

CURRICULUM

KEY STAGE 3

PARENT INFORMATION

2017-2018

PLEASE CONTACT MR P
BROWN AT THE ACADEMY
REGARDING ANY QUERIES
RELATING TO OUR
CURRICULUM.

T: 0191 5111600

E:
BROWN.P@BIDDICKACADEMY
.COM

BIDDICK ACADEMY

SPECIALISING IN SPORTS AND PERFORMING ARTS


Subject Mathematics

Criteria	
Rationale	<p>Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>
Aims and Objectives	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <p>Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</p> <p>Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</p>

	Can solve problems by applying their mathematics to a variety of routine and non-routine problems within increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.			
Year 7	Week	Term 1	Term 2	Term 3
	1	Sequences	Angles	Algebra
	2	Decimals	Co-ordinates	Symmetry
	3	Area and Perimeter	Data Handling	Transformations
	4	3D shapes/Surface Area/Volume	Rounding – BODMAS	Data Handling - Charts
	5	Fractions	Calculations	Decimals – Calculations
	6	½ term test and target setting	½ term test and target setting	½ term test and target setting
	7	Averages	Squares and Roots	Percentages/Fractions of Amounts
	8	Probability	Graphs	Equations
	9	Algebra – Expressions	Angles and Constructions	Real Life Graphs
	10	Formulae and Equations	Percentages	Polygons – Tessellations
	11	Angles	Ratio and Proportion	Constructing 3D Shapes
	12	½ term test and target setting	½ term test and target setting	½ term test and target setting
Year 8	Week	Term 1	Term 2	Term 3
	1	Negative numbers – HCF/LCM	Linear functions – graphs	Fractions and decimals
	2	Sequences	Co-ordinates – Dist/Time graphs	Equations and graphs
	3	Angles in shapes	Powers – decimals	Graphs – change the subject
	4	Angles in shapes	Calculations	Number and measures
	5	Probability	Congruency	Proportion and ratio
	6	½ term test and target setting	½ term test and target setting	½ term test and target setting
	7	Fractions and decimals	Transformations	Plans and elevations – scale drawing
	8	Percentages	Solving equations	Construction – loci – bearings
	9	Algebra – brackets	Substitution	Cube investigation

	10	Perimeter and area	Graphs and charts	Averages – frequency graphs
	11	3D shapes - volume	Graphs and charts	Probability
	12	½ term test and target setting	½ term test and target setting	½ term test and target setting
Year 9	Week	Term 1	Term 2	Term 3
	1	Sequences	Circles and volume	Revision for Year 9 assessment
	2	Fractions, Decimals, %	Powers and decimals	Revision for Year 9 assessment
	3	Ratio – Approximation	LCM/HCF	Statistical techniques
	4	Solving equations	Graphs	Data handling project
	5	Equations and graphs	Probability	Data handling project
	6	½ term test and target setting	½ term test and target setting	Shape and space revision
	7	Angles in polygons	Transformations	Symmetry
	8	Constructions – problems in shapes	Scale drawing – trigonometry	Probability
	9	Charts and graphs	Brackets in algebra	Probability
	10	Statistical investigation	Further algebra – graphs	GCSE Preparation
	11	Area and perimeter of shapes	Solving problems and revision	GCSE Preparation
	12	½ term test and target setting	½ term test and target setting	GCSE Preparation



