extrovert and lively. Their task is to create a themed piece with a dynamic structure that includes features such as call and response signals and solo breaks. (HWK: self-assessment evaluation)

Tango: Students learn about the context and development of Tango music for dance whilst aurally recognising the features of rhythm and phrasing through dance and movement. They perform and record a stylish accompaniment with an awareness of major and minor chords and apply chromaticism and decoration to their melodies for dramatic effect. (HWK: Research on Tango music and key composers such as Astor Piazzolla)

Blues: Students learn about the origins of Blues and how it was a form of expression for Black American Slaves. Their task is to perform a 12 bar blues piece that shows an understanding of the blues style, including a slow tempo, swung rhythms, syncopated call and response melodies, solo improvisations based on the blues scale, and typical chord riffs. (HWK: Research of a blues artist such as Robert Johnson and his/her music)

Hooks and riffs in dance fusion music: Students learn how riffs in songs have mass appeal across all age ranges and perform a piece with a catchy riff, focusing on improving vocal skills and maintaining a vocal part. They are introduced to a fusion of Western pop, Hindi film and folk music from the Punjabi region of India. They develop an awareness of compound time by exploring riffs in Bhangra fusion dance music before improvising their own riff.

Further progression and the wider curriculum

Students will be expected to take on more demanding, significant parts and roles within an ensemble. To progress further students are encouraged, as a homework extension, to take learning beyond the classroom to instil further confidence in developing themselves as young musicians.

Learning an instrument: Developing a skill on an instrument requires physical and mental agility with practice and rehearsal taking place at home, between class lessons. This can be aided through internet or manual based guidance, through independent tuition outside of school or with CVC's dedicated team of instrumental specialists, within curriculum time. Please check www.chordfind showing fingers for any guitar chord and www.drummerworld showcasing masters at work. ('Instrumental interest' forms can be obtained from the web and sent to Miss Manser. cath.manser@astreacottenham.org

Theory: in addition to revision booklets shared with each student, independent study of theory via online apps or theory club might include 'Music theory guy' (www.musictheory.net), Teoria (tutorials and exercises for music theory and ear training). www.bbc.co.uk/gcsebitesize/elementsofmusic , www.dsokids.com, www.youtube.com exploring a wide range of instruments and styles.

Enrichment activities: Period 6 The school are looking to promote music technology, music production and pop theory after school with Cambridgeshire music. Building aspects of live recording and technology are important for recording at GCSE and in today's industry. After school clubs also include a KS3 choir which incorporates a variety of styles of music. Further groups such as the Jazz band, woodwind group, run at specific points in the year. The school also take opportunities, when available to invite students to work alongside outside musicians and participate in half-term workshops. Students can further sharpen their musical awareness and collaborate within an increasingly mature social setting.

Events: Students are encouraged to participate in a variety of events held throughout the year. The emphasis is not on competition and individual success, but an opportunity for different ages to come together, inspire, nurture, support each other and work as a team with achievements becoming a collective responsibility. They not only give the school and students an identity but create unforgettable memories. Regular annual events include the Christmas and Summer concert in which both extra-curricular and curricular work are showcased. Other events include the GCSE Music Showcase, King's College Carol Concert, Young Performer's Recital, and a 'Battle of the Bands' competition led and mentored by year 9 music leaders.

Physical Education

In Physical Education we look to develop and will assess these 3 areas:

1. Physical skills involved in each specific game (detailed below)
2. Knowledge and understanding of the activities and key knowledge themes.
3. Personal Outcomes – In year 8 this is positive attitude and resilience.

SPORTS	TERMS & VOCABULARY	PHYSICAL SKILLS	APPLICATION & UNDERSTANDING	CONTEXT
RUGBY	Attacking & defending, Pass, receive, ruck, maul, offside, numbering up, switch.	Pass backwards/ run forwards. Taking contact, ball presentation , ruck & maul, scrum.	The understanding of what to do when you are a ball carrier or in a support role. Decisions to be made when you make contact or are tackled. Positions in and around a set piece. Safety rules and boundary rules.	5 v 5 through to 6 v 6 and 7 v 7. 3 forwards.
BASKETBALL	Attacking & defending Dribbling, passing, set shot, triple threat, pivot, lay up,	Dribbling, passing, set shot, triple threat, pivot. Lay up (dominant hand). Defensive stance and movement. Pass and cut, attacking in pairs.	How to move the ball up the court using passing and dribbling. Use of the outlet pass / channels. Decision-making when attacking and defending half court and full court man to man. The technique of defending, positioning and attacking the basket. Half and full court man to man, basic zonal. Simple tactics to maintain possession with the ball in small sided games. Role of Point guard, Power forward, Shooting guard.	1 v 1, 3 v 1 up to 4 v 4
NETBALL	Attacking & defending, Pass, receive, dodge, move, positions, offside, obstruction, contact, penalty pass, free pass, creating & holding space.	Chest pass, single handed pass, bounce pass, shooting.	Safety rules and boundary rules. Understanding what skills and decisions are necessary for attacking and defending play. Including angle of support and finding and creating space. Holding space and blocking out of the circle.	7 v 7 game. 4 v 3 around the D.
DANCE	Body tension, control, sequence, strength, flexibility, movement, timing	Copy a set motif and devise movement to a stimulus. Thinking about body shape. Formation and movement of the group as a whole.	Performing sequences of movement in groups that fulfil specified criteria, exhibiting movement that is controlled and can be repeated. Using strategies to aid timing within the group They need to practice and evaluate their sequence to refine and develop their performance.	Produce a group sequence of movement starting from and set motif and developing their own series of movement to compliment the ideas.

FITNESS	Strength, suppleness, speed, stamina, programme, circuit training, warm - up, cool down, target setting, distance, repetitions, sets.	Use of all equipment safely, with the correct technique. Use sets and repetitions to plan a programme. Use CV equipment to set distance/ time target	Safety rules. To be able to move around a circuit training programme and also to follow a set programme. To plan their own programme thinking about the areas they are weakest in i.e. stamina or strength. To work at maximum levels to fulfil team challenges.	Types of training; circuit, programmes, working in pairs, team challenges.
BADMINTON	Badminton, singles, court boundaries, grip, stance, backhand, forehand, drop shot, overhead, tramlines, shuttlecock, net, racket. Service, scoring, out, service line, rally.	Serve, rally, drop shot, overhead clear. Play a competitive game of ½ court singles up to a set amount of points. Understand the scoring system for singles.	Boundary rules, what is in and out for singles. To be able to maintain a cooperative rally using a variety of shots. The techniques of the serve, drop shot and overhead clear. Developing movement around the court. Playing in a ½ court singles game with an understanding of the scoring system. Planning, organising and running a tournament.	Singles games up to a set amount of points, with scorers.. Organisation and running of tournaments within courts.
ATHLETICS	Track events, field events, 100m, 200m 800m, shot putt, long jump. Javelin. Pacing, technique. relay.	Sprinting, sprint starts, dip finish. Pacing, throwing, jumping. Measuring using stopwatch and tape measure. Hand over technique.	Safety rules and boundary rules. Sprinting and distance techniques and the difference between them. The ability to start and pick up during sprinting, to use pace to complete the 800m. To be able to coach and help each other with regards to technique.	Individual performance with partner support and feedback. Personal bests and in maximal effort. Team competitions.
CRICKET	Bowling, batting, long barrier, fielding, catching, stumps, out	Different kinds of throw appropriate to the situation. Catch, strike. Seam and spin bowling. Batting to score and batting to defend.	Safety rules and boundary rules and markings.. Attacking and defending. Decisions made as a batter and fielder. Bowling for competitive situations. Communication between batting pair. Field setting for individual players or situations.	Individual skills. Bowling technique for seamand spin. Team paired cricket game.
ROUNDERS	Bowling, batter, long barrier, fielding, posts, bases. ½ rounder,	Different kinds of throw appropriate	Safety rules and boundary rules and markings. Attacking and defending. Improving decisions made as a batter and fielder. Communication	Individual skills. Paired throwing and catching

	out. Outfield, infield. Backing up, no-ball.	for the situation. Catch, hit, bowl. Understand what a no-ball is.	between fielders to help make decisions. Setting and moving the fielders when appropriate.	Full game with umpires who score and call no-balls.

