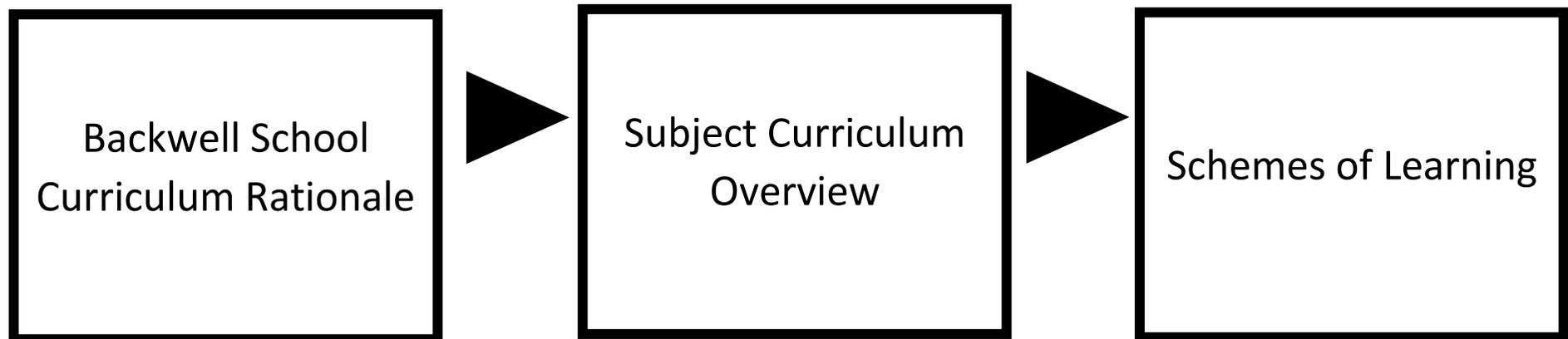




Backwell School Key Stage 3 Curriculum Plans

- The following is an overview of the Key Stage 3 curriculum delivered by each subject at Backwell School
- These plans have been written following the school's curriculum rationale giving an overview of what is taught and the order in which it is taught
- Underneath each of these subject overviews is a more detailed scheme of learning which details the component parts of each unit of work. These also identify assessment opportunities



Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> • Introduction to algebra. • Generating number sequences. • Use of negative numbers under the four basic operations 	<ul style="list-style-type: none"> • Plot and use coordinates in all four quadrants • Transformations- reflection, rotation, translation, Enlargements • Area, volume and nets of solids. 	<ul style="list-style-type: none"> • Fractions, percentages and decimals. • Ratio 	<ul style="list-style-type: none"> • Measures- units- conversions • Angles, triangles, quadrilaterals • Construction, • Loci bearings. 	<ul style="list-style-type: none"> • Estimation, rounding and use of significant figures. • Number facts – use of integers and primes. • Types of number. 	<ul style="list-style-type: none"> • Probability and statistics.
Year 8	<ul style="list-style-type: none"> • Properties of triangles & quadrilaterals. • Area and perimeter of shapes, including circles. • Volumes of prisms • Loci • Construction. 	<ul style="list-style-type: none"> • Fractions, percentages and decimals. • Ratio 	<ul style="list-style-type: none"> • Data collection and representation 	<ul style="list-style-type: none"> • Negative numbers • Index notation, sequences, • Algebraic expressions and equations. 	<ul style="list-style-type: none"> • Linear graphs including equations of a line • Real life graphs • Transformations. 	<ul style="list-style-type: none"> • Enlargement with positive scale factors, including fractions • Similarity and congruence • Pythagoras' Theorem. • Upper and lower bounds

Year 9	<ul style="list-style-type: none"> • Negative numbers • Algebraic expressions, formula and equations, simultaneous equations • Linear graphs • Real life graphs. 	<ul style="list-style-type: none"> • Probability • Statistical diagrams and measures. 	<ul style="list-style-type: none"> • Angles • Properties of polygon • Pythagoras' Theorem • Trigonometry • Area and circumference of circles • Plans and elevations • Loci • Converting units of measure. 	<ul style="list-style-type: none"> • Rounding • Types of number • LCM, HCF • Fractions, decimals and percentages • Ratio 	<ul style="list-style-type: none"> • Preparation for end of Key Stage • Upper and lower bounds • Plans and elevations • Assessment, 3D drawings and investigation work. 	<ul style="list-style-type: none"> • Fractions, decimals and percentages, and solving percentage problems, including reverse percentages.
---------------	--	---	---	---	---	--