Subject English

Criteria																																		
Rationale	To deliver a broad curriculum in line with guidance and that clearly targets assessment focuses in each year group. We aim to inspire learners with a broad range of topics. Year 9 has been developed to support the new KS 4 curriculum but still maintains a creative and developmental range of topics to inspire and create an interest in the subject.																																	
Aims and Objectives	<p>The aim is to provide a long term overview that the department will teach simultaneously. The agreed topics of study are broken into units of work each roughly lasting a half term. Each unit has an assessment piece covering a broad range of different skills.</p> <p>Each piece is standardized and intervention and support put in place if a learner does not make expected progress in any assessment point.</p> <p>Each topic has specific skills being taught from the assessment level descriptors for writing, reading and speaking and listening.</p>																																	
Year 7	<p><u>Biddick Academy English Department Teaching Plan: YEAR 7</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Unit 1</th> <th style="width: 15%;">Unit 2</th> <th style="width: 15%;">Unit 3</th> <th style="width: 15%;">Unit 4</th> <th style="width: 15%;">Unit 5</th> <th style="width: 15%;">Unit 6</th> </tr> </thead> <tbody> <tr> <td colspan="7" style="background-color: #e0e0e0; padding: 5px;"> <p>CAP and SPaG will be taught within all Topics of Study. Writing Assessment Focuses 1,2 & 8 and Reading Assessment 1 will be implicit to all units in KS3. More detailed focus will be given to aspects of this during skills lessons to be delivered on a two week basis, alternated with reading sessions.</p> <p>Please see overview sheets for Individual Teaching Strategies.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Foci for book scrutiny</td> <td style="background-color: #e0f2f1;"> <p><u>Novel</u></p> <p>RAF – 2,3 WAF – 5,6 S & L AF – 2 (continual assessment)</p> <p>John Muir Award (1 week) LAC National Poetry Day/ Competition, Mid-October. 'No Pens Wednesday'. Mid- October. <i>Dec: Book scrutiny</i></p> </td> <td style="background-color: #e0f2f1;"> <p><u>Shakespeare (Excerpts)</u> Character analysis</p> <p>RAF – 5,7 WAF – 3,6 S & L AF – 3</p> <p>National Spelling Bee.</p> </td> <td style="background-color: #e0f2f1;"> <p><u>Poetry (contemporary relationship - post 1918)</u></p> <p>RAF – 2,3 WAF – 7 S & L AF – 4</p> <p>World Book Day Thursday 5th March</p> </td> <td style="background-color: #fff9c4;"> <p><u>Classic Literature/creative writing (Short Stories – Gothic)</u></p> <p>RAF – 4 WAF – 3,7 S & L AF – 3</p> <p>BBC '500 Words'. Entries by 30th May.</p> </td> <td colspan="2" style="background-color: #e0f2f1;"> <p><u>Theme Parks</u></p> <p>RAF – 4,6 WAF – 4,5 S & L – 1</p> <p>Student Survey.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Assessment Pieces</td> <td style="background-color: #e0f2f1;"> <p>Reading Assessment Piece – analysing the author's craft.</p> </td> <td style="background-color: #e0f2f1;"> <p>Writing Assessment piece – prequel, sequel, chapter in the style of.</p> </td> <td style="background-color: #e0f2f1;"> <p>Writing Assessment Piece – write a letter/diary and reply in character which includes context.</p> </td> <td style="background-color: #e0f2f1;"> <p>Reading Assessment piece – critical analysis of one contemporary poem</p> </td> <td style="background-color: #fff9c4;"> <p>Writing Assessment piece – an extended piece of fiction</p> </td> <td style="background-color: #e0f2f1;"> <p>Reading Assessment piece – analysis on non-fiction writing based on theme parks</p> <p>Rewards trip</p> </td> </tr> </tbody> </table>							Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	<p>CAP and SPaG will be taught within all Topics of Study. Writing Assessment Focuses 1,2 & 8 and Reading Assessment 1 will be implicit to all units in KS3. More detailed focus will be given to aspects of this during skills lessons to be delivered on a two week basis, alternated with reading sessions.</p> <p>Please see overview sheets for Individual Teaching Strategies.</p>							Foci for book scrutiny	<p><u>Novel</u></p> <p>RAF – 2,3 WAF – 5,6 S & L AF – 2 (continual assessment)</p> <p>John Muir Award (1 week) LAC National Poetry Day/ Competition, Mid-October. 'No Pens Wednesday'. Mid- October. <i>Dec: Book scrutiny</i></p>	<p><u>Shakespeare (Excerpts)</u> Character analysis</p> <p>RAF – 5,7 WAF – 3,6 S & L AF – 3</p> <p>National Spelling Bee.</p>	<p><u>Poetry (contemporary relationship - post 1918)</u></p> <p>RAF – 2,3 WAF – 7 S & L AF – 4</p> <p>World Book Day Thursday 5th March</p>	<p><u>Classic Literature/creative writing (Short Stories – Gothic)</u></p> <p>RAF – 4 WAF – 3,7 S & L AF – 3</p> <p>BBC '500 Words'. Entries by 30th May.</p>	<p><u>Theme Parks</u></p> <p>RAF – 4,6 WAF – 4,5 S & L – 1</p> <p>Student Survey.</p>		Assessment Pieces	<p>Reading Assessment Piece – analysing the author's craft.</p>	<p>Writing Assessment piece – prequel, sequel, chapter in the style of.</p>	<p>Writing Assessment Piece – write a letter/diary and reply in character which includes context.</p>	<p>Reading Assessment piece – critical analysis of one contemporary poem</p>	<p>Writing Assessment piece – an extended piece of fiction</p>	<p>Reading Assessment piece – analysis on non-fiction writing based on theme parks</p> <p>Rewards trip</p>
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Year 8

Biddick Academy English Department Teaching Plan YEAR 8

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p>CAP and SPaG will be taught within all Topics of Study. Writing Assessment Focuses 1,2 & 8 and Reading Assessment 1 will be implicit to all units in KS3. More detailed focus will be given to aspects of this during skills lessons to be delivered on a two week basis, alternated with reading sessions.</p> <p>Please see overview sheets for Individual Teaching Strategies.</p>						
Foci for book scrutiny	<p><u>Response to Fiction</u></p> <p>Short stories</p> <p>RAF – 2,3 WAF – 5,6 S & LAF – 2</p> <p>National Poetry Day/ Competition: Mid-October. 'No Pens Wednesday'. Mid-October.</p>	<p><u>War Poetry –</u></p> <p>Contemporary/classic/unseen (conflict - anthology)</p> <p>RAF – 2,3 WAF – 7 S & LAF – 4</p>	<p><u>Shakespeare</u></p> <p>(Whole Text from – Macbeth, Romeo & Juliet, The Tempest)</p> <p>RAF – 5,7 WAF – 3,6 S & LAF – 3</p> <p>World Book Day Thursday 5th March</p>		<p><u>Analysis of non-fiction</u></p> <p>Presentation / layout / Language features</p> <p>RAF – 4,6 WAF – 4,5 S & L – 1</p> <p>BBC '500 Words'. Entries by 30th May. <i>May: Book scrutiny</i></p>	<p><u>Creating Written Texts</u></p> <p>Writing triplets</p> <p>RAF – 5,7 WAF – 3,6 S & LAF – 3</p> <p>Student Survey.</p>
	Assessment Pieces	<p>Writing Assessment Piece: focus on establishing character/s and setting</p>	<p>Reading Assessment piece – analysis pre 1918 unseen poetry linked to pre studied poem</p>	<p>Reading Assessment Piece – analysing the author's language.</p>	<p>Writing Assessment Piece 1 – creative writing based on a theme from chosen play. Writing Assessment Piece 2 – informative writing (context/historical)</p> <p>Potential visit from theatre group</p>	<p>Reading Assessment piece – analysis of non-fiction</p>