Knowledge Themes:

Short term effects of exercise - Increased muscular temperature & production of lactic acid (muscular) Increase in HR and re-distribution of blood flow to the muscles (cardiovascular) Increased breathing rate & volume of oxygen to muscles (respiratory)
Aerobic - Activity that raises the HR at low to moderate intensity over long periods of time eg, jogging 1500m
Anaerobic - Activity that is high intensity over a short period of time, without oxygen and leads to lactic acid build up, fatigue ad pain eg, weight-lifting, javelin, sprinting

Personal Outcomes:

POSITIVE ATTITUDE - motivated to work in all activities, win respectfully and lose with dignity, staying focused and on task.
RESILIANCE - Understanding that failure or mistakes are a way of learning, feeling confident enough to try new things, keep trying until you succeed, mental toughness when things get difficult.

Religion, Philosophy and Ethics

Topic	What students will be learning
Topic 1 - Can Goodness Overcome Evil? *This unit looks at the philosophical nature of 'good' and 'evil'. Do they really exist?*	• An understanding of what evil is and the different types of evil that there are. • An understanding of what causes moral evil and natural evil. • An understanding of how ancient societies explained the existence of evil and suffering. • An understanding of the link between different religions that hold similar views about the existence of evil and suffering. • An understanding of the Christian story of Adam and Eve (the fall) and how this links to Christian beliefs about evil and suffering. • An understanding of the Christian belief of free will and how this relates to the issue of evil and suffering. • An understanding of the problem of evil argument including counter-arguments. • An understanding of the complexity of the Christian ideas of heaven and hell and how these relate to the overall topic. • Case study – Sam Childers – 'the machine gun preacher' –a consideration of how one Christian uses violence to fight against extreme violence and evil in South Sudan. • An understanding of the Hindu beliefs that relate to the topic of evil and suffering. • Case Study – Gandhi – putting Hindu beliefs into practice. • A consideration of where our ideas of good and evil come from. Exploring the impact of religion, history, philosophy, society etc. on our understanding of good and evil.
Topic 2 – Why was Jesus crucified? This unit explores the life of Jesus, the attitudes to him at the time and his legacy for Christianity and the world	• An understanding of what a Messiah is and the Messiah that the Jewish people of the time were expecting • An understanding of the life of Jesus in his adult years. • An understanding of the reasons why some accepted Jesus as the Messiah and others did not. • An understanding of the miracles that Jesus performed. • An understanding of the key teachings that Jesus taught and the responses that these received from his followers and enemies. • An understanding of the events that led up to the capture of Jesus as well as the interrogation and trial that followed. • An understanding of the death and resurrection of Jesus and his legacy.
Topic 3 - The Arguments for and against God and religion *A study in 2 parts:* 1. *The arguments for and against God* 2. *The arguments for and against religion*	• An understanding of what trust and faith is and why it is important when considering this topic. • An understanding of the most common arguments for or against the existence of God. • An understanding of the cosmological argument. • An understanding of the teleological argument. • An understanding of the argument from religious experience. • An understanding of the problem of evil and suffering. • An understanding of the ontological argument. • An understanding of Sigmund Freud's views that God is an illusion.
Topic 4 – Religion and violence A study of how religions have and do respond to violence in society.	• An understanding of different explanations for why people are violent. • An understanding of how and when religions have engaged in violent conflicts and acts. • An understanding of holy wars, just wars and religious responses to these.

	• What is terrorism and why does it happen? • An understanding of pacifism and religious teachings about peace. • An understanding of religious individuals who have fought in wars for the greater good. • An understanding of how religions have implemented their beliefs about peace, equality and justice (campaigning, charity work and other examples).

Science

Studying Science at CVC is a five-year journey that fosters a love of the subject, develops enquiry skills and gives students the opportunity to discover how fascinating the universe is. Learning is embedded through the development of knowledge and practical skills over time. The science staff are experts in their fields of biology, chemistry and physics. Students will learn the skills of scientists in an enriching, laboratory-based environment that will challenge and push students to achieve their potential, thus preparing them for a wealth of exciting and rewarding career opportunities in science and related areas. Our goal is to shape the minds of our pupils so that one day they can create life-changing applications from fundamental scientific knowledge.

Our focus in Key Stage 3 (KS3):

In KS3 pupils will focus on learning the fundamental knowledge required for Biology, Physics and Chemistry. The curriculum is designed so that students of all abilities make progress towards developing the skills required, whilst forming a solid understanding of a range of scientific concepts. In Chemistry this includes learning about elements, compounds and how to navigate the periodic table. Pupils will find out how discoveries about atomic structure led to the development of the periodic table. In Biology, pupils will learn about the structure of plant and animal cells, how cells become specialised and why cellular processes like respiration and photosynthesis are fundamental to life. In Physics, pupils will learn why forces are so important, how objects interact with each other and learn about Newton's laws of motion. Transfer of energy involved in all interactions. Pupils will build upon their knowledge of atomic structure and discover how electrons and electricity are related; they will become confident at calculating resistance, current and voltage. Extended writing and mathematical skills within topics will allow pupils to develop their scientific vocabulary and analytical skills

KS3 Curriculum – Years 7, 8 and 9 Overview

	Autumn	Spring	Summer
Year 7	7 Scientists Core Biology 1 Core Chemistry Core Physics	Life cycles, growth and human reproduction Elements and compounds Sound and Light	Plant Reproduction Substances and mixtures Earth and space
Year 8	Cells to organ systems Chemical changes Heating and cooling	Heath, digestion, and disease Acids and alkalis Forces and motion – linear motion	Organisms and Interdependence, Planet Earth pollution How we see
Year 9	Inheritance and Evolution Periodic Table Floating and Sinking Magnetism and Electricity	Biochemistry Reactions of Metals and Metal Compounds Forces and motion -Turning Forces	Health and Disease Earth's resources Water Waves Core Science Skills

Year 8 Science Curriculum

Cells to organ systems:

This topic builds on the core biology topic in Year 7 and adds complexity by adding multicellular detail. In this topic students will learn how multicellular organisms have a hierarchical organisation of cells, tissues, organs and organ systems that work together to keep the cells alive. This topic supports the development of ideas about cells, tissues and organs in order to build understanding of how organ systems work together specifically looking at the human body.

Chemical changes

In the topic of chemical changes, students will use their Year 7 knowledge of atoms, elements and compounds to look at the way compounds and molecules are made from different types of chemical reactions. Students will learn about the conservation of mass and be introduced to key chemistry skills of how to read and write chemical equations.

Heating and cooling

Students continue their learning of transferring energy through heat and radiation. In this topic students will be introduced to energy transfer diagrams and consider if any energy transfer can be 100% efficient. This will be covered in both a quantitative and qualitative context. Students will look at the transfer of heat energy through radiation, convection, and conduction.

Health and digestion and disease

This topic includes content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. Calculations of energy requirements in a healthy daily diet. The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts).

Acids and alkalis

In this topic of 'Acids and alkalis' students will build on their year 7 'Core Chemistry' knowledge substances and properties (materials are either made of a single chemical substance or a mixture of substances which each have distinctive properties) and the year 8 topic 'Chemical changes' (during chemical reactions, atoms are rearranged, and new substances are formed) to consider a specific change to two types of substance, neutralisation.

Forces in motion - linear motion

The topic of 'forces in motion' develops students' understanding of how forces make things change, and start to consider how forces help us predict and control physical change. Students will apply their year 7 core physics knowledge of balanced and unbalanced forces and how this mechanical transfer of energy will result in changes of speed and direction. This topic will involve many cross-curricular links with Maths as students generate and analyse graphs of motion.

Organisms and interdependence

This year 8 topic builds on students' KS2 knowledge of how specific organisms interact with their environment to looking macroscopically at not just the interactions within their environment but how all organisms depend on, interact with, and affect the environments in which they live and with the other organisms that live there.

Planet Earth and pollution

Students will use their prior knowledge of atoms, elements, compounds, and mixtures and apply this to the atmosphere of the Earth. This topic will focus on the concept of how substances can move within and between the atmosphere, hydrosphere, geosphere and biosphere as part of large-scale Earth systems. The students will use the previous topic of 'Chemical changes' – specifically combustion – when learning about the carbon cycle and the composition of the atmosphere. Students will also consider finite resources and the efficacy of recycling, the production of carbon dioxide by human activity and the impact on climate.