English						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	NARRATIVE WRITING	Mr Creecher Tom Sawyer	Mr Creecher Tom Sawyer Non-fiction writing	'Free' by David Grant 'Fast' by David Grant 'Hamlet' - abridged	PERFORMANCE POETRY Read, watch and listen to a range of poetry	NEWS / NON-FICTION Read, watch and listen to a range of news broadcasting.
Year 8	NARRATIVE WRITING (MYTHS AND LEGENDS) <ul style="list-style-type: none"> Understand conventions of myths and legends Learn about key myths e.g. Greek 	SHARED READER 'Ruby in the Smoke' and 'The Curious Incident of the Dog in the Night-time' <ul style="list-style-type: none"> Understand how characters and themes are presented Understand the conventions of genre e.g. crime Explore the presentation of characters and relate to our own lives – e.g. treatment of 'outsider's such as Christopher in 'Curious Incident' 	'Much Ado About Nothing' <ul style="list-style-type: none"> Basics of Shakespeare's language Plot of a Shakespearean play Context, content, themes, theatrical devices, characterisation, structure and language. Learn about Shakespeare's Globe theatre and its significance in literary and drama development. 	POETRY – BALLADS / NATURE COLLECTION <ul style="list-style-type: none"> Understand conventions of a ballad <i>or</i> a range of poetic devices 	NON-FICTION – Language use and language change <ul style="list-style-type: none"> The processes of language change and some reasons for them, e.g. the role of technology The roots of emoji's, how and why they change and who decides; role of punctuation in written work Explore ideas of stereotypes Attitudes to language and speakers – how language creates identity The difference between accent and dialect; why speakers have different idiolects 	

<p style="text-align: center;">Year 9</p>	<p>SHARED READER</p> <ul style="list-style-type: none"> • ‘Of Mice and Men’, ‘The Woman in Black’ and ‘To Kill A Mockingbird’ Tackle a ‘literary’ novel. • Critical approaches to unseen prose texts. • How writers use vocabulary, form, grammar and structure for impact 	<p>NARRATIVE WRITING</p> <p>Conventions of particular genres e.g. crime, gothic</p>	<p>Romeo and Juliet</p> <ul style="list-style-type: none"> • Study Shakespeare play • Context, content, themes, theatrical devices, characterisation, structure and language • Recap and extend knowledge of conventions of Shakespearean theatre and facts about The Globe 	<p>POETRY FROM A RANGE OF CULTURES AND TIMES</p> <p>Themed anthology e.g. ‘Outsiders’</p> <ul style="list-style-type: none"> • Study cluster of poems from other cultures • Context, content, themes, poetic devices, structure and language 	<p>LITERARY FICTION Gothic or Dystopian</p> <ul style="list-style-type: none"> • Tackle literary extracts from other times • Critical approaches to unseen prose texts • How writers use vocabulary, form, grammar and structure for impact 	<p>Read and respond to a range of non-fiction</p> <ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction texts • Tackle a range of non-fiction forms • Tackle a range of non-fiction from the 19th century • Lay-out of key forms e.g. letter, article, leaflet
---	--	--	---	--	---	---