Year 9

Biddick Academy English Department Teaching Plan YEAR 9

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p>CAP and SPaG will be taught within all Topics of Study. Writing Assessment Focuses 1,2 & 8 and Reading Assessment 1 will be implicit to all units in KS3. More detailed focus will be given to aspects of this during skills lessons to be delivered on a two week basis, alternated with reading sessions.</p> <p>Please see overview sheets for Individual Teaching Strategies.</p>						
Foci for book scrutiny	<p><u>Novel</u></p> <p>RAF – 2,3 WAF – 5,6 S & LAF – 2 (continual assessment)</p> <p>National Poetry Day/ Competition: Mid-October. 'No Pens Wednesday'. Mid-October.</p>	<p><u>Poetry –</u> (Classic - pre 1918)</p> <p>RAF – 2,3 WAF – 7 S & LAF – 4</p>	<p><u>Shakespeare</u> (Excerpts) Famous monologues</p> <p>RAF – 5,7 WAF – 3,6 S & LAF – 3</p> <p>World Book Day Thursday 5th March <i>Apr: Book scrutiny</i></p>		<p><u>Seminal World Women's Literature</u> (Excerpts)</p> <p>RAF – 4 WAF – 3,7 S & LAF – 3</p> <p>BBC '500 Words'. Entries by 30th May.</p>	<p><u>Travel Writing/Holiday Brochures - persuade, inform, advise, describe, explain, argue.</u></p> <p>RAF – 4,6 WAF – 4,5 S & L – 1</p> <p>Student Survey.</p>
	Assessment Pieces	<p>Reading Assessment Piece – analysing the author's craft.</p>	<p>Writing Assessment piece – prequel, sequel, chapter in the style of.</p>	<p>Reading Assessment piece – response to unseen poem.</p>	<p>Writing Assessment Piece – write a letter/diary and reply in character which includes context and theme.</p> <p>Potential visit from/to theatre</p>	<p>Writing Assessment piece – an extended piece of fiction</p>

Criteria	
Rationale	<p>The importance of Art & Design</p> <p>In Art, Craft and Design students explore visual, tactile and other sensory experiences to communicate ideas and meanings. The work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artifacts across times and cultures and understand the context in which they were made. In Art, Craft and Design students reflect critically on their own and other peoples work, judging quality, value and meaning. They learn to think and act as artists, craftsperson’s and designers working creativity and intelligently. They develop an appreciation of Art, Craft and Design, and use its role in the creative and cultural industries that enrich lives.</p>
Aims and Objectives	<p>1: Key Concepts- Help to deepen and broaden students knowledge, skills and understanding.</p> <p>Creativity</p> <p>Competance</p> <p>Cultural understanding</p> <p>Critical understanding</p> <p>2: Key Process – Help students to develop essential skills and processes in art, craft and design.</p> <p>Explore and create</p> <p>Understand and Evaluate</p> <p>3: Range & Content – Students receive breadth of the subject through the key concepts and key processes</p> <p>4: Curriculum Opportunities – Students are given opportunities that are integral to their learning.</p> <p>Working independent and collaboratively.</p> <p>Explore areas which are new to them</p> <p>Cultural issues</p> <p>Engage with contemporary art</p> <p>Working with a variety of genres</p> <p>Cross-curricular links.</p> <p>Across Key Stage 3 all students take part in a rotation system.</p>

	<p>3 projects across the year.</p> <p>Projects are approx 12 weeks long.</p> <p>Students are given the opportunity to produce work that is Fine Art based (Drawing and Painting), Digital Art based (ICT/Photography/Graphics) and Art & Design based (Craft).</p> <p>These subject specific skills are built onto across the Key Stage to deepen the knowledge and understanding within that style of Art.</p> <p>Key Stage 3 curriculum is designed to enable students to access the Key stage 4 curriculums and prepare them for the next stage in their education.</p> <p>Students are given the opportunity to look at the works of others within all projects, they are encouraged to discuss, give opinions and make written note about the artwork.</p> <p>Students are given the opportunity to reflect on their learning and take part in AFL opportunities.</p> <p>All projects are designed to ensure literacy and numeracy are also taught through the tasks related to the project.</p>
<p>Year 7</p>	<p>Fine Art - Furry Friends Project</p> <p>To build on skills and knowledge learned in KS2. Students will develop their understanding of the formal elements of Art. They will develop their observational drawing skills, learn tonal painting techniques to create shape, form and depth and develop their control and application of wet media. Students will develop their understanding of colour theory and critical study skills as part of the Furry Friends Project</p> <p>Digital Art – Fruit Faces</p> <p>To develop students ICT knowledge, skills and processes using digital art to create their final artwork. Students will develop their skills using photomontage techniques in photoshop as well as exploring a wide range of ICT process, tool and techniques including using a digital camera. Students will develop their knowledge and understanding of historical and contemporary artists.</p> <p>Art & Design – Under the microscope</p> <p>In this project students will explore the formal elements of line, texture and pattern whilst developing their skills when using clay. Students will investigate the versatility of line through looking at the artists Yellena James. Through group work and studying ceramic work of Chris Gryder and Heather Knight students create tile design that connect together to make a group outcome. Students will develop their knowledge of a variety of tool and techniques when working with clay medium.</p>
<p>Year 8</p>	<p>Fine Art - Illuminated Letters Project</p> <p>Students are to build on knowledge and skills learned in years 7. Students are encouraged to develop their creative skills along with their drawing and painting ability. Students will develop their understanding of drawing concepts, a variety of painting techniques and develop their critical study skills.</p> <p>Digital Art- Mechanical Creatures Project</p>

