

# QMGs Key Stage 3 Curriculum 2018-19



Subject	Year 7	Year 8	Year 9	Other notes
<b>Art</b>	<p>Pop Art. Through investigating Pop Art pupils are introduced to basic drawing, research and evaluation skills. The topic is split into three smaller projects that build on these skills over the year.</p>	<p>Art History. Looking at and experimenting with techniques used by 6 Artists. Using several different mediums to learn and develop a range of drawing and painting techniques.</p> <p>Poly printing. Printing project; learning how to develop ideas from concept to final outcome.</p> <p>Graphic design using computers. Using Photoshop to develop and produce creative outcomes.</p>	<p>Fantasy Illustration Project. Introduction to GCSE Art. Mixed Media Assemblage. Mixed media. Exploring the creative process.</p>	
<b>Biology</b>		<p>The Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development.</p>	<p>Cells are the basic unit of all forms of life. We explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells.</p> <p>Later, we explore organ systems such as the digestive system as examples of organisation.</p>	

# QMGS Key Stage 3 Curriculum 2018-19



<p><b>Chemistry</b></p>		<p>Pupils are taught a range of topics covering a number of key concepts:</p> <ol style="list-style-type: none"> <li>1) Substances and mixtures</li> <li>2) Simple chemical reactions</li> <li>3) Solubility</li> <li>4) Earth and atmosphere</li> <li>5) Formulae and equations</li> </ol> <p>A key feature is the development of not only theoretical understanding but also practical skills.</p>	<p>Pupils are taught a range of topics covering a number of key concepts:</p> <ol style="list-style-type: none"> <li>1) Periodic table</li> <li>2) Chemical reactions</li> <li>3) Metals</li> <li>4) Rates</li> </ol> <p>A key feature is the development of not only theoretical understanding but also practical skills.</p>	
<p><b>Design &amp; Technology</b></p>	<p><u>Chocolate Moulds</u>: Vacuum forming. Competition with link to Food Technology.  <u>Ear-Phone Cable Tidy</u>: Iterative design challenge. Laser cut acrylic and use of CAD (2D Design)  <u>Pen Holder</u>: Use of acrylic and the laser cutter together with hand tools. Use of jigs to ensure accuracy, quality and speed of production.  <u>SMART Thermometer</u>: SMART materials and aluminium sheet. Bending jigs for accuracy  <u>Timber and Manufactured Board Project</u>: Design and make a method of storing keys.  <u>Electronics</u>: Soldering simple PCBs. An introduction to components and soldering.  <u>Graphics</u>: Oblique drawing and orthographic projection  <u>House Competition</u>: Design a product for the shop at the National Memorial Arboretum.  <u>Formal Tests</u>: December and May</p>	<p><u>Textiles</u>: Introduction to compliant materials  <u>STEM Challenges</u>: Iterative design challenges tackled in teams (includes work on structures)  <u>Sublimation Printing</u>: Design and making a set of coasters for a family event  <u>Graphics</u>: Isometric drawing and orthographic projection. Simple rendering  <u>Bracelet</u>: An iterative design project developing a bracelet by experimenting with paper, card, aluminium and acrylic.  <u>IKEA Project</u>: Design and make a scale model of a product that extends the range of garden items sold by IKEA.  <u>House Competition</u>: Design a product for a teenager in the style of <i>JJD Furniture</i>  <u>Formal Test</u>: December and May</p>	<p><u>Pewter Casting</u>: Designing jewellery influence by shapes in nature  <u>Pizza Cutter</u>: Using Styrofoam to produce a scale 1:1 prototype model of an ergonomic pizza cutter  <u>Post-Modern Clock</u>: Design and make a clock based on the Post-Modern design era  <u>PICAXE Control Technology</u>: Solder a circuit and then programme the microchip  <u>Graphics</u>: Perspective drawing and orthographic projection  <u>House Competition</u>: Design a product for the home in the style of Alessi  <u>Mini-NEA</u>: Students will be given a context. They will then work independently within a set time period. They will work through the iterative design process completing the NEA.  <u>Examination</u>: 90 minute examination in the summer term.</p>	
<p><b>English</b></p>	<p>In Year 7 we try to foster enjoyment of reading, writing and oracy. It is vital that pupils embed the</p>	<p>In Year 8 pupils continue to develop a knowledge and love of Shakespeare by</p>	<p>Pupils continue to develop their core skills and increasingly work to situate</p>	

