

Key Stage 3 Curriculum Farmor's School 2014

Art

During the first three years at Farmor's, we aim to give pupils a solid grounding in all the skills required to create interesting and diverse art work. We look at the work of artists, designers and craftspeople to support and inform pupils own work and we aim to help each pupil to find their own interests which they can build onto further up the school. In year 7 pupils work through the main elements of art, looking at mark making, colour theory and some 3D work. We take all year 8 to Pitt Rivers museum in Oxford, where they look at how to create a sketchbook page and spend time looking and drawing the many artefacts: they are all encouraged to enter the Art department competition based on the visit. In year 9, while still building on skills, we give pupils a taste of a GCSE project, where they develop work on the theme of Movement. For further information contact pbadger@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Medieval Art topic Mark making, patterns and Printing. Use Durer's "Rhino" as a starting point to create a fantasy creature extending from part of the Rhino.		3D clay project Work from Fairford church designing a "Personal Misericord" and making it in clay	The Circus Colour theory and painting. Using Artists' work to inform painting style and use of media.	Joseph Cornell box/collage Illustrate a poem, song or text.	
Year 8	A sense of place. My journey to school- mixed media- collage, print, line drawing, paint.		Art from another Culture Pitt Rivers museum trip- Developing a design sheet looking at North American Haida art.	3D ext. work into a Totem or mask. In card or clay	Contour plants Observational still life/plant drawing with pattern background. OR mixed media, collage & paint	
Year 9	Surrealism- Dreams in a Landscape. Pupils create a surreal landscape inspired by Rene Magritte, Salvador Dali and Giorgio de Chirico.		Photo shop or 3D extension from Surrealism work	Portraiture and printing	"Movement" Prep for GCSE. Independent development on a theme looking at people, animals, vehicles in motion. Developing skills in sketchbook work and creating a final piece.	

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At Farmor's the Design and Technology curriculum is delivered in a carousel system where KS3 pupils will experience the whole range of subjects in each year.

PRODUCT DESIGN: focussing on developing products in a range of materials (metals, plastics and woods) and exploring the use of "smart materials".

TEXTILES: students explore the use of traditional and modern fabrics to create a wide range of products for everyday use.

GRAPHIC PRODUCTS: card engineering, pop-up mechanisms, packaging design, desktop publishing.

CAD/CAM: learning new software packages to draw, model and create their designs by interfacing with laser cutters.

SYSTEMS & CONTROL : with elements of electronics, mechanisms, etc.

COOKING & NUTRITION in which students are taught the crucial life skills that enables them to feed themselves and others affordably and well, now and in later life.

For further information contact wupton@farmors.gloucs.sch.uk

Drama

We aim to nurture and develop the personality, creativity and talent of every student through Drama.

"I hear and I forget. I see and I remember. I do and I understand."

Confucius

Just as doing is at the heart of understanding, at the heart of Drama in education is participation. Participation in Drama helps with a student's development in many ways:

- Drama builds confidence
- Drama helps concentration
- Drama develops language & communication skills
- Drama encourages students to co-operate
- Drama develops creativity
- Drama supports numeracy & literacy skills
- Drama helps students to understand the world around them
- Drama develops emotional intelligence
- Drama assists physical development
- Drama nurtures friendships

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Sculpture & Still Image	Mime & Movement	Creating Characters	Improvisation & Devising	Exploring Text: <i>Ernie's Incredible Illucinations</i>	Ensemble Project: <i>Superheroes</i>
Year 8	Ghost Stories	Commedia Dell'Arte	Masks	Puppetry	Exploring Text: <i>Shakespeare</i>	Creative Adaptation: <i>Tim Burton</i>
Year 9	Devising: <i>Fame</i>		Exploring Text: <i>Dracula</i>		Film Project	

For further information contact hdarling@farmors.gloucs.sch.uk

English

English is a vibrant subject which helps students to engage with and communicate in the world around them. The English department recognises the fundamental importance of language and the need to make sense of the rich and varied ways in which we exchange ideas. English is a skills-based subject, and we want students to read and explore a range of writing from early English through to 21st century texts as well as developing and adapting their own writing for a variety of purposes.

In responding to the new National Curriculum at Key Stage 3, the department has redesigned its schemes of work. In Year 7 and Year 8 students study topics which incorporate a wide variety of text types and reading and writing activities that are linked by theme (with Fiction and Non-Fiction coverage in all.)

