QMGS Key Stage 3 Curriculum Topics

Academically-Ambitious and Accessible to All

Queen Mary's Grammar School believes that the Quality of Education experienced by students is driven by a curriculum in its broadest sense: the entirety of a student's learning experience, in lessons and beyond. We aim to design and embed a curriculum that is planned and sequenced to develop in our highly academic students the knowledge and skills necessary for their future roles in society, while ensuring that the balanced curriculum offer is accessible to all

Subject	Year 7	Year 8	Year 9
Art	Pop Art Through investigating Pop Art pupils are introduced to basic drawing skills, Knowledge of colour theory and the history of Pop Art as well as some of the artists from the movement. Observational, creative thinking, research and evaluation skills are covered in this unit to help develop the foundations of the curriculum.	Landscapes Art History is the backbone for this unit by looking at and theory behind landscape Art and looking into a number of landscape artist. Pupils have the opportunity to experiment with techniques introduced to them throughout the project. Using several different mediums to develop a range of techniques to assist pupils with an individual clay landscape to conclude the topic. Portraits Pupils will be developing their skills of analysing art further in this unit through the study of portraits through Art History. Facial proportions, observational skills and different Art medium experiments will assist pupils in developing their own portrait. Pupils demonstrate inspiration from the techniques explored and artists studied throughout the unit.	Natural Forms By looking at a range of natural forms, pupils build on their observational skills in a range of Art mediums in more detail. Pupils will develop further knowledge of artists work and be able to show their clear understanding of this through their own mixed media Art piece at the end of the project.
Biology	See below for Year 7 Science	Term 1: Exchange - Gas Exchange Systems & Digestion. Reactions: Photosynthesis and Respiration. Term 2. Genes, Variation, Inheritance. Evolution.	Term 1: Cell Biology. Eukaryotes & Prokaryotes. Animal and plant cells. Specialisation. Differentiation.

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		Term 3. Ecosystems, Interdependence. Measuring our World.	Term 2: Microscopy. Division and the cell cycle. Stem cells. Transport in cells. Osmosis. Active transport. Term 3: Organisation. Digestive system. Heart and blood vessels. CHD. Health issues.
Chemistry	See below for Year 7 Science	Pupils are taught a range of topics covering a number of key concepts: 1) Substances and mixtures 2) Simple chemical reactions 3) Solubility 4) Earth and atmosphere 5) Limestone 6) Formulae and equations 7) CREST Bronze award A key feature is the development of not only theoretical understanding but also practical skills.	Pupils are taught a range of topics covering the a number of key concepts: 1) Periodic table 2) Chemical reactions 3) Metals 4) Rates A key feature is the development of not only theoretical understanding but also practical skills.
Computing	**Our pupils will have gained knowledge of the following by the end of Year 7:** 1. Introduction to our computer network and Microsoft Office 365 (Including teams) 2. e-Safety 3. Spreadsheets 4. Artificial Intelligence (AI) 5. Databases 6. Programming using Kodu **Our pupils will have the skills to do the following by the end of Year 7:** By the end of Year 7 students will be confident users of all the basic features of spreadsheet and database software. In addition, they will have developed skills in computational thinking while learning to code in Kodu.	Students are working towards an 'Entry Level Computer Science' qualification. The course consists of four internally assessed (externally moderated) examinations and a Programming Project (coding in Python). Further details can be found at: Entry Level - Computer Science - R354 (from 2016) - OCR. The two topic areas are broken into: 1. Computer Systems 2. Computational Thinking **Our pupils will have the skills to do the following by the end of Year 8:** This course provides students with opportunities to become familiar with how computer technology works and a look at what goes on 'behind the scenes'. Through the introduction of	**Our pupils will have gained knowledge of the following by the end of the course (Year 9):** This year, students are undertaking a Digital Skills qualification; 'Microsoft Office Specialist' (MOS). They learn the necessary skills in lessons via assignments, demonstrate their skills in practice practical tests before undertaking their real examinations in a similar environment. Students must undertake three practical examinations where they demonstrate the skills learnt against 35 questions on the given software application. Students learn to use Microsoft Office applications confidently and professionally, preparing them for both academic and career success. **Practical Topics:**