	<p>The focus will be to deepen student’s knowledge and understanding of Photomontage techniques using ICT to create a mechanical creature in Photoshop. They will develop their observational drawing skills and their use of tonal values through an enlarged drawing of a section of their digital final outcome. The photoshop activity, will involve planning, problem solving, decision making, photoshop techniques and ICT skills.</p> <p>Art & Design- Mexican Sugar Skulls</p> <p>Students will develop their understanding of art work from another culture, they will also develop their control and application of wet media on a 3D surface.</p> <p>Homework and class task encourage students to engage with historical and contemporary art who have used the day of the dead as an influence in their work. Students will develop their understanding of a variety of techniques for creating 3D work.</p>
<p>Year 9</p>	<p>Fine Art – Portraits Project</p> <p>Students are to build on knowledge and skills learned in years 7 & 8. Students are encouraged to develop their creative skills along with their drawing and painting ability. Students will develop their understanding of drawing concepts, a variety of painting techniques and their critical study skills.</p> <p>Digital Art- Lettering/Graffiti Project</p> <p>This project is designed to build on prior knowledge and learning taught in year 8. The focus on the development and progression of their ideas from the point of a design brief. The topic will relate to contemporary design and should encourage to personal approach to their work. An introduction to how letterforms and symbols are used to communicate ideas and meanings effectively. Students develop their drawing skills and will use digital colouring techniques in photoshop to colour their work.</p> <p>Art & Design- Sea Life</p> <p>Students develop their drawing skills through the use of traditional materials and techniques inspired by Japanese Art. Students use their drawing to inform the development of the decoration of their 3D clay work. Students are encouraged to develop their design ideas, be imaginative and creative and use influences learned from other cultures to ensure a unique and creative design . A variety of clay techniques are used to deepen the knowledge and understanding of 3D skills and Clay work from yrs. 7 and 8.</p>

Key Stage 3 Curriculum



BIDDICK ACADEMY
SPECIALISING IN SPORTS AND PERFORMING ARTS

Subject Citizenship

Criteria	
Rationale	<p>Citizenship education is a statutory National Curriculum subject in England for all pupils at maintained secondary schools. On 11th September 2013 the DFE launched the revised National Curriculum with new programmes of study for Citizenship at key stages 3 and 4. The revised National Curriculum is for first teaching from September 2014.</p> <p>Biddick Academy fundamentally believes that the core values and principles addressed within this curriculum underpin learning across the whole school and prepare our young people effectively as life long learners, able to contribute effectively in society.</p>
Aims and Objectives	<p>The national curriculum for citizenship aims to ensure that all pupils:</p> <ul style="list-style-type: none"> •acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government •develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced •develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood •are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs
Year 7	
Year 8	<ul style="list-style-type: none"> •the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch •the operation of Parliament, including voting and elections, and the role of political parties •the precious liberties enjoyed by the citizens of the United Kingdom •the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals •the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities •the functions and uses of money, the importance and practice of budgeting, and managing risk
Year 9	<ul style="list-style-type: none"> •parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press


Subject Geography

Criteria	
Rationale	<p>At Biddick Academy the study of Geography stimulates an interest in and a sense of wonder about places. It helps our students make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on our students' own experiences to investigate places at all scales, from the personal to the global.</p> <p>Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. At Biddick Academy fieldwork is an essential element of this. Our students learn to think spatially and use maps, visual images and new technologies, to obtain, present and analyse information.</p>
Aims and Objectives	<p>At Biddick Academy Geography inspires our students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.</p>
Year 7	<p>In the autumn term students work on acquiring map skills. This includes learning about scale, distance, direction, Ordnance Survey (OS) symbols and height on maps. There is a particular emphasis on being able to use 4 and 6 figure grid references to be able to read OS maps with confidence.</p> <p>In the spring term students study the geography of tourism. They cover the tourist industry here in the UK and abroad. Students learn about the advantages and disadvantages of tourism with specific case studies such as Benidorm and the Galapagos Islands. There is particular emphasis on the rise of eco-tourism and the advantages that this brings.</p> <p>In the summer term the students study about the geography of the north east of England. This topic begins with learning about the physical geography of the north east and understanding why the Romans built Hadrian's Wall where it is. Students learn the geographical reasons behind Viking raids, historical rivalry between Newcastle and Sunderland and push and pull factors to do with the industries of the North East. Some important aspects of historical geography are covered such as the miners' strikes of the 1980s.</p>
Year 8	<p>In the autumn term students study the topic of restless earth which covers volcanoes, earthquakes and plate tectonics. The students enjoy discovering the causes of earthquakes and volcanoes through learning about the structure of the earth and tectonic activity at plate boundaries.</p>