# QMGS Key Stage 3 Curriculum 2018-19



	<p>core skills essential to success at GCSE and beyond and thus equip themselves as lifelong lovers of English. They will do so through their classwork, their daily reading at home and their wider cultural experiences provided in and out of school.</p> <p>In Year 7, pupils are welcomed into the school with a unit of work on autobiographies, an opportunity to express themselves to their peers and teacher. Other topics covered include the novel <i>Tamburlaine's Elephants</i> by Geraldine McCaughrean and an introduction to Shakespeare through the sonnets.</p>	<p>studying <i>Henry V</i> and exploring what it means to be a leader – and a man. Reading and writing crime fiction is extremely popular with the boys, alongside other topics.</p>	<p>text within social, historical and cultural contexts. They build comparative connections across their reading in lessons and beyond. Pupils are taught about Shakespeare's <i>Romeo and Juliet</i>, a range of 19th century gothic fiction, 20th century war poetry and other texts besides.</p>	
<b>Food Technology</b>	<p>One full day of cooking- 2 savoury and 1 sweet recipe to prepare and take home</p>	<p>One full day of cooking – 2 savoury and 1 sweet recipe to prepare and take home</p> <p>1 session of PSHE – Healthy Eating</p>	<p>One full day of cooking – 2 savoury and 1 sweet recipe to prepare and take home</p>	<p>Food Safety, Nutrition and Consumer Awareness advice inputted when possible during the 1 day session</p>
<b>French</b>	<p>Listening/speaking/reading/writing skills Greetings/classroom language/where live/numbers/dates/family/home/pets/important dates/weather/family activities/towns/school/meals/sports</p>	<p>Listening/speaking/reading/writing skills In town/countries/transport/school/family life and visitors/cafés/travel plans/clothes/parts of the body/going out/holiday activities</p>	<p>Listening/speaking/reading/writing skills French-speaking world/Relationships/ Paris/Leisure time/School and jobs/Hotels/Québec/Environment/Health/Holidays</p>	

# QMGs Key Stage 3 Curriculum 2018-19



<b>Geography</b>	<p>What is Geography?                      Earthquakes &amp; Volcanoes                      Geographical Skills                      Settlements and Sustainability</p>	<p>Coasts                      Population &amp; Resources                      The Age of Stupid                      Extreme Geography                      RGS Young Geographer</p>	<p>Get the Picture                      Development                      Geography in the News                      Tectonic Hazards</p>	
<b>History</b>	<p>Introduction to History skills                      The Romans                      The Norman Conquest                      Medieval English life                      The Crusades                      Islamic Empires</p>	<p>The Tudors                      The English Civil War                      The English Republic, Restoration &amp;                      Glorious Revolution                      Witches , Plagues, Fires                      Slavery                      Campaign for Equality: GB, USA, N.                      Ireland, Windrush                      Industrial Revolution</p>	<p>The First World War                      International Peace? The Inter-war                      Years                      Outbreak of World War II                      Peoples of Britain: Migration,                      empires &amp; the people c.790-present</p>	<p>Research projects:                      Roman shield                      building, model                      castle building,                      Islamic Empires,                      Industrial                      Revolution, German                      Unification.                      Year 9 follows a                      GCSE style course                      from the Spring                      term.</p>
<b>ICT/ Computing</b>	<p>Introduction to our computer network                      e-Safety                      Websites                      What is a computer system?                      Hardware and Software                      Desk Top Publishing                      Spreadsheets                      Databases                      Programming using Microbits                      Graphics</p>	<p>Students prepare of a Cambridge International Examinations IGCSE in ICT taken at the end of Year 9. The course is all exam based. Further details can be found at: <a href="http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/">http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/</a>. The course gives students excellent practical skills using the main office applications and creating websites. In addition, to a good working knowledge of computer systems hardware and software, ICT in society and the principles of software development. In addition, we also do an introduction to programming unit (Not part of the IGCSE). This is using the Python programming language. This gives students a flavour for what students should expect the Computer Science GCSE to be like. This is offered in Year 10 and 11 and is very different from the IGCSE ICT qualification.</p>		