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		computational thinking, algorithms and programming, this course will help students develop their problem-solving skills. Finally, we spend a lot of time building the study skills, resilience and confidence needed in students to help them successfully complete our course formal examinations and we hope take this forward to help them succeed in Year 10 and 11.	Presentations (1st Unit) Word Processing (2nd Unit) Spreadsheet (3rd Unit) The **Microsoft Office Specialist (MOS) Associate** certification helps students: • Master **Word, Excel and PowerPoint** at a professional level. • Create and format documents, spreadsheets, and presentations effectively. • Use tools like formulas, charts, mail merge, references, and collaboration features. • Gain a **industry-recognised certification** that boosts employability and workplace productivity.
Design & Technology	**Our pupils will have gained knowledge of the following by the end of Year 7:** Chocolate Moulds: Vacuum forming. Competition with link to Food Technology. Laser cut acrylic and use of CAD (2D Design) Pen Holder: Use of acrylic and the laser cutter together with hand tools. Use of jigs to ensure accuracy, quality and speed of production. SMART Thermometer: SMART materials and aluminium sheet. Bending jigs for accuracy Timber and Manufactured Board Project: Design and make a method of storing keys. Graphics: Oblique drawing and orthographic projection	**Our pupils will have gained knowledge of the following by the end of Year 8:** Textiles: Introduction to compliant materials Graphics: Isometric drawing and orthographic projection. Simple rendering Wood Storage Unit: Design and make a storage unit for an identified client. House Competition: Design a product for a teenager in the style of JJD Furniture **Our pupils will have the skills to do the following by the end of Year 8:** • Textiles: Pinning, tacking stitching and machine stitching • Iterative designing	**Our pupils will have gained knowledge of the following by the end of Year 9:** Pewter Casting: Designing jewellery influence by shapes in nature Post-Modern Clock: Design and make a clock based on the Post-Modern design era EPS Ergonomic Models: Scale 1:1 concept models of condiment shakers and a computer mouse CADCAM: An introduction to Fusion 360 CADCAM: 3D printing Graphics: Perspective drawing and orthographic projection House Competition: Design a product for the home in the style of Alessi

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	House Competition: Design a product for the shop at the RBL National Remembrance Gardens. **Our pupils will have the skills to do the following by the end of Year 7:** • Marking out on wood, metal and polymer • Drawing in oblique • Producing an orthographic projection • Using machines such as the band facer, scroll saw, pillar drill • Using hand tools such as coping saw, tenon saw, file, metal snips	• How to draw in isometric • The use of prototypes to develop a product • How to mark out and cut traditional wood joints • How work safely in a workshop	Mini-NEA: Students will be given a context. They will then work independently within a set time period. They will work through the iterative design process completing the NEA. Examination: 90 minute examination in the summer term. **Our pupils will have the skills to do the following by the end of Year 9:** • Vacuum forming • Pewter casting • How to use CAD to programme the laser cutter and the 3D printer • Use the 3D printer for rapid prototyping • How to draw in perspective • One point perspective drawing • Two point perspective drawing • The ability to work as an iterative designer in the mini-NEA project • The ability to work independently in the miniNEA project • The ability to be innovative and creative: Post modern clock, Alessi house competition and miniNEA
English	The English department instructs students in four areas: • Reading • Writing • Spoken Communication • Literacy (or accuracy in spelling, punctuation and grammar) The curriculum visits and revisits the skills related to these areas regularly, each time in a novel	In Year 8, students will: • study **Shakespearean drama** by reading and writing about *The Tempest* • study **modern narrative fiction** by reading and writing about *Boy Everywhere* by A.M. Dassu • study **fiction** by writing creatively in prose on a gothic theme • study **non-fiction** by learning about Victorian childhood	In Year 9, students will: • study **Shakespearean drama** by reading and writing about *Julius Caesar* • study **narrative and lyric poetry** by reading war poetry • study **fiction** by writing in the short story form • study **modern drama** by reading the stage adaptation of *Small Island*