Furthermore, the new schemes insist on the importance of grammar knowledge to improve writing skills and SPaG (spelling, punctuation and grammar) is now embedded more explicitly into the schemes of work. To supplement this, students in Year 7 and Year 8 are encouraged to purchase SPaG workbooks to help develop these fundamental skills.

In Year 9, students prepare for future GCSE study by working through a variety of schemes that address the main literary and language components, ie novels, poetry, non-fiction, drama etc. (Teachers are free to teach these units in any order.) For further information contact ssimmonds@farmors.gloucs.sch.uk

TOPIC TITLES/AREAS OF STUDY (subject to variation)

Topic One	Topic Two	Topic Three	Topic Four
Year 7			
Voices Selection of texts: <i>My Left Foot</i> <i>Wonder</i> <i>Pigheart Boy</i> <i>Huckleberry Finn.</i>	Writers of the British Isles Shakespeare, Dickens, Laurie Lee and Dylan Thomas are included in this unit.	Time Variety of writing explored including Shelley, Shakespeare and Ray Bradbury.	Journeys Main text: <i>Journey to the River Sea.</i>
Year 8			
Conflict Main text: <i>The War of Jenkin's Ear</i> or <i>Private Peaceful.</i>	The Island A variety of Non-Fiction texts are explored, plus some Fiction extracts.	Fantasy Main text: <i>The Tempest</i> (Shakespeare)	Food A variety of texts including Jamie Oliver recipes, Roald Dahl fiction and media/film included.

Year 9					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Novel <i>Stone Cold.</i> <i>Of Mice and Men.</i> <i>Stranger with my Face</i> <i>The Curious Incident of the Dog in the Night-time.</i>	Non-Fiction and/or Media Films such as <i>The Princess Bride</i> can be used to explore narrative theory.	Shakespeare <i>Much Ado About Nothing.</i> <i>Romeo and Juliet.</i>	Short Stories Various writers.	Poetry Contemporary poets such as Heaney, Duffy and Armitage.	Modern Drama <i>Blood Brothers</i> by Willy Russell.

Geography

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

At Key Stage 3 we have interactive and engaging lessons, developing the pupils' investigative, cartographic and graphical skills. We study places and communities in addition to natural environments. We will see how and why the world is changing - globally, nationally and locally and try to make sense of this.

Throughout our studies we develop the pupils' communication skills; their ability to organise their own work as well improving their teamwork.

The aim is also to ensure that their environmental, social and spatial awareness evolves.

For further information contact cmclarty@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Citizen of the World	Mad about Maps	Population	Japan	Flooding in the UK and Bangladesh	Settlement
Year 8	Development	Brazil and Tropical Rainforest	Development	Brazil and Tropical Rainforest	Development	Brazil and Tropical Rainforest
Year 9	Earthquakes, Plate Tectonics and Violent Volcanoes	Tourism	Globalisation	World Ecosystems and Antarctica	Geography of Crime	Fieldwork Investigation

History

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils develop a chronological overview that enables them to make connections within and across different periods and societies. As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make.

For further information contact jspeake@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What is History? How did William win the Battle of Hastings and take control?	What were the qualities of a Medieval monarch?	What were the qualities of a Medieval monarch? Was it pleasant to be a Medieval peasant?	Was it pleasant to be a Medieval peasant?	How were Medieval Castles built?	What was Medieval Britain's relationship to the wider world?
Year 8	Why was there a reformation? What made Elizabeth a great monarch? Why did a Civil war break out?	How was the Civil War fought, who won and with what consequences? Who's who in the Renaissance?	What was the impact of the Industrial Revolution?	Did the British Empire do more harm than good?	Did the British Empire do more harm than good?	Did the British Empire do more harm than good? Why did women achieve the vote?
Year 9	Why did a terrorist act lead to WWI? How was WWI fought? (depth studies on Trenches, Haig and Tanks)?	How was WWI fought? (depth studies on Trenches, Haig and Tanks)? How did new systems of government compare – Fascism, Communism, Democracy?	Why did WWII start? What was the greatest turning point of WWII?	Why did the Americans drop the A bomb? What was the Holocaust?	How was the Cold War fought?	Who killed JFK? What happened on 9/11?