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> Forces Part 1 – Speed and Gravity Electromagnets Part 1 – Potential Difference and Resistance and Current 	<ul style="list-style-type: none"> Energy Part 1 – Energy Costs and Energy Transfer Waves Part 1 – Sound and Light 	<ul style="list-style-type: none"> Matter Part 1 – Particle Model and Separating Mixtures Reactions Part 1 – Acids and Alkalis and Metals & Non-metals 	<ul style="list-style-type: none"> Reactions 1 Continued Earth Part 1 – Universe 	<ul style="list-style-type: none"> Organisms Part 1 – Movement and Cells Ecosystems Ecosystems Part 1 – Interdependence and Plant Reproduction 	<ul style="list-style-type: none"> Overlap of previous topic Genes Part 1 – Variation and Human Reproduction Complete Topic Rotations
Year 8	<ul style="list-style-type: none"> Forces Part 2 – Contact Forces and Pressure Electromagnets Part 2 – Magnetism and Electromagnets 	<ul style="list-style-type: none"> Energy Part 2 – Work and Heating and Cooling Waves Part 2 – Wave Effects and Wave Properties 	<ul style="list-style-type: none"> Matter Part 2 – Elements and Periodic Table Reactions Part 2 – Types of Reaction and Chemical Changes 	<ul style="list-style-type: none"> Earth Part 2 – Climate and Earth Resources Organisms Part 2 – Breathing and Digestion 	<ul style="list-style-type: none"> Ecosystems Part 2 – Respiration and Photosynthesis Genes Part 2 – Evolution and Inheritance 	<ul style="list-style-type: none"> Complete Topic Rotations, Prep for and sit EOY test, with follow-up
Year 9	In Year 9 pupils begin the GCSE science course.					

French						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Introductions How to learn Languages at Backwell – introduction to Talk Project.</p> <ul style="list-style-type: none"> • Why we study Languages? • Key Classroom Language • Greetings/introductions • Alphabet • Countries, nationalities and languages spoken • where you live • French speaking world • Nouns, articles, subject pronouns, the present tense of avoir, adjectives, 'In' +countries (au/en..) • Phonics, memorisation strategies, recognition of sound patterns, 	<ul style="list-style-type: none"> • Birthdays, days, months and numbers 1-31 (32-100) • Physical descriptions (hair and eyes) • Maurice Carême poem 'Pour dessiner un bonhomme' • Objects • French speaking world • Christmas in France • SPELLING BEE Round 1 • Present tense of être and avoir , adjectival agreement, possessive adjectives, j'avais, j'étais, je voudrais avoir, negatives ne and pas • Reading strategies, 	<ul style="list-style-type: none"> • Personality • Family members and friends • School subjects and opinions • Home and family life • Animals • Present tense of être and avoir , adjectival agreement • Comparisons; plus/moins, connectives, object pronouns, j'avais, j'étais, je voudrais avoir • Using transferable language, Pronunciation: silent letters (final consonants) 	<ul style="list-style-type: none"> • School and where you live • Leisure activities • Personal possessions • Wild animals • Easter in France • Present tense of regular –er verbs, common irregular verbs. Adjectival agreement and colours, noun plurals and adjectives, perfect tense : J'ai visité, j'ai vu, Je voudrais +noun, j'avais, c'était • Writing strategies, reading strategies, cognates and false friends, using a bilingual dictionary, sound patterns, pronunciation: accents é and è 	<ul style="list-style-type: none"> • Food • Drink • Opinions • Meal times • Trends in France-la gastronomie • Partitive articles, verbs manger and boire in present tense, negatives (+ne +jamais/que) • Writing strategies (connectives, adapting) 	<ul style="list-style-type: none"> • Ordering food and drink • Expressing problems • Quantities and recipes • Francophone food and drink • Food and art • Regular present tense verbs –er, -ir, re, Pouvoir+infinitive , j'aime etc. +infinitive, Je voudrais+noun/infinitive, il faut+ noun/infinitive • Memorisation strategies, writing strategies, identifying and applying language patterns, pronunciation : silent letters at the end of words (s,t,d,x)