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	form. The intent is for students to develop the independence that will serve them well at GCSE. In Year 7, students will: • study **reading, writing** and **speech** by means of an introductory unit • study **fiction** by writing creatively in prose • study **non-fiction** while learning how to speak and listen well • study **narrative and lyric poetry** by reading and writing poems in a variety of forms and traditions • study **Shakespearean drama** by reading and writing about *A Midsummer Night's Dream* • study **modern narrative fiction** by reading and writing about *Ghost* by Jason Reynolds Students are given feedback on written work, speech, Sparx Reader, quizzes and tests. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently.	• study **modern drama** by reading and writing about *An Inspector Calls* by J.B. Priestley • study **narrative and lyric poetry** by reading and writing poems with a gothic theme Students are given feedback on written work, speech, Sparx Reader, quizzes and tests. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently.	• study **nineteenth century fiction** by reading and writing about *The Hound of the Baskervilles* Students are given feedback on written work, speech, Sparx Reader, quizzes and tests. Our expectations for students include: • regularly presenting on their reading and learning • reading independently both at home and in fortnightly reading lessons • producing lengthy written work • using discussion to learn independently. <u>Students in Year 9 also sit an end-of-year exam, which is a summative assessment of their learning at key stage 3</u>.

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French	**Our pupils will have gained knowledge of the following by the end of Year 7:** <u>Grammar</u>: Present tense of ER verbs /common irregulars - être/avoir/il y a. Definite and indefinite articles and formation of singular and plural nouns and adjectives. Possessive adjectives. Formation of negative and question sentences. Numbers and dates. <u>Vocabulary topics include:</u> • introducing yourself • class items and instructions • where you live • Family and home • Pets • Festivals • Sports and free time activities **Our pupils will have the skills to do the following by the end of Year 7:** Use common verbs in present tense. Spell out words in the TL. Ask as well as answer questions. Listen/speak/read/write/translate into and out of the TL on the topics covered.	**Our pupils will have gained knowledge of the following by the end of Year 8:** <u>Grammar:</u> Present tense – er/ir/re verbs + reflexives/il faut/common irregulars including pouvoir and vouloir. Perfect and immediate future tenses. Partitive articles. Demonstrative adjectives. Comparatives. <u>Vocabulary topics include:</u> • Describing school and subjects • Shops in town and shopping for food + drink • Holidays: countries/transport/town • Talking about family and celebrations • Food and healthy eating **Our pupils will have the skills to do the following by the end of Year 8**: Present and understand ideas in the present, past and future. Use comparatives and adverbs. Talk in detail about towns, shops, food, celebrations and holidays.	**Our pupils will have gained knowledge of the following by the end of Year 9:** <u>Grammar</u>: Present, perfect with avoir + être, imperfect, immediate future and future, and conditional tenses of regular and main irregular verbs. Use of the infinitive. Si clauses. Depuis. Subject and reflexive pronouns, adjectival formation and position including demonstratives. Connectives. Ce qui, ce que. <u>Vocabulary topics include:</u> • Family • Technology and free time • Customs and festivals • Home, town, environment • Holidays • School and careers **Our pupils will have the skills to do the following by the end of Year 9:** Write extended passages or letters. Deal with a variety of reading and comprehension activities, including answering in the target language. Create language for spoken purposes, including role-play, photocard description and general conversation.

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	Awareness of cognates and patterns in grammar and vocabulary formation. Use common sense to infer meaning. Successfully learn vocabulary. Give opinions. Have an understanding of some French celebrations and traditions.	Develop their answers with 2 or 3 clauses sentences. Give and justify opinions. Understand longer pieces of text or audio in French which include some unfamiliar vocabulary.	Translate to and from the target language. Spell words spoken to them with minimal error. Proofread to spot mistakes. Be independent learners through the above and use of a dictionary/reference materials to improve their sentences.
Geography	**Our pupils will have gained knowledge of the following by the end of Year 7:** ▪ What is Geography? ▪ Tectonic Hazards ▪ Coastal Landscapes ▪ Amazing Places ▪ Fieldwork- Our local area (Geographical Skills) **Our pupils will have the skills to do the following by the end of Year 7:** ✓ Cartographical skills including latitude and longitude, efficient use of atlases and settlement patterns. Use of Ordnance Survey maps including use of 1:50,000 maps, four and six figure grid references, measuring distances, gradient/contours/spot height, and identifying features. Use of maps in association with photographs to identify links. ✓ Graphical skills including bar charts and line graphs. Plot information on axes where scales are provided. ✓ Fieldwork skills- collecting and presenting primary data on a local area issue.	**Our pupils will have gained knowledge of the following by the end of Year 8:** ▪ Extreme Environments ▪ Population ▪ Before the Flood ▪ Resource Management ▪ Young Geographer of the Year **Our pupils will have the skills to do the following by the end of Year 8:** ✓ Cartographical skills including coastal features and population distribution/density. Use of Ordnance Survey maps including use of 1:25,000 and 1:50,000 maps ✓ Graphical skills including bar charts, line graphs, pyramids and isoline maps (including contours and gradients). Plot information on axes and set own scales. ✓ Numerical and statistical techniques including measures	**Our pupils will have gained knowledge of the following by the end of Year 9:** ▪ Geography in the News- Environmental Issues ▪ Climatic Hazards ▪ Factfulness ▪ Decision Making Exercise- 'Slums of Hope or Slums of Despair?' **Our pupils will have the skills to do the following by the end of Year 9:** ✓ Use of atlas maps based on different scales and themes including population distribution, population movements and transport. ✓ Graphical skills including bar charts, line graphs and proportional area maps. Plot information on a range of graphs independently. Interpret and extract information from a range of maps, graphs and charts. ✓ Numerical and statistical skills including measures of central tendency and dispersion. Presentation of bivariate data including describing the nature of relationships. Identify strengths and weaknesses of using different types of data presentation.