# QMGS Key Stage 3 Curriculum 2018-19



<b>Mandarin</b>	About yourself Family Time Expression + Spring Festival Basic strokes Food and Drinks Hobbies	Home area Time expression School life Food and Drinks Leisure activities	Home Area Meeting People Education Shopping Visiting places	
<b>Maths</b>	Pupils follow the MyMaths for KS3 1C text book, available through Kerboodle and supplemented by MyMaths.co.uk. This covers all the <i>usual suspects</i> for a KS3 scheme of work: introductory algebra, shape and space, data handling, number work. The lessons cover all the fundamental skills so that any gaps in a pupil's knowledge, from primary school, are filled.	Pupils follow the MyMaths for KS3 2C text book, available through Kerboodle and supplemented by MyMaths.co.uk. This covers all the <i>usual suspects</i> for a KS3 scheme of work: further developing algebraic skills to solve multi-step equations and further investigation of formulae, shape and space extending to including similar triangles, constructions, data handling and probability and the continued practise of number work. The lessons develop all the fundamental skills and expand on the pupils learning from year 8.	Pupils follow the MyMaths for KS3 3C text book, available through Kerboodle and supplemented by MyMaths.co.uk. This covers all the <i>usual suspects</i> for a KS3 scheme of work: further developing algebraic skills to solve tough problems involving complex algebraic fractions, in shape and space developing an understanding of trigonometry and begin to explore the circle theorems, in probability work with independent and mutually exclusive events, and understand linear and quadratic graphs, equations and sequences. These lessons further develop all the skills which they will need to be successful at GCSE.	Annually we enter our pupils for the Junior Maths Challenge and our best pupils represent the school in the Team Maths challenge. We are also lucky to have a plethora of willing sixth formers who offer support in lessons and mentoring outside of the lesson to aid and assist our weaker pupils.
<b>Music</b>	In year 7, all boys receive a musical instrument on free loan for 12 months. Boys have the option of choosing either trumpet, trombone, baritone or clarinet. Everybody learns together in their form groups and by the end of the year it is hoped that all will have developed some basic instrumental technique and an understanding of proper musical notation.	In years 8 & 9, the music curriculum is taught through various projects, each developing performing, composing and listening/appraising skills. The lessons continue to be highly practical with more emphasis now on keyboard skills. Year 8 projects....Blues music/ Dance music/ Scales Year 9 projects....Reggae/ Theme & Variations/ Ostinato patterns The KS3 music curriculum is designed to hopefully engage pupils of all musical ability.....from those who are naturally musically gifted to those who have had little or no prior musical experience		
<b>PE</b>	Swimming Basketball	Swimming Basketball	Swimming Basketball	