Computing and IT

Our aim is to “*provide students with a challenging but engaging curriculum which addresses the needs of an ever changing world, leading to excellent employment opportunities*”. At Farmor’s School, the Computing & IT department is reinventing itself, and is well into transforming a new curriculum that focuses on computer science, graphical communication and digital media.

Over the course of 3 years, students will learn how to become independent problem solvers, logical and critical thinkers with an ability to recognise the impact technology has on society. Computing & IT will provide students with the necessary tools and skills that will allow them to become interactive users of technology as it develops.

Year 7

Students will complete projects in Scratch, HTML, Kodu, Movie Plus and Microsoft Office. During Year 7 students will learn the fundamentals of game programming and algorithms. They will also gain an understanding of the World Wide Web, covering issues such as security and e-safety. Learners will also have an understanding of the key concepts and components that make up a computer system.

Year 8

Students will develop on their prior knowledge and understanding of programming by introducing them to Python and sequence of instructions. Learners will also plan and carry out projects such as 3D modelling (Google Sketchup) and spreadsheet design. Students will design an invention to solve a real-world problem using control technology.

Year 9

Students will complete projects in HTML, MS Access, Serif Drawplus, Serif Photoplus, There is an exciting opportunity to create a website using HTML and CSS and apply JavaScript. Students will also gain an understanding of how digital images are made up, and demonstrate their creativity. Students will gain knowledge of Legal and ethical issues surrounding Computing & IT and be able to address the issues around them.

For further information contact malsaigh@farmors.gloucs.sch.uk

Languages

During KS3 at Farmor’s School, pupils will study at least one of either French or Spanish. Through this, we hope that pupils will learn to appreciate different countries, cultures, communities and people. They will also gain insight into their own culture and society. Pupils will cover a range of topics, as outlined below, which will enable them to gain greater confidence in expressing themselves in the target language. The content and detail of what is covered each term will vary according to set, allowing for greater challenge or consolidation where required.

For further information contact lamoah@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 French	Introducing yourself	Describing yourself, family and pets	Describing your home and bedroom	Getting around town	School subjects and opinions	Sports, hobbies and free time activities
Year 8 French	Talking about your family and what jobs people do	Saying what you did last weekend	Invitations and excuses	Food and opinions	Discussing a holiday in the past tense	Talking about your friends and pocket money
Year 8 Spanish	Introducing yourself	Describing yourself, family and pets	Describing your home and bedroom	Getting around town	School subjects and opinions	Sports, hobbies and free time activities
Year 9 French	Talking about present tense leisure activities and what you did last weekend	Discussing future plans and predictions	Talking about healthy living	French sports personalities	Learning about a region of France	Schools in different countries
	Describing yourself and other people	Food and healthy diet	Clothes and transactional language for shopping-	Discussing a holiday in the past tense	Leisure activities and outings	Ailments and healthy living

Mathematics

The tables below give guidance on the Mathematics that will be covered during Key Stage 3. Teachers can vary in the amount of time they spend on a topic depending on the class they are teaching and the pupils proficiency and pace. The Mastery indicators represent the key skills that we are looking for pupils to develop over each year. The essential knowledge column represents the knowledge that pupils will either bring with them from primary or from the previous year of Maths education. We recognise that some pupils will arrive with variations in their mathematical knowledge so the teachers will be assessing pupils throughout the course of each year but there will be summative assessments at the end of each term. More detailed information on topics can be found by downloading the Secondary Progression Map for Mathematics. For further information contact gspurr@farmors.gloucs.sch.uk