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		of central tendency, percentage increases/decreases, describe bivariate data (including correlations).	
History	Introduction to History skills The Romans <u>The Medieval World:</u> Dark Ages & local History The Norman Conquest Medieval English life (political & social) The Crusades Islamic Empires World Civilisations (non-Euro centric)	<u>The Early Modern World:</u> The Tudors The English Civil Wars The English Republic, Restoration & Glorious Revolution Witches , Plagues, Fires Trans-Atlantic slave trade British Empire British India: East India Company, Duleep Singh Migration to & from Britain & Windrush	<u>The Modern World- the 20th Century:</u> Industrial Revolution & local history Depth study: The First World War Political Ideologies International Peace? The Inter-war Years Outbreak of World War II The Holocaust Campaign for Equality: Female suffrage, USA civil rights, N. Ireland, Afro-Caribbean Britain: Notting Hill
Mandarin	**Our pupils will have gained knowledge of the following by the end of Year 7:** **Year 7 Topics** 1. Basic greetings and introducing a person 2. Family and pets, Christmas, Chinese New Year and time expression 3. Hobbies 4. School life 5. Food and drinks Grammar: can use connectives 和，也，因为，可是/can use time phrases ， e.g. 今天，星期一，早上/can use modal verb 会 to say what activities you can do and cannot do/can use 喜欢, 不喜欢，爱，不爱 to express simple opinion. **Our pupils will have the skills to do the following by the end of Year 7:** Listening: Understand short simple sentences or dialogue on familiar topics and pick out the main points when spoken slowly and clearly	**Our pupils will have gained knowledge of the following by the end of Year 8:** **Year 8 Topics** 1. Food, Drinks and Eating out 2. Holiday, Places of interest and Climate 3. Describe a person 4. Where You Live 5. Shopping Grammar: Can apply conjunctions 也，还，但是，虽然…但是，因为…所以，要是 / can express past tense using verb+了 / can express future tense using 要，想，会/Can apply fixed structures 一边…一边，又…又 / can apply intensifiers such as 非常，十分，有一点儿 / Can apply correct measure words/can arrange words in	**Our pupils will have gained knowledge of the following by the end of Year 9:** **Year 9 Topics** 1. Shopping 2. Travel in Chinese Speaking World 3. My Life 4. Leisure Activities 5. School Life Grammar: can express past tense using 过 / can express future tense using 打算 / can use conjunctions 虽然…但是，不但…而且还，除了…以外, 还，如果…就 / can compare using …比…更…/can use modal verbs 应该 / can apply intensifiers such as 超级, …极了，一点儿都不 **Our pupils will have the skills to do the following by the end of Year 9:**