How we see: Light

In the continuing them of energy transfer, in year 8 students will build on their year 7 knowledge of waves to radiate information and consider how waves help us to communicate through light waves. This topic covers how the eye works (linking with cellular organisation from their biology topics), the ray model and how light can be transmitted via specular reflection, refracted, absorbed, diffuse scattering.

The Year 9 Curriculum

Art and Design

Autumn Term

The aim of this scheme of work is allow students increasing autonomy when designing and creating a piece of artwork. Students are given the stimulus of the Mexican Day of the Dead ceremony and experience several practical lessons to experiment with skills and techniques. Students are then given creative freedom to design and make a piece in response to the stimulus, revisiting prior learning from year 7 to use colour theory with meaning and intent.

Milestone Assessment Tasks

- ✓ Baseline Assessment drawing – Baseline drawing of a Skull
- ✓ Lesson 6 homework Damien Hirst Analysis
- ✓ Lesson 15 homework – Self-portrait baseline drawing test in books

Key Learning

- ✓ Developing clay low-relief skills
- ✓ Developing critical analytical skills when looking at the work of other artists, identifying artistic intent
- ✓ Deploying a range of techniques and colour choices in order to develop a piece of work
- ✓ Identifying and articulating own intentions in artistic work

Substantive knowledge

- ✓ Traditions and practices of the Day of the Dead ceremony
- ✓ Intention
- ✓ David Lozeau
- ✓ Commercial art
- ✓ Calaveras
- ✓ Colour theory
- ✓ Low relief
- ✓ Texture
- ✓ Pattern
- ✓ Scratch and slip method
- ✓ Colour theory
- ✓ Implied vs. actual texture
- ✓ Dry brush technique
- ✓ Aboriginal Art
- ✓ Dream time
- ✓ Colour theory
- ✓ Pattern
- ✓ Texture
- ✓ Intention
- ✓ Op Art
- ✓ Rosalind Banks

Useful information and links

https://www.twinkl.co.uk/teaching-wiki/aboriginal-art
https://teachik.com/aboriginal-art/

Spring/Summer Term

The aim of this scheme, after completion of the skull final piece (approximately week 18 of the academic year) is to develop observational drawing skills/scaffolding such as grid method/ tracing to create an outline drawing of a face. This is the framework to explore media processes/artists visual techniques such as Van Gogh and Chuck Close. Whilst working on this portrait piece, pupils will review and refine their outcomes. Indepth analysis will take place for Van Gogh's wheatfield with crows piece to consolidate the analysis skills they have acquired over the year.

Milestone Assessment Tasks

- ✓ Portrait final piece. Comparison can be drawn from baseline portrait drawing at the end of the autumn term
- ✓ Van Gogh wheatfield with crows analysis
- ✓ End of year knowledge quiz

Key Learning

- ✓ Deploy observation skills to create an outline drawing of a face
- ✓ Recognise common errors of proportion
- ✓ Recognise common errors when drawing noses and mouths
- ✓ Deploy tonal skills to transform shape into form
- ✓ State facts about the work of Van Gogh
- ✓ Use artistic vocabularly to describe the visual elements of the work of Van Gogh
- ✓ Deploy effective watercolour skills when using the wet into wet technique and wet into dry technique
- ✓ Synthesise the visual elements of the work of Chuck Close
- ✓ Three lessons at end of term allows pupils to reflect on what they have learnt about media (materials) properties over the key stage, to allow them to exercise some greater choice over the methods they use. They may combine materials, which is a method of working encouraged in Key Stage 4 Art.

Substantive knowledge

- ✓ Portraiture
- ✓ Proportion-how caricatures deliberately distort these for comedic effect.
- ✓ Shape and form
- ✓ Life and works of Van Gogh
- ✓ Density of Pattern to create shape and form
- ✓ Impasto texture
- ✓ Micrography
- ✓ Chuck Close

Computer Science

Computer Science at Cottenham Village College aims to de-mystify key aspects of the digital world to develop our students' knowledge so they can grow into confident digital citizens. It is important to us that the curriculum offers the chance for pupils to solve problems and make things for others that is fit for purpose**.** The curriculum map equips pupils with knowledge covering a broad range of topics including how the world is connected,

developing languages, computer systems, and computational thinking. Pupils will be taught to use technology safely, respectfully and responsibly and will be given opportunities to identify a range of ways to report concerns about content. The intention of the curriculum is to also ensure that pupils become **digitally literate** and are able to express themselves and develop their ideas through their computing skills at a level suitable for the future workplace and as active participants in an online world.

Students have one lesson of computing a week. Below is an overview of what pupils will learn in Year 9.

E-safety

- CVC's Acceptable Use Policy (AUP)

Business

- enterprise in business
- the role of the entrepreneur in business development
- business plans and can persuading others to invest in a business venture ('Dragon's Den' project)
- the marketing mix - 4Ps (Place, Product, Promotion, Price)
- pricing strategies (skimming, differential, psychological) and promotional strategies (BOGOF, loss leader, gifts/sample)
- types of advertising campaign to professionally promote a business
- why profit is important to most businesses (ROI)
- importance of forecasting flows of cash to and from a business
- calculating simple cashflow forecast and applying it to their own business project

Animation

- building a portfolio of work which contains clear signposts of their design, development, testing, and evaluation
- reviewing different animations (animated gifs / banners) and identifying purpose, plus good and not so good features
- tweening and frame-by-frame animation
- storyboarding with text, images, timing, sound
- Following a brief, creating competent animation containing moving images, text, looping and sound
- checking length of time, suitable frame rate, suitable message conveyed, suitable file format, looping correctly

3D Games Design

- build a puzzle-based game using a 3D games engine
- programming & development - executes, checks and changes programs.
- following precise instructions,
- predicting the behaviour of programs,
- loops and a sequence of selection statements in programs

Database

- what a database is and identifying at least two ways a database is useful in the wider world.
- how data can be structured in tables and creating a simple, flat-file database.
- importing data into a database; using data to create an output and querying data
- creating and modifying database tables using a range of field types
- describing the primary key field in a database table.
- describing ways to maintain data integrity by describing situations where data can be validated on entry

Text Programming (Python II)

- selecting and using key programming concepts (input/output, sequencing, selection and iteration)
- using subroutines to make programs more efficient
- designing and building a program in Python and predicting the behaviour of the program
- using a range of variables appropriately and efficiently
- identifying and correcting syntax errors with the help of interpreter error messages
- identifying and correct logic errors by analysing program code
- explaining the difference between syntax and logical errors

Dance

Studying Dance at Cottenham in Year 9

- gives students the opportunity to develop knowledge and skills in a practical learning environment. The main focus is on four equal areas which cover:
- develops key skills that prove a student's ability in Dance such as reproducing repertoire or responding to stimuli.
- enhances processes that underpin effective ways of working in the Performing Arts, such as developing ideas, rehearsals and performance.
- Improves attitudes that are considered most important in the Performing Arts, including personal management, organisation and communication.
- -secures knowledge that underpins effective use of skills, processes and attitudes such as roles, responsibilities, performance disciplines and styles.

Students will participate in workshops and classes to develop their performance and interpretive skills and techniques. They will have the opportunity to work from existing repertoire, applying relevant skills and techniques to reproduce performance elements of the work. They will perform to a range of audiences during the process. Developing performance skills and techniques will enable students to consider their enjoyment of Dance, helping them to make informed decisions about what they study in the future.

Elements of Dance:

The basic (key) components of dance: body, energy, space, time (BEST). These elements can be combined and manipulated to communicate and express meaning through movement - Body, Energy, Space, Time.

Choreographic Devices

Tools of the choreographer used for the creation of dances such as abstraction, canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment.

Choreographic Intent

The purpose behind the composition or performance of movement. Students will build on and refine technical competence in their dance skills in specific dance styles. Students will be given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. The learning focus enables teaching the content through a student's interest in dance. Styles that may be taught, but are not limited to, include contemporary, jazz, hip hop and street dance

Term 1

Performing different styles of dance

Safe dance practice. How a dancer will ensure their body can cope with the demands placed on it through physical exercise.

Term 2

Choreographic approaches. What devises can be used to start creating solo and group performances.

Term 3

Technical ability. Learning how to improve skills that provide a dancer with good technical ability.