	asking and answering questions, pronunciation: silent letters at the end of words.	memorisation strategies				
Year 8	<ul style="list-style-type: none"> Describe a town What you can do at different places Ask for and give directions Arrange to go out and where to meet Position of adjectives, prepositions, the imperative, vouloir and pouvoir +the infinitive Reading and listening strategies Pronunciation: silent h 	<ul style="list-style-type: none"> Lifestyle- clothes and opinions on style Weather and what you wear for different occasions When/how often do activities Time Weekend activities Present tense of regular –er verbs porter and jouer, present tense of faire, possessive adjectives (third person), jouer au/faire du etc., reflexive verbs se lever and se coucher. Grammar memorisation strategies, listening strategies, identifying and applying language patterns, pronunciation 	<ul style="list-style-type: none"> Music and preferences National events such as la fête de la musique Holidays-usual and preferred Past holidays Present tense : choisir, finir, prendre Perfect tense (with avoir and common verbs with être- je suis allé) Speaking strategies and reading strategies, using a bilingual dictionary, 	<ul style="list-style-type: none"> Holidays cont. Future holidays and ideal holidays Festivals Conditional- je voudrais/j’aimerai s+infinitive, near future tense, ‘In’ + countries and cities Transcribe sentences, time expressions as clues to tenses, Pronunciation: liaison after S 	<ul style="list-style-type: none"> Sports and leisure activities Winter and summer sports Preferences for free time activities Active holidays Jouer au/faire du, use of depuis, je voudrais/j’aimerai s (+ third person- il/elle voudrait) opinions + noun v opinions+ infinitive, aller in the perfect tense (all forms) Recycle language in different context, answering questions, confidence with different tenses, check written work 	<ul style="list-style-type: none"> Parkour- history and celebrities Opinions on extreme sports Tour de France- history, jerseys, stages etc. Body parts Sporting injuries Sports personalities International sporting events (Class game of Petanque !) Adjectives, Ce qui me tente, j’ai mal au/à la etc. , je peux/je ne peux pas + infinitive, Using third person with variety of verbs.

Year 9	<ul style="list-style-type: none"> • Where you live and where you would like to live • Daily routine • Past activities • Helping others/Charity work • Countries in Africa • Comparisons plus/moins • The near future, reflexive verbs (all forms), Perfect tense with être and avoir, expressions using avoir: <i>faim/soif/peur</i> • Thinking strategies, speaking strategies, identifying tenses, transferable language, pronunciation: <i>ll</i> 	<ul style="list-style-type: none"> • TV programmes • Musical genres • Detailed opinions on music • Film • Reading preferences • Advertising • Direct object pronouns, <i>faire + infinitive</i> and <i>rendre + adjective</i>, <i>Ce que</i>, Opinions in the past, verb + infinitive structures • Reading strategies, justifying opinions, listening, translation and writing strategies, applying knowledge of phonics, persuasive and informative language, pronunciation: <i>qu</i> 	<ul style="list-style-type: none"> • Technology: old and new • Social networks- advantages and risks • Favourite technology and gadgets • Adjectives agreement and position, verb + preposition + infinitive, impersonal structures, structure an argument, <i>à + definite article</i> • Connectives to justify opinions, extend sentences, speaking strategies, memorisation strategies, spoken and written register, debate a point, reading strategies to work out meaning, pronunciation: <i>eu</i> 	<ul style="list-style-type: none"> • Relationships with parents • Pocket money • Helping at home • Teenage pressures • Life in the past • Life of homeless children • Pronouns <i>me, te</i> and <i>se</i>, modal verbs <i>devoir, pouvoir</i> and <i>vouloir</i>, the imperative, imperfect tense, present and imperfect together • Expressing opinions confidently, agreeing and disagreeing, asking and answering questions, listening strategies, cultural awareness strategies, understanding longer reading passages, pronunciation: silent verb endings (-ent) 	<ul style="list-style-type: none"> • Healthy eating • Healthy lifestyles • Resolutions to be healthier • What life will be like in the future • Impersonal constructions, the pronoun '<i>en</i>', perfect tense, expressions of quantity, future tense • Dictionary skills, using context to work out meaning, confidence in asking questions, evaluating performance, check written work, connectives to extend sentences, translation into French, pronunciation: the French <i>r</i> sound 	<ul style="list-style-type: none"> • Festivals and celebrations • How we celebrate • What traditions mean to us • International festivals • Describing an event • Reflexive verbs in present and past tenses, the perfect tense, imperfect tense (full conjugation), indefinite adjectives, <i>au/en/aux +countries</i> • Using a mnemonic, developing confidence when speaking, making use of cultural and social context when reading
--------	---	---	---	---	--	--