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	Speaking: Can take part in a simple conversation using basic structures and sentence patterns Reading: Can understand a long sentence (Approx. 20 characters) made up of familiar language / can translate short simple sentences (Approx. 10 characters) into English, can read a paragraph of 40-60 characters on familiar topics Writing: Can translate and write simple texts (Approx. 30-60 characters) from memory without support	the right order to form sentences/ know where to place time and location words **Our pupils will have the skills to do the following by the end of Year 8:** Listening: Understand spoken passages with longer sentences on familiar topics, spoken clearly and more slowly than normal native speaker speed Speaking: Can give a short-prepared talk (Approx. 2 minutes) using a variety of structures on a range of topics (with some notes), can answer questions in full sentences on familiar topics Reading: Can understand longer texts of approx. 80-100 characters, which may contain a few unpredictable elements; can translate a text with moderate difficulty (Approx. 50 characters) into English. Writing: Can translate and produce a range of longer texts (50-100 characters) in an appropriate style on familiar topics from memory, without referring to notes, demonstrating a good range of vocabulary and language structures.	Listening: Understand extended speech of moderate length approx. 50 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed Speaking: Can speak confidently in role plays, describing photocards and presentation /can express opinions with justification & sustain conversations by asking questions and adding extra details Reading: Can retrieve information from a passage of 100-150 characters on familiar topics with exceptionally able pupils reading 200-character passages confidently /develop a vocabulary base of 350 characters. Writing: Can write short texts of around 75 characters and longer texts of around 125 characters on familiar topics, addressing the required bullet points and demonstrating progress towards GCSE-level writing.
Maths	The ethos of Mathematics at QMGS in every year of school education is to provide students with a way to understand the world, as well as to develop the knowledge and resilience necessary to pursue	The lessons in year 8 develop all the fundamental skills and expand on the pupils learning from Year 7. Students further develop their mathematical	The lessons in year 9 further develop fluency in fundamental skills, mathematical reasoning, and the ability to solve increasingly more sophisticated (multi-step) problems, ready for GCSE. Pupils will follow a

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	mathematics at a higher level. Students will encounter a variety of problems to help them recognise that maths permeates into all aspects of life, form an appreciation of the beauty of mathematics, and develop a sense of curiosity and discovery around the subject. Pupils will study a scheme of work which develops their mastery of the subject, closely following the content in the Discovering Mathematics series of textbooks. In year 7, this means book 1C and approximately one third of book 2C. This learning is supplemented by the online platform Sparx Maths, where most of the homework will be completed. In Year 7, pupils will build on KS2 number work on negative numbers, factors and multiples, fractions, decimals, ratio and percentages. They will also be introduced to algebra formally where they will manipulate algebraic expressions and solve linear equations. They will develop their spatial reasoning with area and perimeter problems, shape transformations and angle reasoning. They will study data collection and explore a variety of statistical representations, placing them into context.	reasoning and become more independent in selecting techniques to non-routine problems and fluent in moving between different numerical, algebraic, and geometric representations. Pupils will continue to closely follow the content of the Discovering Mathematics textbooks. In year 8, this means the remainder of book 2C and approximately two fifths of book 3C. The learning will continue to be supplemented by Sparx Maths for homework. In year 8, pupils will use their mastery of the year 7 number work to extend their algebraic fluency, where they will continue to develop skills in manipulating expressions and solving equations as well as working with both linear and non-linear graphs and sequences. Pupils will extend their spatial reasoning with further area and perimeter problems, Pythagoras' theorem, volume and surface area problems, constructions and loci. Pupils will also be introduced to the language of probability and solve problems with averages.	scheme of work which mixes the remainder of the content from Discovering Mathematics 3C, with the essential building blocks to allow them to successfully begin the GCSE course in year 10. Sparx maths continues to be used as the primary homework and independent learning platform for the pupils. In year 9, pupils will use their improved algebraic fluency to master more complex topics such as quadratic expressions, simultaneous equations and rearranging formulae as well as extending their understanding of both linear and non-linear graphs. Pupils will further develop their spatial reasoning with the study of right-angled trigonometry, similar shapes, bearings and proportional reasoning with circles. They will work with surds and will explore statistical representations with continuous data, as well as being introduced to the concept of a mathematical set.
Music	In Year 7, all boys receive a musical instrument on free loan for 12 months. Boys have the option of choosing either Trumpet, Trombone, Baritone or Clarinet. Everybody learns together in their form groups.	In Year 8 the music curriculum is taught through 3 main projects: **Blues/ Reggae/Keyboard Skills.**	In Year 9 the music curriculum is taught through 3 main projects: **Video Game Music / Film Music/Ground Bass**