Design Technology

Unit of work	**Y9 Architecture**
Description	Design and make a scale model of a new building to add to the school/community site.
Main practical outcomes	A detailed set of orthographic and isometric drawings and a complete and accurate scale model of a building.
Key technical vocabulary	Scale, orthographic drawing, hierarchy of needs, fittings, isometric drawing, perspective, architecture, aesthetics, landscape.
Key skills developed	Model making with increasing accuracy from a wide range of materials. Drawing to scale with increasing accuracy using drawing instruments and orthographic projection.
Further study	What does an architect do? What does an interior designer do? What does a building technician do? What does a town planner do? How can a living space be designed for people with mobility or sight issues?
Unit of work	**Y9 Design Movements**
Description	Design and make a light that reflects your knowledge of a design movement
Main practical outcomes	A light fixture that uses appropriate materials, inspired by a design movement
Key technical vocabulary	Design movement, Thermoplastic, thermosetting, engineered timbers, hardwood, softwood
Key skills developed	Understanding the concept of design movements and be aware of a variety of 20th century design movements. Develop and adapt design work based on review and research. Select appropriate materials to build the light fixture.
Further study	What is a geodesic dome? How does a cable stay bridge work? What is a space elevator? What is a sky lobby? What is a portal frame? What is a Geneva mechanism?
Unit of work	**Y9 Pewter**
Description	Design and make a pewter key fob with acrylic inclusions, using metal casting techniques.
Main practical outcomes	To make and polish a pewter key fob with acrylic inclusions.
Key technical vocabulary	Pewter, Mould, Chip furnace, inclusion, coping saw, scroll saw, sprue, molten,
Key skills developed	Design and make a mould using MDF cutting and shaping techniques. Safely use the furnace to melt pewter and cast into a mould. Shaping and polishing metal using polishing equlipment.
Further study	How are other metals such as steel, bronze and silver cast? How are mass produced items cast on a production line?

In Food Technology, pupils will:

Learn about…

- The four Cs of food hygiene
- Starch sauces and gelatinisation
- The Eatwell plate 2016
- Choosing, storing and cooking meat
- How to research, design, plan and evaluate dishes

Cook the following dishes…

- Basic Ragu sauce
- Ratatouille
- Macaroni Cheese
- Curry
- Risotto
- Stir fry
- Own choice of ‘healthy’ meal

Drama

Overall Purpose of the Subject - Summary:

Drama is often associated with 'play', especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning. Drama is playful in that it draws on and develops young people's aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication and critical thinking. These skills aid the future platform for success in the future world.

Course Outline – Year 9

Year 9 Students work on the concept of devising through a series of lessons based on the theme of either Crime or Runaways. Key strategies are revisited and refined, adding a deeper sense of abstraction. This develops their understanding of a variety of key drama techniques in preparation for the GCSE course. Pupils will be given the chance to create their own original drama in the final term based on the skills associated with devising drama. This will form the end of term examination.

Pupils will encounter the following terminology:

- Marking the Moment
- Mime
- Slow Motion
- Cross Cutting
- Thought-tracking
- Monologue
- Lighting
- Sound
- Music

Pupils will also study a variety of theatre practitioners through the staging of key moments of significant plays. The focus is to build a deeper knowledge of key styles through a variety of play scripts. For example, a focus on Physical Theatre is developed through the play text, Curious Incident of the Dog in the Night-time.

Pupils will encounter the following terminology:

- Physical Theatre
- Frantic Assembly
- Round -by - through
- Chair Duet
- The Lift
- The Jet Pack
- Content
- Style
- Structure
- Characterisation
- Movement
- Fluency and control
- Vocal Dynamics
- Conventions
- Unison
- Rehearse
- Ensemble
- Dialogue
- Monologue
- Pace
- Narration
- Stylization
- Conscience alley

The theatre style of Epic Theatre is investigated in relation to a theme through the study Bertolt Brecht, a key practitioner.

Pupils will encounter the following terminology:

- Breaking the fourth wall
- Montage
- Use of song, music and dance.
- Narration
- Narrator
- Coming out of role
- Epic Theatre
- Alienation Theory
- Using Placards
- Tableaux/Freeze-Frame
- Third Person address
- Use of stage directions.

Blood Brothers is the set text for GCSE and year 9 will experiment with significant points, in order to build knowledge prior to GCSE. This means that students can create performances for different audiences and purposes using various genres, styles, conventions and traditions successfully by the end of KS3.

How can you support your child?

The more performance students are introduced to, the more able they will develop their skills. Useful websites such as national theatre's official website offer a wide range of activities and ideas to develop and perform, BBC Bitesize also includes pages on key practitioners, terms and script studies. The Cambridge Arts Theatre, The Junction, ADC and Mumford Theatre offer some excellent choices for young people today.

English

As part of ensuring we meet our pupils' entitlement to know and learn about some of the best literature written, in each year of key stage three our pupils will read in full and study a 19th-century novel and a Shakespeare play. As well as this, pupils will also study two other areas over two half-terms. By the end of key stage three, pupils will have a deep knowledge and understanding of literary and linguistic terms and devices, features of key literary genres, and key contextual knowledge of the texts and writers they have studied in order to make sense of them. Across the three years, key themes will link their study of different pieces of literature and they will continue to make links between and across their three years of study. Milestone assessments are in each unit of study, but pupils are assessed regularly in other formal and informal ways throughout units. End of year exams test all areas that pupils have studied up until that point. An exam in Year 8, for example, will test knowledge and learning from Years 7 and 8. Our robust curriculum will fully prepare our pupils for the rigour and challenge of key stage four studies in English Language and English Literature.

Year 7	Year 8	Year 9
1. *The Hound of the Baskervilles* (Conan Doyle) 2. *Much Ado About Nothing* (Shakespeare) 3. The Romantic poets 4. Gothic literature	1. *A Christmas Carol* (Dickens) 2. *Macbeth* (Shakespeare) 3. WW1 poetry 4. Controversy (non-fiction)	1. *The Haunted Hotel* (Collins) 2. *Henry V* (Shakespeare) 3. *The Crucible* (Miller) 4. An introduction to literary theory and criticism

Year 9	
Autumn term	*The Haunted Hotel*: the first term of Year 9 will be spent studying one of Wilkie Collins' lesser-known short stories, a combination of the gothic and crime fiction genres. Pupils will explore major characters, themes and key concepts of the novel whilst also making links back to their study of *The Hound of the Baskervilles* and crime fiction*, A Christmas Carol,* and the gothic genre. There will be two milestone assessments: a reading task which asks pupils to explore how Collins presents a character as an unsettling stranger and a writing task which challenges pupils to use features from the gothic and crime fiction genres to write the opening chapter of their own ghostly mystery.
Spring term	*Henry V*: in this unit, pupils study a powerful history play, learning about the features of Shakespeare's history plays and comparing this to their knowledge of the comic and tragic genres from their study in Years 7 and 8. They will ask questions about Shakespeare's treatment of history as well as exploring the role of a monarch. The unit culminates in an essay response which asks pupils to explore why Shakespeare chose to use non-fiction events for a fictional play. The second milestone assessment task for this unit, asks pupils to write and then perform their own inspirational speech, inspired by Henry V's famous 'Once more unto the breach' speech in the play.
Summer half-term 1	*The Crucible*: for their third unit of study in Year 9, pupils will explore the inspiration for the play: the Salem witch trials (also the setting for the play) and 1950s American politics and McCarthyism. Pupils will explore concepts surrounding mass hysteria and its power, witchcraft (making links with their study of *Macbeth* in Year 8) and the theme of responsibility. The milestone assessment is an extended response exploring how far one of the characters can be viewed as a tragic hero. Again, this asks pupils to use their knowledge and understanding of their study of the play as well as from their study of *Macbeth* where they first explored Aristotle's features of a tragic hero which informed Shakespeare.
Summer half-term 2	An introduction to literary theory and criticism: for their final key stage three unit, pupils will be introduced to literary critical theory, exploring key theories including feminism, Marxism and psychoanalysis. They may also explore post-colonial theory and reader response theory. These are complex ideas which lay the foundation for more critical thinking at key stage four: pupils begin to explore these literary critical stances through Disney films and characters before then applying them to a range of extracts of great literature, from *Jane Eyre* to *Oranges Are Not the Only Fruit* to *The Handmaid's Tale.* The milestone assessment is a discussion of one of the literary texts (pupils' own choice) through a chosen critical lens.