Spanish

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> Greetings School items Numbers/Days/months Alphabet M/F Nouns articles 	<ul style="list-style-type: none"> Family Vocab Countries/Nationalities Intro to verb formations through tener/ser (+ no form) 	<ul style="list-style-type: none"> Opinions Animals + Colours Descriptions: Hair & eyes, adjectives Tenía Use simple imperatives (tú, usted) for directions 	<ul style="list-style-type: none"> Subjects Opinions Quantifiers and connectives 	<ul style="list-style-type: none"> Time Meals – foods/comparisons School facilities e.g. pistas etc.. Adjective rules Questioning: how to form (non Interrogatives: Do you..) 	<ul style="list-style-type: none"> Transport Weather Free time activities Más/menos Comparatives Recall present tense verbs + pienso/empiezo
Year 8	<ul style="list-style-type: none"> Weather Hobbies and free time activities opinions Time Recall gustar: Use gustar + verb Gustar: whole paradigm Impersonal verb opinions Recall present tense: Use radical changing verbs 	<ul style="list-style-type: none"> Daily Routine Use sequencing words (first, then etc.) Locations Learn reflexive verbs Idiomatic use of 'hace' for weather differentiate between es/está 	<ul style="list-style-type: none"> Places in town Describing town + donde se puede Directions (incl norte/este etc..) Distance Use simple imperatives (tú, usted) for directions 	<ul style="list-style-type: none"> Types of Home Descriptions of house – pisos/plantas, adosado etc. Ordinal numbers Bedroom items Prepositions Conditional – me gustaría vivir Hay/no hay Prepositional phrases (al lado de etc.) Irregular present tense 'ir' Del/de la Al/ a la Recall: Adjectival agreements 	<ul style="list-style-type: none"> Comida and food adjectives exclamations: qué asco!/qué rico! Complaints: Tener expressions: tener hambre/sed Hace falta/Debes/Hay que/tienes que Recall: Opinions Recall: Comer/cenar/tomar Comparatives: más que/menos que Use of tú/usted Use para comer/beber Impersonal 'se' Questions with interrogatives 	<ul style="list-style-type: none"> Countries Transport Holiday activities Adverbs Recall: Connectives, reasons : Extending Sentences Immediate future tense Recall and extend comparisons (mejor que/peor que etc.) Preterite tense

Year 9	<ul style="list-style-type: none"> • Frequency adverbs e.g. ...never, often etc... • Types of TV programme e.g. las telenovelas • Types of film e.g. una película de vaqueros • Film specific vocab e.g. un secuestro, un robo • Use 'lo bueno', 'lo malo' • Film specific vocab e.g. un secuestro, un robo • Recall gustar • Sophisticated opinions e.g. puede ser, lo bueno es que.. • Recall preterite incl irregulars e.g. ser/estar – when to use 	<ul style="list-style-type: none"> • Recall: Greetings • Feelings with estar • Descriptions of character e.g. dice mentiras • Imperfect tense (include solía + infinitive) • Recall: ser/estar 	<ul style="list-style-type: none"> • Invitations and excuses • Household chores (soler/modals/present continuous) • Describing meals • Llevarse bien/mal con..caerse bien/mal • Personal a (visitar a, ver a) • Recall: Voy al/ a la 	<ul style="list-style-type: none"> • Quantities and Higher numbers: for recipes • Recall: Frequency words • Health e.g. comer menos comida • Parts of the Body • Recall: regular AR verbs: Llevar paradigm present and imperfect • Recall: Gustar (singular and plural verb forms) • Recall: imperfect • Demonstrative adjectives (este etc.) 	<ul style="list-style-type: none"> • Illnesses and injuries e.g. tengo fiebre, me duele (n) • At the pharmacy • Recall: Sports • Description of sports e.g. se necesita una raqueta • Recall: Question words • Accidents • Recall: Comparatives and superlatives • Lo/la • Modals: Deber, hay que, necesitar, doler, tener que, soler + inf (present) • Recall: present Reflexive verbs • Introduce preterite and imperfect reflexive verbs • Impersonal 'se' • Hace...que 	<ul style="list-style-type: none"> • Future plans • Jobs/careers • Work vocab e.g. sueldo • Spanish-speaking countries • Latin traits • Festival language e.g. los santos • Expressions with Tener: hambre/sed/sueño • Environmental vocab: e.g. la extinción/ahorrar agua • Home environment vocab • Simple Future tense (reg and irreg) • Differentiate between the immediate future (recall) and the simple future • Conditional tense • Recall: imperfect of soler + infinitive • False friends • Recall: Use superlatives (el/la ...más)
--------	---	---	--	---	---	--