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	The KS3 scheme of work aims at developing performing, composing and listening/appraising skills. **Performing:** By the end of year 7, all pupils will have played solo and ensemble pieces on their chosen wind instrument. They will also have started learning basic keyboard skills. The opportunity is given for parents to pay for extra instrumental lessons which will enable some to sit instrumental exams at the end of the academic year. All boys are encouraged to join a co-curricular music group e.g. Training Band/Choir. **Composing:** Various composing activities are completed including writing a fanfare & developing improvisatory skills on their wind / brass instruments. Musical notation is taught so that all pupils have an understanding of how rhythm and pitch are written on a treble clef stave. **Listening and Appraising:** Pupils are encouraged to develop their appraising skills through a series of listening activities completed during the year. Homework consists mainly of instrumental practice, however some theory tasks are also set.	Each topic further develops performing, composing and listening/appraising skills. The lessons continue to be highly practical with more emphasis now however on developing keyboard skills. **Performing:** Each project contains various differentiated performing challenges. Those who opted to continue with their instrument will learn with a peripatetic instrumental teacher and also play with the Training Band. They are encouraged to bring their instruments to school and to use them in the projects where appropriate. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir/Orchestra **Composing involves:** Writing blues pieces; composing short melodies; improvising on blues & pentatonic scales; using MuseScore software. **Listening & Appraising:** These skills are further developed by listening to music and answering questions linked to each project. Theory exercises are also set.	**Performing:** Keyboard technique is developed using more demanding repertoire which involves more independence between the 2 hands and more complex chord patterns. Bass clef notation is taught. All boys are encouraged to join an extra curricular music group. Eg. Training Band/Choir/Orchestra/Jazz band **Composing tasks involve:** Composing a character theme for a Video Game, Composing for a given film clip, creating a Ground Bass and improvising melodic lines above it. **Listening & appraising:** These skills are developed further by listening to music and answering questions linked to each project.

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PE	Rugby • Passing • Receiving • Tackling • Rucking Hockey • Dribbling • Passing • Receiving • Tackling • Shooting Cricket • Batting • Bowling • Fielding Volleyball • Set • Dig • Throw to serve Badminton • Serve (forehand) • High clearance • Forehand • Backhand Table tennis • Forehand Push • Backhand Push • Grip • Forehand Serve Basketball • Passing • Receiving • Dribbling	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking • Positional play Hockey • Dribbling (Indian) • Passing (Slapping) • Receiving • Tackling (Jab) • Shooting (Hitting) • Positional play Cricket • Batting – Introduction of Shot Selection • Bowling – Bowling to Plans • Fielding – Diving/Rolling Volleyball • Set • Dig • Serve (under arm) • Positional play Badminton • Serve (backhand) • High Clearance • Forehand • Backhand • Smash • Singles tactics Table tennis • Forehand Push/Smash	Rugby • Passing • Receiving • Fending • Tackling (2 man) • Rucking • Kicking • Positional play Hockey • Dribbling • Passing • Receiving • Tackling • Shooting (Backhand) • Positional play] • Formations • Short/Long corners Cricket • Batting – Match Scenarios - Plan • Bowling - Variations • Fielding – Difficulty increased through increased speed/distance Volleyball • Set • Dig • Serve (over arm) • Spike • Positional play • Team work Badminton • Serve (long/short) • High Clearance • Forehand

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	• Defending • Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area • Basic strokes and breathing techniques	• Backhand Push/Smash • Grip • Forehand and Backhand Serve with Increased Speed and Accuracy Basketball • Passing • Receiving • Dribbling • Defending • Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area • More advanced strokes and breathing techniques	• Backhand • Smash (Backhand) • Dropshot • Doubles play Table tennis • Forehand Push/Smash – Topspin/Backspin • Backhand Push/Smash – Topspin/Backspin • Grip • Forehand and Backhand Serve (with spin) and Increased Speed and Accuracy • Singles/Doubles – Tactics Basketball • Passing • Receiving • Dribbling • Defending • Shooting • Lay Ups Athletics • Various track events (not 400m) • All throwing events (basic run up) • All jumping events Swimming • Testing • Safety in the pool area • More advanced strokes and breathing techniques Water Polo