Geography

The Year 9 Geography curriculum develops and uses skills and knowledge introduced in Year 7 & 8 as well as introducing students to a variety of new geographical topics, both physical and human. The curriculum is outlined below.

Geography of the UK

- Countries and Capitals
- Major Cities
- Uplands of the UK
- Major Rivers
- Our Local Area

Conflict in the Middle East

- Political
- Natural Resources
- Historical Routes
- Activity Conflict

What causes global conflict in the 21st century?

Fieldwork Enquiry – Preparation – Collection – Presentation – Analysis - Evaluation

- School-based Environmental Quality Enquiry

Living with Natural Hazards

- Plan / Preparation / Prediction
- Living with earthquakes
- Hurricanes
- Flooding

Why are some people affected by natural hazards more than others?

Coasts

- Coastal system
- Processes
- Landforms
- Coastal Management

Should we defend our coastlines?

World of Ice

- Antarctica as a cold environment
- Antarctica – global commons?
- How ice can shape the world?
- The last Ice-age
- How Glaciation explains relief

How has ice influenced the landscapes in the UK?

Challenges of the Anthropocene

- What is the Anthropocene?
- Global Warming / Climate Change
- COP26
- Plastic Pollution

What can we do to secure the future of our planet?

History

YEAR 9

Topic	Question	Type of Thinking	Content	Assessment
19th Century USA	For whom was the USA a 'sweet land of liberty'?	Diversity	Experiences of African-Americans, Native Americans and European immigrants.	Source question
The abolition of the slave trade	Why have historians disagreed about the abolition of the slave trade?	Interpretations	The Triangle of Trade, historians who have studied the slave trade.	Essay
19th British political history	What were suffrage campaigners fighting for?	Diversity	The political system c.1800, Peterloo, the Great Reform Act, Chartism, the 1867 & 1884 Reform Acts, the formation of the Labour Party, Suffragettes, Suffragists, Radical Suffragists, the 1918 Representation of the People Act.	Essay
The First World War	Why did the First World War break out in 1914?	Causation	Events of 1914, European nationalism, militarism and imperialism and the alliance system.	Essay
	Was WWI the 'Great War' for the people of Cottenham?	Significance	The impact of the First World War on the local area.	Short essay
Communist Russia	Did Russia become a Communist paradise?	Evidential enquiry	The Russian Revolution, Stalin's accession to power, life in Stalin's Russia.	Exam-style question
The Second World War	What caused the Second World War?	Causation	The Treaty of Versailles, appeasement,	Short essay
	Who won the Second World War?	Causation	The invasion of Poland, the Battle of Britain, Dunkirk, Pearl Harbour, Midway, Stalingrad, El Alamein, Hiroshima and Nagasaki.	Cartoon
The Holocaust	How should we remember the Holocaust?	Interpretations	Ways in which the Holocaust has been remembered.	Discussion
The Cold War	How scary was the Cold War?	Change	Events of the Cold War 1946-1991	Short-answer questions

Mathematics

TERM	**Relevant calculations are taught continuously in appropriate places**	
AUTUMN	CORE	EXTENSION
Angles in polygons	Points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries Conventions for labelling and referring to the sides and angles of triangles Angles at a point, angles at a point on a straight line, vertically opposite angles, alternate and corresponding angles on parallel lines, sum of angles in a triangle Special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus, and triangles and other plane figures **Si**mple proofs	Standard circle theorems concerning angles, radii, tangents and chords
Algebraic shape	Geometric properties of polygons to solve problems using mathematical reasoning Translate simple situations or procedures into algebraic expressions or formulae	
Sequences	Sequence from term-to-term or position-to-term rule including from patterns and diagrams Triangular, square and cube numbers and simple arithmetic progressions and Fibonacci-type sequences, quadratic sequences, and simple geometric progressions *n*th term of linear sequences	Including surds
Pythagoras theorem	Understand and recall Pythagoras' theorem as a property of areas; in a right-angled triangle, the area of the square on the hypotenuse is equal to the sum of the areas of the squares on the other two sides; as a property of lengths: $a^2 = b^2 + c^2$ Appreciate that: If $a^2 > b^2 + c^2$, then A is an obtuse angle. If $a^2 < b^2 + c^2$, then A is an acute angle.	Pythagorean triples (3, 4, 5) and (5, 12,13) and multiples of Pythagorean triples produce similar triangles Find lengths in right-angled triangles
Introduction to formal proof	Show algebraic expressions are equivalent, and use algebra to support and construct arguments Use known results to obtain simple proofs	
Transformations	Rotation, reflection, translation, enlargement, and associated vocabulary and symbolism Congruent shapes can be mapped one to the other by a translation, reflection or rotation, or some combination of these transformations Equivalent repeated transformations	Including negative scale factors and invariance
Right angled trigonometry	Trig ratios (sine, cosine, tangent) to find sides and angles	

SPRING	CORE	EXTENSION
Number Theory	Brackets, powers, roots and reciprocals Positive integer powers, real roots (square, cube and higher), powers of 2, 3, 4, 5 Square numbers up to 15 x 15 Powers of 10 Standard form, A x 10^n, where $1 \leq A \leq 10$ and n is an integer , with and without calculator Prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation (including product of prime factors written in index form)	Estimate powers and roots of any given positive number Fractional indices
Algebra Manipulation	Expressions, equations, formulae, inequalities, terms and factors, identities (including those involving surds) • ab in place of $a \times b$ • $3y$ in place of $y + y + y$ and $3 \times y$ • a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a^2b in place of $a \times a \times b$ • $\frac{a}{b}$ in place of $a \div b$ • coefficients written as fractions rather than as decimals • brackets • in simplest form without explicit instructions to do so • collecting like terms • multiplying a single term over a bracket • taking out common factors • simplifying expressions involving sums, products and powers including the laws of indices • expanding products of two binomials • factorising quadratic expressions of the form $x^2 + bx + c$	Algebraic proof • expanding products of two or more binomials • factorising quadratic expressions of the form $ax^2 + bx + c$
Data	Details be confirmed	
Functions and Graphs	Straight line graphs Parallel line graphs	Perpendicular line graphs
SUMMER	CORE	EXTENSION
Equations and Inequalities	Linear equations Simultaneous linear equations	
Circles	Centre, radius, chord, diameter, circumference, tangent, arc, sector and segment circumference of a circle = $2\pi r = \pi d$ area of a circle = πr^2 arc lengths, angles and areas of sectors of circles	
Fractions Decimals Percentages	Rounding Fraction, decimal and percentage calculations Changing between fractions, decimals and percentages	
Ratio and Proportion	Ratio notation Ratio in calculations, including dnesity and pressure	

	Proportion	
Measure **Perimeter Area Volume**	Faces, surfaces, edges of 3D shpaes Area of triangles, parallelograms, trapezia Volume of cuboids and other right prisms (including cylinders) Perimeter of circles, areas of circles and composite shapes Surface area and volume of spheres, pyramids, cones and composite solids including frustums plans and elevations of 3D shapes construct and interpret plans and elevations of 3D shapes	

Modern Foreign Languages

FRENCH

Autumn Term (September-December): Technology and teenage life
Students learn to talk and write in detail about their use of technology, relationships with family, pocket money and the pressures faced by teenagers. They develop their grammatical understanding by revising the present tense and being introduced to the imperfect tense to describe lifestyles in the past and impersonal structures (such as it is important/essential to). They also continue to develop their ability to structure an argument for or against and give and justify opinions in more detail.

Spring Term (January-Easter): Health and lifestyle, jobs and future plans
Students learn to talk about their health, lifestyle, jobs of those around them and their plans for the future. They consolidate their understanding of different time frames and are introduced to more complex examples of object pronouns.

Summer term (Easter-July): Consolidation and preparation for GCSE courses
Time is given over to consolidation of the key grammatical elements and topic areas covered throughout KS3 as students embark on preparation for the French GCSE course.

Work throughout the year is assessed by regular homework tasks and vocabulary/grammar tests and half termly assessments covering the four skill areas (listening, speaking, reading/translation into English, writing/translation into French. The end of year exam will cover topics and grammar points from over the course of the year. Students will receive detailed marking and feedback (which they will be expected to respond to) on one homework task per half term.