	<p>A number of case studies are covered for both earthquakes and volcanoes such as the famous eruptions of the past; Mt Vesuvius, Mt St Helens, Krakatoa as well as more recent examples.</p> <p>In the spring term the topic is Population and Development. Students learn about global and local trends in changing populations and study rural-urban migration, immigration and push and pull factors. Students understand reasons for global development inequalities learn about the complex relationship between LEDCs and MEDCs and work on a number of different case studies.</p> <p>In the summer term the topic studied is Globalisation – Fashion and Sport. Students are exposed to the advantages and disadvantages of globalisation learning about social and economic conditions in LEDCs, sweatshops and exploitation. The benefits and challenges of MNCs and TNCs are explored with specific reference to global giants such as NIKE.</p>
Year 9	<p>In the autumn term students study rainforests with specific reference to the Amazon Rainforest in Brazil. This topic covers areas such as biodiversity, ecosystems and wildlife. A particular emphasis is placed on studying the causes, effects and solutions to deforestation.</p> <p>In the spring and summer terms the topic is weather and climate. Students will briefly cover the water cycle before moving onto learning about different reasons for rain and cloud formations. Air pressure; high and low with resulting depressions and anticyclones will be studied in relation to the UK and world weather systems. Students will also learn about climate change and use case studies to explore how weather has affected people in different parts of the world.</p>



Criteria	
Rationale	<p>At Biddick Academy History fires the curiosity and imagination of our students, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps our students 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. Our students find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.</p> <p>As our students develop their understanding of the nature of historical study, they are taught and encouraged to 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. They appreciate why they are learning what they are learning and can debate its significance.</p>
Aims and Objectives	<p>History at Biddick Academy prepares our students for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps our students become confident and questioning individuals.</p>
Year 7	<p>In the autumn term the students study Roman History and a mixture of great people and events as well as what life was like for ordinary Roman citizens. This includes lessons on Boudica, the Caesars and Hannibal as well as the Roman Baths, Pompeii and Hadrian's Wall.</p> <p>In the spring term the students study medieval Britain with particular emphasis on the Battle of Hastings. They gain a thorough understanding of the causes and consequences of the battle as well as learning how to construct an argument as to why William won. In addition, the students will also cover the Black Death, Peasant's Revolt and the murder of Thomas a Becket.</p> <p>In the summer term the students study about life in the north east of England. This is designed to give them a strong identity and affiliation with the area in which they live. They will learn about the history of the north east in Roman and medieval times as well as through the English Civil War and Industrial Revolution. Particular attention is paid to the history of shipbuilding, coal mines and the current social, economic and political landscape of the north east today.</p>
Year 8	<p>In the autumn term the students study the Tudors and Stuarts. This is mainly focused upon the lives of the great Kings and Queens of the age and the events which characterise this era of History. Henry VII and the Battle of Bosworth Field, Henry VIII and his six wives, Bloody Mary, Elizabeth I and the Spanish Armada, Mary Queen of Scots and Charles I and the English Civil War are all covered this term.</p> <p>In the spring term the focus of study is the British Empire. Throughout the term the students will learn to assess what kind of impact the empire had on countless people around the world and what the legacy of that</p>

	<p>impact has been. The students will learn to analyse the positive and negative impact of the British Empire in areas such as America, Africa, Australia and India.</p> <p>In the summer term the students focus on how the industrial revolution changed Britain. Particular emphasis is placed upon how ordinary, working class families experienced life in the nineteenth century. The students will learn about living and working conditions as well as why people migrated to the big cities. They will also study other aspects of life at this time such as transport and the railways, universal suffrage and Jack the Ripper.</p>
<p>Year 9</p>	<p>In the autumn term the topic of choice is the history of the Black People of the Americas. This is a large topic which covers the entire history of the Atlantic slave trade and includes the legacy of slavery in America today. The students will study topics such as the middle passage, life on a plantation, the Underground Railroad, the American Civil War, abolition and the Civil Rights Movement.</p> <p>In the spring term the students' work surrounds the sinking of the RMS Titanic in the April of 1912. They will learn all about the most famous shipping disaster of all time including its legacy as well as being able to analyse and argue why it happened and whose fault it was. By using the Titanic as a focal point of the topic the students will also learn about the suffragettes, the role of women and class division.</p> <p>In the summer term the students will study the two major conflicts of the twentieth century. For WW1 they will learn about life in the trenches and how war was conducted on the western front. They will also learn about how the war affected people in Britain as well as some of the war's decisive battles such as the Somme and Jutland. The students will study a similar mixture for WW2 between life at home and life in the forces. As well as life on the home front they will study key aspects of the war affecting Britain such as the leadership of Churchill, The Battle of the Atlantic, D-Day, Dunkirk and the Battle of Britain.</p>