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Physics	See below for Year 7 Science	**Our pupils will have gained knowledge and skills in the following areas by the end of Year 8:** • Sound including wave idea and speed measurement techniques. Simple speed calculations are extended with echoes for example. It's the easiest post Year 7 KS3 Physics unit so is a good starter for students to feel comfortable but it stretches them later on with echo calculations for example. • Light including ray diagrams and analysis. Simple KS2 observations are extended as we try to allow pupils to model refraction for example (which can stretch to university level research for the most able) • Forces including Hooke's Law and numerous mathematical methods. This unit builds into a highly mathematical challenge so builds on the echoes calculations from Sound. • Space including pupil presentations on the Solar System and beyond. This is open ended and some pupils research very advanced concepts such as neutron star formation.	**Our pupils will have gained knowledge and skills in the following areas by the end of Year 9:** • Motion including graphical and mathematical methods of analysis. This builds on the year 8 Forces work in terms of algebraic manipulation for example. It's essential to help prepare students for GCSE but generally avoids vector treatments which students are generally not ready to deal with yet. Of course, we have extension materials available for students who show unusually advanced capabilities. • Electricity including many practical based activities using various electrical meters. This builds on KS2 and Yr 7 including parallel circuit analysis, multimeter use and modelling. Also equation use is frequent which re-enforces maths skills from the previous unit. • Magnetism including an electromagnet based practical assessment. This follows on naturally from the electricity unit and involves more complex electromagnetic circuit diagrams. And also more extended writing as there has been a lack of this in earlier units in favour of developing mathematical and diagrammatic skills. • Energy including pupil presentations on electrical generation methods. Pupils should learn from mistakes made with their year 8 Space presentations and develop those soft skills further. Some content will overlap with Geography's teaching here. This unit works well here as we start GCSE after the KS3 Exam with the Energy unit to keep them motivated through June and July.
Personal, Social and	In Year 7, students are supported in making a positive transition to secondary school and	In Year 8, students build on their understanding of health, wellbeing and	In Year 9, students deepen their understanding of personal wellbeing, relationships and decision-making

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Health Education (PSHE)	developing the confidence to thrive in a new environment. They learn about emotional wellbeing, goal-setting and managing change, alongside building healthy friendships and understanding how to respond to bullying. Students explore the important role families play in their lives and learn about different family experiences with respect and sensitivity. They revisit learning about puberty and personal safety, including where to seek help if needed. Throughout the year, students also begin to consider how social media, online content and wider influences can shape attitudes, choices and relationships.	personal responsibility. They learn how lifestyle choices, including sleep, exercise and nutrition, can support physical and mental wellbeing. Students develop skills to assess and manage risk in a range of situations, helping them make informed decisions and stay safe. They explore the importance of belonging, inclusion and respect within diverse communities, challenging prejudice and discrimination. Learning about the online world helps students better understand how digital platforms influence behaviour and choices. Students also develop their understanding of healthy relationships, communication and where to access support when faced with challenges.	as they prepare for the opportunities and responsibilities of later adolescence. They strengthen practical strategies for maintaining good mental health and managing life's challenges. Students learn about the effects of substances such as alcohol and vaping, enabling them to make informed choices. They explore how the law protects individuals and communities, alongside the consequences of risky or illegal behaviour. Relationships and sex education focuses on respect, consent and healthy intimate relationships in an age-appropriate manner. Students also learn how to navigate an increasingly complex online world, developing critical thinking and resilience in response to emerging digital challenges.
Religion, Philosophy & Ethics	A. Existential Questions (the nature of truth, the nature of belief, worldviews) B. The Metaphysics and Existence of God (what is "God"? Does God exist?) C. Philosophy (Possible worlds semantics; truth; divine paradoxes; miracles; religious morality in the Bible and Koran; the relevance of Scripture; religious radicalism; morality in Christianity, Judaism, Islam and Sikhism; D. The Jewish Worldview (Truth and Authority; The Torah and Moses; the Patriarchs; Circumcision and Covenant) E. Hermeneutics (What words mean; Religious Fundamentalism; Context; Extremism) F. The Koran (The History and message of the Koran; Submission; The Friends and Enemies of God; Shirk, sin and paradox; The Clatterer) Toleration (The meaning of "tolerance"; racism and intolerance)	A. Theism (The causes of belief; the nature of Scripture; the Kalaam Cosmological Argument; reasons for belief in God) B. Secularism (the nature of secularism; arguments in favour of secularism; atheism) C. Humanism (Blasphemy; Humanism) D. Tradition and Change (Idolatry; Revelation; Authority; Traditionalism and Progressivism) E. The Koran (The Koran in the Modern World; The Koran and Science; The Koran and Tolerance; The Koran and Equality.) Dharmic Religion (Hinduism and Sikhism)	A. Epistemology & Metaphysics (the nature of knowledge and reality; the Allegory of the Cave; Propositions and Truth; The Ethics of Lying - why is lying wrong? The conscience in theism and secularism; The Ontological Argument) B. The Christian Worldview (Basic facts; the tripartite theory of human history; Original Sin, Grace, Love, Free Will; the Fall of Man; the hermeneutics of the Genesis Creation Myth; the Stanford Prison Experiment) Jesus Christ (Jesus's Childhood; Jesus's Mission and Messianism; Jesus's Death and Resurrection)