# QMGS Key Stage 3 Curriculum 2018-19



	Volleyball Badminton Rugby Union Hockey Cricket Athletics Tennis	Volleyball Badminton Rugby Union Hockey Cricket Athletics Tennis	Volleyball Weights/Cardio Rugby Union Hockey Cricket Athletics Tennis	
<b>Physics</b>		Sound including wave idea and speed measurement techniques Light including ray diagrams and analysis Forces including Hooke's Law and numerous mathematical methods. Space including pupil presentations on the Solar System and beyond.	Motion including graphical and mathematical methods of analysis Electricity including many practical based activities using various electrical meters Magnetism including an electromagnet based practical assessment Energy including pupil presentations on electrical generation methods KS4 work starts after Easter with the GCSE Energy and Heat topics	
<b>PSHEE</b>	All pupils in Years 7-9 have fortnightly PSHEE lessons which cover the following themes: Mental Health, Nutrition, Parliament & Democracy, Media Safety and Relationships & Sex Education. In addition to this, Year 7 have a set of three lessons on Character Education, whereas Years 8 and 9 cover Financial Literacy during the same time period. In addition to the timetabled lessons, pupils have several form periods during each half-term which cover themes such as Diversity & Discrimination, Careers, Citizenship and Physical Health.			

# QMGS Key Stage 3 Curriculum 2018-19



<p><b>Religion, Philosophy &amp; Ethics</b></p>	<p>A. Existential Questions (the nature of truth, the nature of belief, worldviews)          B. The Metaphysics and Existence of God (what is "God"? Does God exist?)          C. Philosophy (Possible worlds semantics; truth; divine paradoxes; miracles; religious morality in the Bible and Koran; the relevance of Scripture; religious radicalism; morality in Christianity, Judaism, Islam and Sikhism);          D. The Jewish Worldview (Truth and Authority; The Torah and Moses; the Patriarchs; Circumcision and Covenant)          E. Hermeneutics (What words mean; Religious Fundamentalism; Context; Extremism)          F. The Koran (The History and message of the Koran; Submission; The Friends and Enemies of God; Shirk, sin and paradox; The Clatterer)          G. Toleration (The meaning of "tolerance"; racism and intolerance)</p>	<p>A. Theism (The causes of belief; the nature of Scripture; the Kalaam Cosmological Argument; reasons for belief in God)          B. Secularism (the nature of secularism; arguments in favour of secularism; atheism)          C. Humanism (Blasphemy; Humanism)          D. Tradition and Change (Idolatry; Revelation; Authority; Traditionalism and Progressivism)          E. The Koran (The Koran in the Modern World; The Koran and Science; The Koran and Tolerance; The Koran and Equality.)          F. Dharmic Religion (Hinduism and Sikhism)</p>	<p>A. Epistemology &amp; Metaphysics (the nature of knowledge and reality; the Allegory of the Cave; Propositions and Truth; The Ethics of Lying - why is lying wrong? The conscience in theism and secularism; The Ontological Argument)          B. The Christian Worldview (Basic facts; the tripartite theory of human history; Original Sin, Grace, Love, Free Will; the Fall of Man; the hermeneutics of the Genesis Creation Myth; the Stanford Prison Experiment)          C. Jesus Christ (Jesus's Childhood; Jesus's Mission and Messianism; Jesus's Death and Resurrection)</p>	<p>Check out our website:  <a href="http://www.qmgsrpe.co.uk">www.qmgsrpe.co.uk</a>          Twitter:          @QMGSRPE</p>
<p><b>Science</b></p>	<p>Safety and laboratory techniques          Electrical circuits and electromagnets          Use of microscopes          Using pH indicators          Force and weight measurements          Reproduction          Solids, liquids and gases          Investigating energy from fuels          Flower dissection          Separation techniques</p>			

# QMGS Key Stage 3 Curriculum 2018-19



<b>Spanish</b>	Listening/speaking/reading/writing skills Greetings/classroom language/where live/numbers/dates/family/home/pets/important dates/weather/family activities/towns/school/meals/sports	Listening/speaking/reading/writing skills In town/countries/transport/school/family life and visitors/cafés/travel plans/clothes/parts of the body/going out/holiday activities	Listening/speaking/reading/writing skills French-speaking world/Relationships/ Paris/Leisure time/School and jobs/Hotels/Québec/Environment/ Health/Holidays	
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