Year 7 Unit	Mastery indicators	Essential knowledge
Term 1	<ul style="list-style-type: none"> • Use positive integer powers and associated real roots • Apply the four operations with decimal numbers • Write a quantity as a fraction or percentage of another • Use multiplicative reasoning to interpret percentage change • Add, subtract, multiply and divide with fractions and mixed numbers • Check calculations using approximation, estimation or inverse operations • Simplify and manipulate expressions by collecting like terms • Simplify and manipulate expressions by multiplying a single term over a bracket • Substitute numbers into formulae • Solve linear equations in one unknown • Understand and use lines parallel to the axes, $y = x$ and $y = -x$ • Calculate surface area of cubes and cuboids • Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines 	<ul style="list-style-type: none"> • Know the first 6 cube numbers • Know the first 12 triangular numbers • Know the symbols $=$, \neq, $<$, $>$, \leq, \geq • Know the order of operations including brackets • Know basic algebraic notation • Know that area of a rectangle $= l \times w$ • Know that area of a triangle $= b \times h \div 2$ • Know that area of a parallelogram $= b \times h$ • Know that area of a trapezium $= ((a + b) \div 2) \times h$ • Know that volume of a cuboid $= l \times w \times h$ • Know the meaning of faces, edges and vertices • Know the names of special triangles and quadrilaterals • Know how to work out measures of central tendency • Know how to calculate the range
Numbers and the number system		
Counting and comparing		
Calculating		
Visualising and constructing		
Investigating properties of shapes		
Algebraic proficiency: tinkering		
Term 2		
Exploring fractions, decimals and percentages		
Proportional reasoning		
Pattern sniffing		
Measuring space		
Investigating angles		
Calculating fractions, decimals and percentages		
Term 3		
Solving equations and inequalities		
Calculating space		
Checking, approximating and estimating		
Mathematical movement		
Presentation of data		
Measuring data		

Year 8 Unit	Mastery indicators	Essential knowledge
Term 1	<ul style="list-style-type: none"> • Apply the four operations with negative numbers • Convert numbers into standard form and vice versa • Apply the multiplication, division and power laws of indices • Convert between terminating decimals and fractions • Find a relevant multiplier when solving problems involving proportion • Solve problems involving percentage change, including original value problems • Factorise an expression by taking out common factors • Change the subject of a formula when two steps are required • Find and use the nth term for a linear sequence • Solve linear equations with unknowns on both sides • Plot and interpret graphs of linear functions • Apply the formulae for circumference and area of a circle • Calculate theoretical probabilities for single events 	<ul style="list-style-type: none"> • Know how to write a number as a product of its prime factors • Know how to round to significant figures • Know the order of operations including powers • Know how to enter negative numbers into a calculator • Know that $a^0 = 1$ • Know percentage and decimal equivalents for fractions with a denominator of 3, 5, 8 and 10 • Know the characteristic shape of a graph of a quadratic function • Know how to measure and write bearings • Know how to identify alternate angles • Know how to identify corresponding angles • Know how to find the angle sum of any polygon • Know that circumference = $2\pi r = \pi d$ • Know that area of a circle = πr^2 • Know that volume of prism = area of cross-section \times length • Know to use the midpoints of groups to estimate the mean of a set of grouped data • Know that probability is measured on a 0-1 scale • Know that the sum of all probabilities for a single event is 1
Numbers and the number system		
Calculating		
Visualising and constructing		
Understanding risk I		
Algebraic proficiency: tinkering		
Term 2		
Exploring fractions, decimals and percentages		
Proportional reasoning		
Pattern sniffing		
Investigating angles		
Calculating fractions, decimals and percentages		
Solving equations and inequalities		
Term 3		
Calculating space		
Algebraic proficiency: visualising		
Understanding risk II		
Presentation of data		
Measuring data		

Year 9 Unit	Mastery indicators	Essential knowledge		
Term 1	<ul style="list-style-type: none"> • Calculate with roots and integer indices • Manipulate algebraic expressions by expanding the product of two binomials • Manipulate algebraic expressions by factorising a quadratic expression of the form $x^2 + bx + c$ • Understand and use the gradient of a straight line to solve problems • Solve two linear simultaneous equations algebraically and graphically • Plot and interpret graphs of quadratic functions • Change freely between compound units • Use ruler and compass methods to construct the perpendicular bisector of a line segment and to bisect an angle • Solve problems involving similar shapes • Calculate exactly with multiples of π • Apply Pythagoras' Theorem in two dimensions • Use geometrical reasoning to construct simple proofs • Use tree diagrams to list outcomes 	<ul style="list-style-type: none"> • Know how to interpret the display on a scientific calculator when working with standard form • Know the difference between direct and inverse proportion • Know how to represent an inequality on a number line • Know that the point of intersection of two lines represents the solution to the corresponding simultaneous equations • Know how to find the nth term of a quadratic sequence • Know the characteristic shape of the graph of a cubic function • Know the characteristic shape of the graph of a reciprocal function • Know the definition of speed • Know the definition of density • Know the definition of pressure • Know Pythagoras' Theorem • Know the definitions of arc, sector, tangent and segment • Know the conditions for congruent triangles 		
Calculating				
Visualising and constructing				
Algebraic proficiency: tinkering				
Proportional reasoning				
Term 2				
Pattern sniffing				
Solving equations and inequalities I				
Calculating space				
Conjecturing				
Term 3				
Algebraic proficiency: visualising				
Solving equations and inequalities II				
Understanding risk				
Presentation of data				