All topics covered throughout the year will encourage students to continue to develop their spoken and written French by:

- Using a range of opinions and justifying them with reasons why
- Using intensifiers and connectives to extend sentences and add detail to their work
- Using more than one time frame to cover events in the past, present and future
- Using more complex structures and vocabulary to extend and develop their work
- Using the grammar and vocabulary covered across a range of topic areas and to suit different audiences and purposes

To support their learning at home students could:

- Consolidate material covered in class through regular revision
- Develop their written French into longer, more detailed paragraphs
- Re-read class notes and revise new verb forms and vocabulary carefully
- Practise pronouncing and spelling new words
- Learn key grammatical structures (rules and examples) off by heart
- Begin to recognise patterns in order to develop their understanding of the new language
- Review their class work and identify areas where they require further support
- Review written homework to check for accuracy before handing in

www.linguascope.com – username and password can be obtained from any of the Modern Languages teachers
www.memrise.com
Textbook: Allez 2 published by Oxford University Press

SPANISH (Second language group only)

Autumn Term (September-December): Clothes, shopping, holidays and free time
Students learn to talk and write in further detail about free time, including clothing, shopping and holidays. They will focus on increasing their understanding of more complex grammatical structures such as the preterite and imperfect tenses to describe the past. They will also learn some transactional language for use in practical situations (e.g. buying clothes in a shop).

Spring Term (January-Easter): Health, healthy living and future plans
Students learn to talk and write in detail about their health, healthy lifestyles and their plans and aspirations for the future. Students will continue to develop their understanding of a range of time frames and be able to communicate using different tenses. They will develop their understanding of transactional language by covering phrases needed for visits to the doctor/chemist.

Summer Term (Easter-July): environment, festivals and preparation for GCSE
Students learn to talk and write in detail about the environment and describe festivals in a range of tenses. They will also deepen their cultural understanding through texts based on festivals and events in Spain/Spanish speaking countries. In addition, students will start to prepare for the GCSE course in Spanish.

Work throughout the year is assessed by regular homework tasks, vocabulary/grammar tests and half termly assessments covering the four skill areas (listening, speaking, reading/translation into English, writing/translation into Spanish). The end of year exam will cover topics and grammar points from over the course of the year. Students will receive detailed marking and feedback (which they will be expected to respond to) on one homework task per half term.

All topics covered throughout the year will encourage students to continue to develop their spoken and written Spanish by:

- Using a range of opinions and justifying them with reasons why
- Using intensifiers and connectives to extend sentences and add detail to their work
- Using more than one time frame to cover events in the past, present and future
- Using more complex structures to develop and extend their work
- Using the grammar and vocabulary covered across a range of topic areas and to suit different audiences and purposes

To support their learning at home students could:

- Consolidate material covered in class through regular revision
- Develop their written and spoken Spanish into longer, more detailed paragraphs
- Re-read class notes and revise new verb forms and vocabulary carefully
- Practise pronouncing and spelling new words
- Learn key grammatical structures
- Begin to recognise patterns in order to develop their understanding of the new language
- Review their class work and identify areas where they require further support
- Review written homework to check for accuracy before handing in

Links:
www.linguascope.com – username and password can be obtained from any of the Modern Languages teachers
www.memrise.com
Textbook: Zoom 2 published by Oxford University Press

Music

*"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." (**Plato)***

Music is a universal language that plays a distinct role within the performing arts and a well-rounded curriculum. Students experience music by engaging with all the senses, which can inspire a great love of music. It is a very creative subject that provides opportunities for individual expression. When performing to an audience, students develop their confidence and resilience and experience a great sense of achievement.

The aim of music at CVC is to develop an enjoyment of music making in every child by experiencing a lesson as a musician. Knowledge is therefore predominantly acquired through direct contact and active participation with music and not merely by learning about it. Musical problem solving takes place through aural perception to understand, appreciate and improve on the key skills of performing or composing process. The goal is for students to collaborate with independency and ownership of their outcomes. Through an exposure to the processes and conventions of a broad range of styles, students can truly bring their own music alive, whilst deepening their cultural and social understanding.

Key skills that underpin the learning

Performing in time with confidence and expression.
Whilst performing on a variety of instruments, contextual learning takes place as students learn how different musicians interact, their roles, the use of different forms of notation, technology and audiences. (students learning an instrument externally are encouraged to use this skill in class, including sequencing, rap and beatbox).

Composing to generate, develop and structure ideas to captivate an audience.
Pupils will develop their ability to compose, improvise and notate music material through both live performance and music technology (Sibelius, Garageband and Pro-Logic). They will explore a variety of musical elements, devices, structures and styles.

Listening to recognise musical features and evaluate the impact these have on the mood, purpose and style.
Students receive a baseline listening assessment at the start of year 9 which focus on recognition of tonality, metre, instruments but are structured with involve the comparison of different arrangements. The year concludes with a written exam. This exam will be based on all projects covered throughout year 9, including a set work on Brit pop. The style of questions in the exam are designed similar to that of a GCSE paper. Aural perception is questioned at regular stages of a lesson with the acknowledgement of rudiments and specific features in music of their own and others work.

Year 9 curriculum

The curriculum is progressive requiring students to work with increasingly complex elements of music throughout KS3. The objective of Music in year 9 is to develop musicianship in further depth with a focus on styles and techniques that will equip students for music at KS4. The 4 key areas at GCSE include western classical, music for ensembles including musicals, blues and Jazz, film music and popular music and fusion music.

In Year 9, students learn to perform convincingly within a style and deliberately explore these features within different contexts, aiming to bring individuality to their work. There is an emphasis on reading and working with notation, composition/arranging and ensemble skills whilst covering a set work in depth. As composition takes a proportionally greater amount of time at GCSE to performing, projects always start with a performing element which is recreated by students by breaking down and reforming ideas to create their own version. This involves experimenting with changing the tempo, the rhythm, possibly the key from major to minor to form a new mood or style of their choice.

Western classical ground bass v pop: Students learn that Ground Bass has spanned centuries, including the 20th century. They perform a Ground bass and notate their own melodic variations, incorporating this into a modern popular style which also requires a repeating chord and bass line.

Epic action soundtracks: Students are introduced to title music for film and explore the way in which a theme tune is heard in contrasting moods. Students learn a leitmotif theme from James Bond whilst revisiting Jazz, break this main theme called the 'head' down into cells, then layer and perform these to recreate their own collage and arrangement. Students experience more complex chords such as the extended 9th 'spy chord, ostinato devices that are chromatic, rhythmically syncopated melodies and further features of the leitmotifs that add to the suspense, energy and contrasts of the music. Students then transform these ideas using different tempos, rhythms, accompaniments styles to transform and manipulate the music to suit a variety of scenes.

Extension: Live recording training.

Brit Pop: Students analyse and explore there set work by Oasis in a practical setting. They learn ways in which a song can break traditional conventions in structure, scales and the use of more complex chords. Students will create an arrangement of a chosen song making full use of the resources available, including live recording with pro-logic. This project develops beyond the classroom as part of a leadership project 'Battle of the Bands'. Students will be invited to prepare, lead, audition and mentor younger students for our annual Battle of the Bands.

Musicals: Students will review both popular music and that from a musical and explore ways of setting and arranging music in the context of the lyrics, plot and audience. They will explore the theme of identity and struggle in a variety of musicals including Wicked, Les Miserables, Shrek and Billy Elliot before creating their own song arrangement. This song can include vocals and will involve interaction between 2 characters, creating a duet, including harmony, imitation, counter melodies.

Further progression and the wider curriculum

Students will be expected to take on more demanding, significant parts and roles within an ensemble. To progress further students are encouraged, as a homework extension, to take learning beyond the classroom to instil further confidence in developing themselves as young musicians.

Learning an instrument: Developing a skill on an instrument requires physical and mental agility with practice and rehearsal taking place at home, between class lessons. This can be aided through internet or manual based guidance, through independent tuition outside of school or with CVC's dedicated team of instrumental specialists, within curriculum time. Please check www.chordfind showing fingers for any guitar chord and www.drummerworld showcasing masters at work. ('Instrumental interest' forms can be obtained from the web and sent to Miss Manser. cath.manser@astreacottenham.org

Theory: in addition to revision booklets shared with each student, independent study of theory via online apps or theory club might include 'Music theory guy' (www.musictheory.net), Teoria (tutorials and exercises for music theory and ear training). www.bbc.co.uk/gcsebitesize/elementsofmusic , www.dsokids.com, www.youtube.com exploring a wide range of instruments and styles.