Key Stage 3 Curriculum



BIDDICK ACADEMY
SPECIALISING IN SPORTS AND PERFORMING ARTS

Subject Theology & Philosophy

<p>Criteria</p>	
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<p>Rationale</p>	<p>At Biddick Academy the academic study of Theology & Philosophy [TP] provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops our students' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances our students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.</p> <p>TP at Biddick Academy encourages our students to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges our students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.</p> <p>There are a number of key concepts that underpin the study of TP at Biddick Academy. Our students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding:</p> <p>Beliefs, teachings and sources</p> <ul style="list-style-type: none"> • Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. <p>Practices and ways of life</p> <ul style="list-style-type: none"> • Exploring the impact of religions and beliefs on how people live their lives • Understanding that religious practices are diverse, change over time and are influenced by cultures. <p>Expressing meaning</p> <ul style="list-style-type: none"> • Appreciating that individuals and cultures express their beliefs and values through many different forms <p>Identity, diversity and belonging</p> <ul style="list-style-type: none"> • Understanding how individuals develop a sense of identity and belonging through faith or belief • Exploring the variety, difference and relationships that exist within and between religions, values and beliefs <p>Meaning, purpose and truth</p> <ul style="list-style-type: none"> • Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. <p>Values and commitments</p> <ul style="list-style-type: none"> • Understanding how moral values and a sense of obligation can come from beliefs and experience <p>Evaluating their own and others' values in order to make informed rational and imaginative choices.</p>
<p>Aims and Objectives</p>	<p>At Biddick Academy, TP encourages our students to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. TP also plays an important role in preparing our students for adult life, employment and lifelong learning. It enables our students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice, discrimination and hatred.</p>

<p>Year 7</p>	<p>In the autumn term the students study the Founders & Leaders of some of the world's major religions. This includes the origins and growth of monotheistic faiths with particular emphasis on Jesus, Moses and Muhammad. The students will also study the Reformation as well as the local saints Aidan, Cuthbert and Bede.</p> <p>In the spring term the focus shifts to rituals and rites of passage in various religions. The students will study birth rituals and adolescent rites of passage such as christening, baptism, confirmation, circumcision and Bar Mitzvah. The students will also study about life after death including funeral rites as well as various beliefs in the afterlife.</p> <p>In the summer term our focus is on the culture and religion of the north east. This includes a study of the religious heritage of the area such as the local saints, Catholicism and Protestantism as well as Methodism and the Salvation Army. The students will also study the pluralistic and multicultural aspects of the north east.</p>
<p>Year 8</p>	<p>In the autumn term the students study creation & science. This includes various religious and scientific theories for the origin of the planet. They will also study about responsible stewardship and why the planet is in crisis. This will include a look at animal rights and Christian, Jewish and Muslim responses to environmental issues.</p> <p>In the spring term our focus is on evil & suffering. This includes a study of global poverty and injustice and a focus on the problem of evil or, "Why Does God Allow People To Suffer?" We also study natural and moral evil as well as reason and freewill.</p> <p>In the summer term the students study beliefs about God. This includes arguments over the existence of God such as the Ontological Argument, the Teleological Argument and the Cosmological Argument. The students will also study Atheism, Agnosticism and Humanism.</p>
<p>Year 9</p>	<p>In the autumn term the students study morality, law and the ethics of religion. This includes attitudes to rules, law and authority as well as the concept of sin, conscience and guilt. Moral and immoral acts are covered as well as how we define right & wrong. The students will study specific moral issues such as abortion, euthanasia and animal rights among others.</p> <p>In the spring term the students work through the topic of Religion, War & Violence. This includes the concept of a just war as well as the causes of major conflict and pacifism. The students will also study the different theories behind punishment and justice by looking at case studies.</p> <p>The summer term topic focuses on prejudice and the causes, effects and solutions thereof. This includes a detailed look at such prejudices as racism, sexism, homophobia, ageism and anti-Semitism. Students will also study major case studies such as the Holocaust, Rwandan genocide and Apartheid.</p>

Key Stage 3 Curriculum



Subject ICT

<h1>Year 7</h1>						
Criteria	Cryptology	E-safety	Hardware	Data Handling	Coding	Web Creation

Rationale	This unit provides students with the history of the first computer languages. Covering 'Enigma' language and the role Bletchley Park played in code breaking WW2 communicates.	This unit provides an opportunity to look at the way in which the web works technically, and cover the issues of reliability and e-safety.	This unit provides a brief outline of the history of computing; practical study of components that make up a computer; inputs, processing and outputs; data and binary; bits, bytes and megabytes.	This is the initial unit all students cover to ensure there is a common understanding in the use of the school facilities, network, VLE. Students will be encouraged to use 'Cloud' facilities to 'access and upload' their work.	This unit covers the use of different language(s) to program and execute a defined problem.	This unit provides students with the challenge of creating web pages.
Aims and Objectives	Students look at the way messages are coded and the everyday code that can be seen in modern society.	The students will look at social media, understand the implications of e-safety and the measures to be taken to look after themselves (CEOP). Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.	Pupils learn to 'think' like a computer, and understand how computers process data.	Students to be given access to their school and VLE account. Stressing the importance of password security. Set tasks to be provided to upload and access their own files within a well-organized folder structure.	Students are presented with the scenario whereby children in a primary school have asked them to program a simple shape calculator (using a programming language of the students' choice such as Scratch) to help them with their math's. We have provided students with a page from the primary Math's textbook to give students with an idea of the type of calculations they need help with.	The student challenge is to design and code a web page and to understand how to upload it to a server.