Music

Music is a universal language that embodies one of the highest forms of creativity. Students are engaged and inspired to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Students perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Students learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Students understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

For further information contact imatley@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Sounds and Symbols	Pulse and Rhythm	Pitch and Melody	Structure and Dynamics	National Anthems	Scales
Year 8	Riffs and Textures	Rhythm and Words	Composing with Chords	Blues	Reggae	Musical Characters
Year 9	Sequencing and Arranging		Jingles and Computer Games		Film Music	

Physical Education

Our Physical Education Curriculum aims to inspire all students to succeed and excel in a range of sport/activities through the development of skills and the use and understanding of strategies and tactics. Students will have opportunities to compete, building character and embedding values such as fairness and respect. They will develop their skills of analysis whilst attempting to achieve their personal best. Students will learn about fitness and training and need to lead healthy, active lives.

Across Key Stage 3 students will cover seasonal rotations of:

Netball or Rugby, Hockey, Football, Basketball, Badminton, Dance, Gymnastics, Fitness, Rounders or Cricket, Tennis and Athletics.

For further information contact djohnson@farmors.gloucs.sch.uk

PSHCE

PSHCE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future

As part of a whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHCE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

For further information contact kbrathwaite@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Relationships	Study skills	Social Media & internet safety	The body	Human Rights	Government elections & voting Topical current affairs
Year 8	Health	Government elections & voting	The Body sexual activity, risks and protection	Study Skills	Risky Business	Economic wellbeing
Year 9	Crime and punishment	Future choices	Social media	Health & the body Mental health	Risky business	Study skills

Other activities include

Yr7 PSHE MORNING (Including First Aid) (PI-6) - Tuesday 21st October 2014

Yr8 THE REAL GAME (Careers) (p1-6) Wednesday 8th July 2015

Religious Studies

Religious Studies at Farmor's School will help students to understand the complex multi-faith and multicultural world in which they live. It will allow them the opportunity to explore the beliefs of the main faith systems in the United Kingdom and the world and consider how such beliefs help people to make sense of the world and of their own lives. Through lively classroom teaching, supported by trips to places of worship, students will engage with challenging questions about the ultimate meaning and purpose of life and the nature of reality, issues of right and wrong and what it means to be human. It will help to prepare them for the challenges of the future, help enable them to discern what is of value within and outside religious traditions, and contribute to their own personal development.

For further information contact tharvey@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to Religious Studies	Judaism	Christianity	Islam	Ultimate Questions	Creation Stories
Year 8	Buddhism	Hinduism	Sikhism	Belief into Action: Justice and Human Rights	Expressing Spirituality	Religion Today: Diversity
Year 9	Why is there Suffering?	Matters of Life and Death	Preparation for GCSE: Christianity	GCSE Short Course: AQA Christianity: Ethics	Conflict	Global Concerns

Science

In KS3 Science at Farmor's we follow the new National Curriculum Program of study. Our aim is to stimulate and excite students' curiosity and their interest in the world around them. Through their work in science, students begin to understand major scientific ideas and learn to appreciate how these develop and contribute to technological change.

Science offers students many opportunities to take part in a range of practical activities that allow them to link scientific theory to experimental evidence.

Pupil assessment is carried out through both formal assessment in class tests and exams; and teacher assessment of pupil's ability demonstrated in lessons and independent learning tasks.

For further information contact sditchfield@farmors.gloucs.sch.uk

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Cells Particles	Electricity Pure Substances	Chemical Reactions The Skeleton	Reproductions DNA	Metals Forces	The Periodic Table
Year 8	Waves and Light Plants	The Earth Digestion	Gas Exchange Energy	Ecosystems	Electricity and Magnetism Space	The Skeleton
Year 9 Chemistry	Solids, Liquids, Gases and Atoms	Bonding and Structure	Air and Water	Rates of Reaction	Crude Oil and Fuels	Other Substances for Crude Oil
Biology	Cells and Classification	Food and diet	Transport and defence		Ecosystems	
Physics	Forces and Motion		Forces and Pressure		Waves and Sound	