Enrichment activities: Period 6 The school are looking to promote music technology, music production and pop theory after school with Cambridgeshire music. Building aspects of live recording and technology are important for recording at GCSE and in today's industry. After school clubs also include a KS3 choir which incorporates a variety of styles of music. Further groups such as the Jazz band, woodwind group, run at specific points in the year. The school also take opportunities, when available to invite students to work alongside outside musicians and participate in half-term workshops. Students can further sharpen their musical awareness and collaborate within an increasingly mature social setting.

Events: Students are encouraged to participate in a variety of events held throughout the year. The emphasis is not on competition and individual success, but an opportunity for different ages to come together, inspire, nurture, support each other and work as a team with achievements becoming a collective responsibility. They not only give the school and students an identity but create unforgettable memories. Regular annual events include the Christmas and Summer concert in which year 9 bands are showcased. Other events include the GCSE Music Showcase, King's College Carol Concert, Young Performer's Recital, **and a 'Battle of the Bands' competition led and mentored by year 9 music leaders.**

Physical Education

In Physical Education we look to develop and will assess these 3 areas:

1. Physical skills involved in each specific game.
2. Knowledge and understanding of the activities and key knowledge themes.
3. Personal outcomes – In year 9 this is leadership and cooperation.

In year 9 students will have the choice to study a variety of the activities, detailed below, and will do 3 invasion games, 3 net/wall games, 2 performance activities and 2 striking & fielding sports over the course of the year.

SPORTS	TERMS & VOCABULARY	PHYSICAL SKILLS	APPLICATION & UNDERSTANDING	CONTEXT
RUGBY	Types of pass, ruck, maul, offside, numbering up, switch, punts, grubbers, drop kicks, line-out calls, penalty moves. Wingers, centres, half backs, props, second row, back row.	Taking contact, ball presentation, Driving the maul. Front 5 scrum positions. Using a variety of passes to create space. Line-out catch, protect and drive.	The understanding of what to do when you are a ball carrier or in a support role. Decisions to be made when you make contact or are tackled. Positions in and around a set piece. Roles and responsibilities of positions for forwards and backs. Safety rules, laws of the game and pitch markings. Refereeing decisions to ensure safe play.	7 v 7 through to 10 v 10 and 12 v 12. Half backs and half forwards..
HOCKEY	Push pass, dribble, hit, centre pass, sidelines, shoot, attacking, defending, midfield, reverse stick, wings, sweeper, penalty corner, long corner, hit outs.	Correct grip, push pass, dribble, hit. Use of reverse stick. Set up for attacking and defending a penalty corner.	Safety rules and boundary rules. Understanding what skills and decisions are necessary for attacking and defending play. Including angle of support and finding space. Positioning of the defense, midfield and attack, using channels. Positioning for penalty corners when attacking and defending.	Even sided games up to 11 v 11 full pitch..
NETBALL	Pass, receive, dodge, move, positions, offside, obstruction, contact, penalty pass, free pass, creating & holding space.	Chest pass, single handed pass, bounce pass, shooting. Moving into space, creating space.	Safety rules and boundary rules. Understanding what skills and decisions are necessary for attacking and defending play. Including angle of support and finding and creating space. Holding space and blocking out of the circle. Set plays from the centre pass.	7 v 7 game. Set plays for the centre pass..
HANDBALL	Pass, receive, dodge, move, double dribble, fouls, free throws, penalty throw, throw ins, corners, goal throws.	Passing – single handed, shooting, dribbling, moving	Safety rules and boundary rules. Understanding what skills and decisions are necessary for attacking and defending play. Including angle of support and finding and creating space. Holding space and blocking out of the circle.	2 v 2, 4 v 4 and 5 v 5
FITNESS	Strength, suppleness, speed, stamina,	Use of all equipment safely, with	Safety rules.	Types of training; circuit, programmes, working in pairs, team challenges.

	programme, circuit training, warm - up, cool down, target setting, distance, repetitions, sets.	the correct technique. Use sets and repetitions to plan a programme. Use CV equipment to set distance/ time target	To be able to move around a circuit training programme and also to follow a set programme. To plan and develop their own programme thinking about the areas they are weakest in i.e. stamina or strength, or using it to improve on a particular sport. To work at maximum levels to fulfil team challenges.	
FOOTBALL	Passing, dribble, hit, centre pass, sidelines, shoot, attacking, defending, midfield.	Dribble, pass, shoot, control, tackle, jockeying. Goal-keeping, handling and positioning. Holding up the ball. Defensive and attacking headers.	Safety rules, laws of the game and pitch markings. Attacking and defensive formations, free kicks, corners. Outlet and containment of players. Analysing other players strengths and weaknesses in regards to passing, receiving and decision making. Formulating practice drills that develop their weaknesses.	Even sided games up to a full game. Conditioned games to develop areas of weakness. Rolling substitutes with coaching and refereeing responsibilities.
BADMINTON	Badminton, singles, doubles, court boundaries, grip, stance, backhand, forehand, drop shot, overhead, smash, tramlines, shuttlecock, net, racket. Service, scoring, out, service line, love, rally.	Serve, rally, drop shot, overhead clear, smash. Play a competitive game of doubles up to a set amount of points. Understand the scoring system for doubles.	Boundary rules, what is in and out for doubles. To be able to maintain a cooperative rally using a variety of shots. The techniques of the short and long serve, drop shot, smash and overhead clear. Improving movement around the court. Playing in a doubles game with an understanding of the scoring system, including the rotation of servers. Planning, organising and running a tournament.	Singles and doubles games up to a set amount of points. Tournament organisation and running, including officiating.
TABLE TENNIS	Forehand, backhand, grip, footwork, ready position, push, block, loop, singles doubles, serve	Serve forehand & backhand, push, block & loop shot, play competitive games of singles and doubles,	Rules of the table, maintain a cooperative rally, play effectively in competitive games, thinking of shot selection and ball position. Understand the scoring system. Improve positioning and movement.	Maintaining a cooperative rally, playing in singles and doubles games. Officiating and umpiring the games.
ATHLETICS	Track events, field events, 100m, 200m 800m, 1500m, shot putt, long jump. Javelin. Pacing, technique. Relay, high jump, triple jump.	Sprinting, sprint starts, dip finish. Pacing, throwing, jumping. Measuring using	Safety rules. To be able to coach and help each other with regards to technique. Ability to work independently to develop and improve distance/ time. Selecting events to specialise in and working on technique.	Individual performance with partner support and feedback. Personal bests and in maximal effort. Team competitions.

		stopwatch and tape measure. Hand over technique.		
CRICKET	Bowling, batting, long barrier, fielding, catching, stumps, out. Offside, onside, short fielding, long fielding, close catchers.	Different kinds of throw appropriate to the situation. Catch, strike. Seam and spin bowling. Batting to score and batting to defend. Tactics to contain and to attack.	Safety rules and boundary rules and markings.. Attacking and defending. Decisions made as a batter and fielder. Bowling for competitive situations. Communication between batting pair. Field setting for individual players or situations.	Net practice to develop bowling technique for seam and spin and batting for attack and defence. Even sided games.
ROUNDERS	Bowling, batter, long barrier, fielding, posts, bases. ½ rounder, out. Outfield, infield. Backing up, no-ball, backwards hit.	Different kinds of throw appropriate for the situation. Catch, hit, bowl. Understand what a no-ball is and what to do when a backward hit occurs.	Laws of the game, boundary rules and markings. Improving decisions made as a batter and fielder. Communication between fielders to help make decisions. Setting and moving the fielders when appropriate. Selecting and placing the ball in specific areas of the field when batting.	Full game with umpires who score and call no-balls. Conditioned games where you can score more for hitting into specified areas of the field.

Knowledge Themes

LONG TERM EFFECTS OF EXERCISE - Increased muscular strength (muscular), Hypertrophy of the heart, decreased resting heart rate and quicker recovery (cardiovascular), increased aerobic capacity and quicker recovery (cardiovascular), increased aerobic capacity and strength of respiratory muscles (respiratory)

COMPONENTS OF FITNESS - Definitions of the 10 components of fitness (Muscular and cardiovascular endurance, balance, speed, power, reaction time, flexibility, coordination, strength, agility.