Year 8

Criteria	Apps For Good
Rationale	<p>In the course, students work together as teams to find real issues they care about and learn to build a mobile, web or social app to solve them. Like professional entrepreneurs, students go through all key aspects of new product development, from idea generation, technical feasibility and programming to product design, deciding on business models and marketing</p>
Aims and Objectives	<p>Idea generation and screening:</p> <p>Introduce your students to techniques for idea generation and allow them to come up with a shortlist of ideas that they are interested in developing further (An opportunity to focus interest in 'The Great War' has been taken).</p> <ul style="list-style-type: none"> • Coming up with ideas: Look at Daily routines to come up with ideas. • Organizing ideas: Map out the problem. • Screening ideas: Look at current solutions. • Inspiring ideas through technology: Explore technology. <p>Scoping:</p> <p>Students will learn about how scoping can give them a greater understanding of their target users and market competition, which will in turn give their app a greater chance of success.</p> <ul style="list-style-type: none"> • Understanding the Market: Better understanding of competitors. • Understanding the User: Interview users. • Shaping a solution: Define product. • Prepare to implement: Product Development. <p>Product Development:</p> <p>Students will collaborate to develop a real working prototype of their product idea, using one of four tiers of technical complexity, and learn how to build user experience and a robust business case into their product development process.</p> <ul style="list-style-type: none"> • User experience and flow: Create wireframe. • Build App. • Share with users: Feedback and Evaluate. • Business Case: Is it good enough? Create a business model. <p>Pitch and Beyond:</p> <p>Students will come up with a marketing strategy and pitch to get their product out into the world, and be exposed to ideas about how they can keep developing the skills and interests that they have acquired through the Apps for Good course.</p> <ul style="list-style-type: none"> • Marketing: Define product – create plan to generate first users • Pitch: Create product and prepare presentation in public. • Keep growing: Review what has been done and come up with future career path opportunities. • Improve coding skills:

Criteria	<p style="text-align: center;">WJEC GCSE in Information and Communication Technology (Single Award)</p>					
Rationale	<p>A course in Information and Communication Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.</p>					
Aims and Objectives	<p>WJEC - Unit 4</p> <p>Graphic Design:</p> <p>Vector and bit map</p> <p>Graphics Understand:</p> <ul style="list-style-type: none"> vector and bit map graphical techniques and their implication for memory size and manipulation pixel dimensions (pixels per inch/cm) and benefits and problems with resizing of images for optimum use. screen resolution and memory requirements for different backgrounds (transparent, white, colour). <p>Describe advantages of vector graphics over bit mapped graphics</p> <p>Use:</p> <ul style="list-style-type: none"> Standard tools: zoom, selection, transforming, scaling and sizing, brush settings, distortion, moving, cloning, rotation, layering, toggling between layers colour effects, colour palettes and gradient tools 	<p>WJEC - Unit 4</p> <p>Animation:</p> <p>Compare and contrast different animation techniques</p> <p>Understand:</p> <ul style="list-style-type: none"> Persistence of vision techniques. Flip books. Stop Motion animation. flash/Key frame animation 3D animation. <p>Plan an animation: folder trees, story boards. Show awareness of audience: mood boarding understand:</p> <ul style="list-style-type: none"> The impact of variety of frame rates and looping. vector and bit map animation. Claymation and pixilation techniques. Rotoscoping. Tweening and onion skinning. Grouping, cloning, backdrops 	<p>WJEC - Unit 4</p> <p>Website Creation:</p> <p>Understand and use:</p> <ul style="list-style-type: none"> master pages/templates home page site navigation golden triangle hyperlinks graphical hyperlinks/hots pots/rollover buttons and polygon links bookmarks/anchors navigation bars leader boards banners web icons e.g. shopping trolley, email html. <p>Discuss issues with hosting of websites and factors affecting uploading times.</p> <p>Describe advantages and disadvantages of:</p> <ul style="list-style-type: none"> the use of web pages and the different features used on them. RGB colours; decimal and hexadecimal code used for colour. 	<p>WJEC - Unit 2</p> <p>DTP / Magazine:</p> <p>Understand the purpose and use of the following:</p> <ul style="list-style-type: none"> spellchecker online thesaurus mailmerge. automatic routines such as: style sheets, headers and footers, pagination and automatic contents production. <p>Recognise, use and where appropriate evaluate techniques such as:</p> <ul style="list-style-type: none"> changes in font type, style and size justification (left, centre, fully justify) importing different file formats e.g. clipart, csv, txt, rtf, etc. tabulation tables borders single and double line spacing manipulation of graphics such as resizing, cropping, rotating and mirror imaging autoshapes watermarks. 	<p>WJEC - Unit 2</p> <p>Modeling / Spreadsheet :</p> <p>Understand:</p> <ul style="list-style-type: none"> the difference between labels, data and formula formulas and functions to calculate information such as SUM, AVERAGE or IF absolute and relative cell referencing appropriate formatting techniques e.g. borders, currency cell merging. <p>Understand the benefits of using spreadsheets for:</p> <ul style="list-style-type: none"> changing information in a spreadsheet model to make and test predictions (What if investigations) generating different charts and graphs from suitable data accurate calculation auto recalculation. 	<p>WJEC - Unit 2</p> <p>Database:</p> <p>Know when it is appropriate to:</p> <ul style="list-style-type: none"> update or delete records sort information into Descending and Ascending order search for information using single and multiple criteria. <p>Understand the appropriate use of operators including =, <, >, <, >, 'AND', 'OR', 'LIKE'.</p> <p>Have a basic understanding of data type including number, text, date, time,</p> <p>currency, Boolean, lists, picture, sound, video.</p> <p>Identify fields and records in a file.</p> <p>Recognise and understand the purpose of the 'key field'.</p> <p>Search for information using tools such as search engines, keyword searches, etc.</p> <p>Understand:</p> <ul style="list-style-type: none"> the outputting of data in report formats how simple calculated fields are produced the purpose and suitable application of validation techniques such