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Science	**The Year 7 Science curriculum will be taught as three distinct sciences (chemistry, biology and physics).** **Within chemistry**, pupils will learn two topics: 'Matter' and 'Reactions'. **Within biology**, pupils will learn two topics: 'Organisms' and 'Reproduction' **Within physics,** pupils will learn two topics: Electricity and Magnetism' and 'Forces and Energy' **Our pupils will have the skills to do the following by the end of Year 7:** Safe and effective laboratory practice; develop an investigative approach within a more formal scientific manner. Correctly and safely use a Bunsen Burner, Microscope, separation techniques and build electrical circuits to investigate relationships in current and voltage	See the curriculum for each of the separate Sciences	See the curriculum for each of the separate Sciences
Spanish	**Our pupils will have gained knowledge of the following by the end of Year 7:** **Grammar:** Present tense (plus negative) of AR/ER/IR verbs, common irregulars ser/estar/ir/tener/hacer and the impersonal verbs gustar/encantar. Near future. Definite and indefinite articles and formation of singular and plural nouns and adjectives, including possessives. Asking questions. Numbers – 100 + dates. <u>Vocabulary topics include:</u> • introducing yourself • class items + instructions • describing family and pets	**Our pupils will have gained knowledge of the following by the end of Year 8:** **Grammar:** Present tense (including reflexives and stem-changes verbs), immediate future, preterite tense of regular and some irregular verbs. Some examples of future tense/conditional tense. Negative expressions. Demonstratives. Numbers – 1000. Adverbs of frequency. Se puede and use of infinitive. <u>Vocabulary topics include:</u> • School • Diet and health • Holidays	**Our pupils will have gained knowledge of the following by the end of Year 9:** **Grammar:** Present, preterite, imperfect, immediate future, future, and conditional. Including main irregular verbs. Subject, reflexive, demonstrative pronouns, Adjectival formation and position. Connectives. Verbs followed by infinitive verbs, ie. modal verbs. <u>Vocabulary topics include:</u> • My world: routines, fashion, environment, relations with others • Careers and future aspirations • Festivals and traditions • Celebrity culture

QMGS Key Stage 3 Curriculum Topics

	• free time including sports and music • local area and home • Spanish towns **Our pupils will have the skills to do the following by the end of Year 7:** Handle all six persons of the verb. Spell out words in Spanish. Ask as well as answer questions. Listen/speak/read/write/translate into and out of the Spanish on the topics covered. Awareness of cognates and spotting patterns in grammar and vocabulary formation. Use common sense to infer meaning. Predict language to be heard in listening exercises. Successfully learn vocabulary. Have an understanding of Hispanic celebrations, ie. Día de los Muertos	• Internet, TV, fashion • Latinoamerica **Our pupils will have the skills to do the following by the end of Year 8:** Present and understand ideas in the present, past and future. Use comparatives and adverbs. Talk in detail about towns, shops, food, celebrations and holidays. Develop their answers with 2 or 3 clauses sentences. Give and justify opinions. Understand longer pieces of text or audio in Spanish which include some unfamiliar vocabulary. Proofread to spot mistakes.	**Our pupils will have the skills to do the following by the end of Year 9:** Write extended passages or letters. Deal with a variety of reading and comprehension activities, including answering in the target language. Create language for spoken purposes, including role-play, photocard description and general conversation. Translate to and from the target language. Spell words spoken to them with minimal error. Be independent learners through the above and use of a dictionary/reference materials to improve their sentences.