						<ul style="list-style-type: none">• Recall: Use expressions to say 'we can, we do, we must: se puede, se debe, hay que• Use the imperative (informal and polite forms)• Use negatives: nadie, nunca, nada, ni...ni, ningún, tampoco etc.• Use permitir : se permite(n)
--	--	--	--	--	--	---

Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Drawing – line, tone, shade, form Observation Imagination	Colour – theory, colour wheel, mixing and blending – pencils, pens Artist - Hundertwasser	Decoration and pattern Symmetry, organic Pattern, line, shape Cultural understanding	Healthy Eating Cook book cover design	Comics	Art Elements – photography Downloading photos Basic editing
Year 8	Drawing – line, tone, shade, form Observation Imagination	Line, pattern, shape 3D shading Proportions of a face	Paper sculpture 3D Masks - cultural	Masks Wonder book cover	Impressionist landscapes	Structures – photography Downloading photos Basic editing
Year 9	Drawing portraits Identity Mental Health / SMSC Collage skills	Composition Media Expressing views	Protest Art - Equality Graphic Design		Dystopian art	

Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	What are the characteristics of our country, region and local area?	How can we use different maps to gain knowledge of the world?	How can we both exploit and be responsible for Earth's natural resources?	Why do some of us live in the desert whilst others live on grasslands?	What are the challenges and opportunities facing Africa?	What are the attractions of Wells and how is this beneficial and problematic?
Year 8	How are our cities and transport links being transformed?	Will we ever live in an equal world?	How do we use maps to gain knowledge of the world?	What are the physical processes that shape our amazing landscape?	What are the opportunities and challenges of living in extreme environments?	Have we spent the last week in high pressure or low pressure?
Year 9	Will we ever know enough about earthquakes and volcanoes to live safely?	What do we mean by extreme and does this apply to our weather and climate?	What is the future for our planet?	The Living World	The Living World	The Living World

History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	How did the Normans get control of England?	What did medieval people believe?	How hard was life in medieval England?	Who had power in medieval England?	How successful were the Tudor monarchs?	How successful were the Tudor monarchs?
Year 8	Who had power in early modern England?	Why was there a revolution in France?	Did life in Britain improve as a result of the Industrial Revolution?	What is the legacy of the British empire?	How has protest changed over time?	How has protest changed over time?
Year 9	Why was WWI called the Great War?	How did life change in 1920s USA?	Was WWII Britain's finest hour?	Why and how should we remember the Holocaust?	How did the civil rights movement shape America?	How did life in GB change in the 1960-1970?

Philosophy and Religion

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<ul style="list-style-type: none"> • What is Belief? 	<ul style="list-style-type: none"> • Code-breaking: Signs and Symbols 	<ul style="list-style-type: none"> • What do people believe about God? 	<ul style="list-style-type: none"> • What happens when we die? (religious and non-religious) 	<ul style="list-style-type: none"> • Authority (conscience/laws/leaders/holy books) 	<ul style="list-style-type: none"> • Meet the Philosophers (exploring key philosophers) • What is Belief?
Year 8	<ul style="list-style-type: none"> • What is Truth? (ultimate questions about truth and reality) 	<ul style="list-style-type: none"> • Faith and Belief in Action 	<ul style="list-style-type: none"> • Prejudice and Discrimination 	<ul style="list-style-type: none"> • Practices in Christianity and Islam 	<ul style="list-style-type: none"> • Racism, Sexism, Homophobia, Islamophobia 	<ul style="list-style-type: none"> • Life Skills (PSHE) <ul style="list-style-type: none"> ○ Body Image, ○ Relationships, ○ Puberty
Year 9	<ul style="list-style-type: none"> • Introduction to Moral Issues 	<ul style="list-style-type: none"> • Science and Origins • Religious and scientific ideas about how we got here! 	<ul style="list-style-type: none"> • Sanctity of Life • Medical Ethics <ul style="list-style-type: none"> ○ Creating 'Life' and Ending 'Life' ○ animal rights, fertility treatments, abortion, euthanasia 	<ul style="list-style-type: none"> • Crime and Punishment 	<ul style="list-style-type: none"> • War and Peace 	<ul style="list-style-type: none"> • Sex and Relationships