	<ul style="list-style-type: none">• Imaging effects• Transparency effects• Composite patterning (repeated patterns)					<p>as 'lists', 'range checks', 'format checks' and 'input masks' for common fields.</p> <p>Understand the benefits of using information handling for:</p> <ul style="list-style-type: none">• faster access to data.• Variety of output formats• Data integrity
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**Subject Physical Education -
Dance**

Criteria	
Rationale	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
Aims and Objectives	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Key stage 3 – <ul style="list-style-type: none"> • Confident and competent in their techniques and apply them across different activities. • Understand what makes a performance effective and apply these principles to their work and that of others • Develop confidence and interest • Understand and apply the long-term health benefits of physical activity.
Year 7	<p>Pupils will have the opportunity to learn a phrase of movement based on Bollywood dance and develop basic choreography skills in a group to perform in class.</p> <p>From this starting point pupils will develop an understanding of the process of choreography and be able to experience a range of dance styles and forms.</p> <p>During the block of dance pupils will improve their dance technique and be challenged to develop co-ordination skills whilst travelling across the floor. This will use key actions from other PE activities, to fuse the pupils understanding of key actions across sports.</p> <p>Performance will allow pupils the experience to develop their skills to a higher level and to analyse and develop competent skills to describe what they have done and that of others and then to refine and select appropriate material to improve their work. This has a focus in the literacy strand with describing and answering questions in detail using appropriate terminology. The introduction of warm up and cool down work crosses over the PE curriculum and the pupils will experience planning, performing and evaluating the success of their programme. It will also give an introduction to leadership skills and qualities and allow pupils the experience of working within their own strengths and that of their group.</p>

Year 8	In Year 8 pupils will continue to develop this experience using one of the Olympian and Paralympian values of RESPEC. The project introduces contact work supporting the gymnastics curriculum and is based around the theme of Parkour or Free running. Advancing the warm up work from Year 7 pupils will become more aware of the development in stretching, strength work and the use of muscle names. The challenge in street dance is to experience the range of ideas developed since the 1980's with tutting, the six step and coffee grinder and top rocks. As a class and in small groups pupils will perform and create their own pop video. Self expression and confidence will be part of the project, allowing pupils the opportunity to bring to the lesson their own style and ideas.
Year 9	Thematic work in Year 9 uses a variety of media as a starting point, Dance by Chance by Cunningham and Henry Moore statues. Pupils will also develop confidence in the warm up using a contemporary technique. This is a short block as part of the PE curriculum and is in preparation for Key Stage 4.


Subject Physical Education

Criteria	
Rationale	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
Aims and Objectives	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives
Year 7	<p>Working on activities such as football, netball, rugby, hockey, gymnastics, dance & athletics, pupils will develop their ability to:</p> <p>a) refine and adapt skills into techniques</p> <p>b) develop the range of skills they use</p> <p>c) develop the precision, control and fluency of their skills</p> <p>d) understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle</p>
Year 8	<p>Working on activities such as football, netball, tennis, gymnastics, athletics and leadership, pupils will develop their ability to:</p> <p>a) select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts</p> <p>b) refine and adapt ideas and plans in response to changing circumstances</p> <p>c) plan and implement what needs to be practised to be more effective in performance</p>

	<p>d) recognise hazards and make decisions about how to control any risks to themselves and others</p> <p>e) analyse performances, identifying strengths and weaknesses</p>
<p>Year 9</p>	<p>Working on activities such as hockey, rugby, tennis, gymnastics, athletics and leadership, pupils will develop their ability to:</p> <p>a) develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities</p> <p>b) develop their mental determination to succeed</p> <p>c) make decisions about what to do to improve their performance and the performance of others</p> <p>d) select and use skills, tactics and compositional ideas effectively in different types of physical activity</p> <p>e) identify the types of activity and roles within the activity they are best suited to</p>



Subject Science

Criteria	
Rationale	A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how key foundational knowledge and concepts can be used to explain what is occurring, predict how things will behave, and analyse causes.
Aims and Objectives	To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. To equip learners with the scientific knowledge required to understand the uses and implications of science, today and for the future.
Year 7	Cells, tissues, Organs & systems, Sexual reproduction in animals, Muscles & bones, Ecosystems Mixtures & separation, Acids & bases, The particle model, Atoms, elements & compounds 7H Energy, Current Electricity, Forces, Sound
Year 8	Food & digestion, Sexual reproduction in plants, Breathing & respiration, Unicellular organisms Combustion, The periodic table, Metals & their uses, Rocks, Fluids Light, Energy transfers, The Earth & space
Year 9	Genetics & evolution, Growing our food Making materials, Reactivity 9F

Forces and motion, Electricity & magnetism 9 J

The following scientific skills are an integral part of the course content;

Experimental skills and investigations, Handling information and problem solving,
Scientific attitudes and Measurement.

In addition opportunities to develop literacy, numeracy, communication skills, research skills, independent learning and thinking skills are embedded in the KS3 SOW.