Personal Outcomes

LEADERSHIP - Students can offer advice and support to each other, students can lead warm- ups and cool downs, students can officiate/ referee, umpire games, students can give coaching points to others to help them improve

COOPERATION: Students to warm up in small groups and follow others who lead components (independent and group led). Respect is shown to each other (shaking hands at end of game). Listening to each other (sharing ideas). Willingness to work as part of a team

Religion, Philosophy and Ethics

Topic	What knowledge will students gain from this topic?
Topic 1 – Religious experience	- An understanding of what religious experience is and the different types of religious experience. - An understanding of what a miracle is. - An understanding of the different types of miracles that have been reported and recorded throughout human history. - An understanding of secular and religious examples of miracles. - An understanding of how miracles and other examples of religious experience have influenced the history and impact of major world religions. - An understanding of the criteria for classifying something as a miracle. - An understanding of the arguments for and against the existence of miracles.
Topic 2 – Medical Ethics	• An understanding of sanctity of life and quality of life. • The arguments for and against abortion. • Religious arguments for and against abortion. • The arguments for and against genetic engineering. • Religious arguments for and against genetic engineering. • The arguments for and against euthanasia. • Religious arguments for and against euthanasia. • The arguments for and against fertility treatments. • Religious arguments for and against fertility treatments. • The arguments for and against human experimentation. • Religious arguments for and against human experimentation.
Topic 3 – History of belief part 5 – How is belief changing in the modern era?	• An understanding of what a religion is and how the term has changed over time. • An understanding of the John Frum religion in the Pacific. • An understanding of what cults are and how they differ from religions. • An understanding of parody religions and how these express important ideas about people's beliefs. • An understanding of humanism and how it expresses major changes in modern beliefs.
Topic 4 – Afterlife	• An understanding of what the term afterlife means and how different cultures and religions represent this. • An understanding of the Egyptian views regarding the afterlife. • An understanding of the Aztec views regarding the afterlife. • An understanding of the Abrahamic religions (Judaism, Christianity and Islam) views regarding the afterlife. • An understanding of the Hindu and Buddhist ideas of the afterlife. • An understanding of the Sikh views regarding the afterlife. • An understanding of dualism. • An understanding of the term immortality and the pros and cons of this concept. • An understanding of how legacy and memory could be considered examples of immortality. • An understanding of the scientific and technological work that is being done to try and make some form of immortality a reality in the future. • An understanding of the impact that social media can have on what could be considered immortality.

	• A study of near-death experiences – are these evidence of life after death?
Topic 5 – Human Rights	• An understanding of how different religions respond to issues of prejudice and discrimination. • An understanding of what the terms prejudice and discrimination mean. • An understanding of how attitudes to prejudice and discrimination have changed over time. • An understanding of human rights and why they are important. • An exploration of the issue of modern slavery around the world and in the UK. • An understanding of the causes and the possible consequences of the refugee crisis. • A look at the work of amnesty international with regards to challenging a variety of human rights abuses around the world. • Malala case study – an in depth look at how Malala has and is challenging human rights abuses around the world.

Science

Studying Science at CVC is a five-year journey that fosters a love of the subject, develops enquiry skills and gives students the opportunity to discover how fascinating the universe is. Learning is embedded through the development of knowledge and practical skills over time. The science staff are experts in their fields of biology, chemistry and physics. Students will learn the skills of scientists in an enriching, laboratory-based environment that will challenge and push students to achieve their potential, thus preparing them for a wealth of exciting and rewarding career opportunities in science and related areas. Our goal is to shape the minds of our pupils so that one day they can create life-changing applications from fundamental scientific knowledge.

Our focus in Key Stage 3 (KS3):

In KS3 pupils will focus on learning the fundamental knowledge required for Biology, Physics and Chemistry. The curriculum is designed so that students of all abilities make progress towards developing the skills required, whilst forming a solid understanding of a range of scientific concepts. In Chemistry this includes learning about elements, compounds and how to navigate the periodic table. Pupils will find out how discoveries about atomic structure led to the development of the periodic table. In Biology, pupils will learn about the structure of plant and animal cells, how cells become specialised and why cellular processes like respiration and photosynthesis are fundamental to life. In Physics, pupils will learn why forces are so important, how objects interact with each other and learn about Newton's laws of motion. Transfer of energy involved in all interactions. Pupils will build upon their knowledge of atomic structure and discover how electrons and electricity are related; they will become confident at calculating resistance, current and voltage. Extended writing and mathematical skills within topics will allow pupils to develop their scientific vocabulary and analytical skills

KS3 Curriculum – Years 7, 8 and 9 Overview

	Autumn	Spring	Summer
Year 7	7 Scientists Core Biology 1 Core Chemistry Core Physics	Life cycles, growth and human reproduction Elements and compounds Sound and Light	Plant Reproduction Substances and mixtures Earth and space
Year 8	Cells to organ systems Chemical changes Heating and cooling	Heath, digestion, and disease Acids and alkalis Forces and motion – linear motion	Organisms and Interdependence, Planet Earth pollution How we see
Year 9	Inheritance and Evolution Periodic Table Floating and Sinking Magnetism and Electricity	Biochemistry Reactions of Metals and Metal Compounds Forces and motion -Turning Forces	Health and Disease Earth's resources Water Waves Core Science Skills

Year 9 Science Curriculum

Inheritance and Evolution

Building on the year 7 topic of cells and year 8 cells to organ systems, this covers inheritance, chromosomes, DNA and genes. It includes learning about Watson, Crick, Wilkins and Franklin and their role in the development of the DNA model. Variation is taught as being either continuous or discontinuous. Natural selection as well as biodiversity and extinction are also covered. The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.

Biochemistry

The topic of biochemistry comprises of two parts: cellular respiration (both aerobic and anaerobic) and, plant nutrition and photosynthesis. The topics build on foundational knowledge of 'cells to organ systems' and 'interdependence'.

Health and disease

This topic builds on core understanding of cell structure and looks at how disease can affect organ systems in multicellular organisms. It builds on the concept that organisms must stay in good health to survive and thrive, the health of an individual organism results from interactions between the organism's body, behaviour, environment, and other organisms. Pupils will learn about how the health of humans, other animals and plants can be affected by diseases caused by infection by pathogens, including viruses, and some bacteria and fungi. The non-specific and specific defences against pathogens will be explored

Earth's resources

Building on their understanding of Earth as a rocky planet (year 7 space topic) and evolution of the atmosphere (Planet Earth pollution), students will study in more detail the structure of the Earth and the rock cycle (drawing on prior KS2 knowledge).

Periodic Table

The topic of the periodic table pulls together all previous learning of materials, particle model, atoms, and chemical reactions. This foundational knowledge allows students to study the atomic model, identify periodic patterns and trends in physical properties.

Reactions of metals and metal compounds

Building on their work of the periodic table and year 8 'acids and alkali', this topic will focus specifically on the reactions of acids with metals and the chemical properties of metal and non-metal oxides with respect to acidity. Students will revisit exothermic and endothermic chemical reactions.

Floating and sinking

Students will build on their year 7 work on forces when studying this topic. This topic also covers 'density' and student will use their chemistry and physics understanding of particle theory for this concept. Pressure is also covered (both in solids and fluids) linking force and surface area in a quantitative way.

Electricity and magnetism

In this topic, students are introduced to the final way of energy transfer. They build on their knowledge of the structure of the atom when looking at static electricity, and forces when they consider why charges can attract or repel. Students will learn how to build circuits and describe qualitatively the relationships between current, voltage and resistance. Students will use their understanding of energy transfer to compare power ratings and domestic fuel bills, fuel use and costs. This topic provides the foundation for the KS4 Electricity and Magnetism/Electromagnetism topic.

Forces and motion – turning forces

Students will build on their year 7 work on forces when studying moments (the turning effect of a force). This will build on students understanding of balanced and unbalanced forces and allow for quantitative analysis of why unbalanced forces would produce a moment.

Water waves

This topic builds on students' prior knowledge of transverse waves (year 8 topic 'How we see'), and apply this to water waves. Students will be taught that water waves can be reflected, refracted and how two waves can interact.

Scientific Processes and Methods

This topic revisits the working scientifically skills students have been working on through year 7,8 and 9 and deepen their understanding to build the effective foundation for GCSE. Skills include presenting data, analysing patterns, drawing conclusions and discussing limitations. Constructing explanations, communicating ideas, critiquing claims and justifying opinions. Devising questions, testing hypotheses, planning to control variables and collecting data.