

Proposed Key Stage 3 Curriculum Map

YEAR A of cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Our Day Out or The Demon Headmaster</p> <p>Reading: modern play Writing: playwriting</p> <ul style="list-style-type: none"> plot characterisation how playwrights convey ideas (staging) structure & conventions of a play reading and performing play scripts 	<p>The Giver</p> <p>Reading: 20th century fiction Writing: Narrative</p> <ul style="list-style-type: none"> introduction and features of the dystopic genre and themes the writer's craft: narrative voice, structure & pace Characterisation, the development of setting and conflict in a text Dialogue <p>Editing and drafting</p>	<p>A Long Walk to Water</p> <p>Reading: Fiction - seminal world literature Writing: non-fiction, both expository and persuasive</p> <ul style="list-style-type: none"> overview of plot, characters geopolitical, historical and social context purpose, form & audience of non-fiction texts reading and interpreting primary and secondary sources <p>making critical comparisons across texts</p>		<p>Frankenstein or The Graveyard Book</p> <p>Reading: Fiction - pre 1914 fiction & poetry; literary heritage Writing: gothic descriptions and poetry</p> <ul style="list-style-type: none"> introducing gothic genre and Mary Shelley plot, characterisation and themes A range of pre 20th century poetry, including different poetic styles—in particular, writers of the gothic era and the sublime; understand and apply poetic conventions Understanding and applying figurative language modern and pre 1914 poetry; language, structure and form 	
Maths	Please see separate Inscape Levels specific Maths Scheme of work in the curriculum folder here					
Science	<p><u>Marvellous metals (9)</u></p> <p>Chemical reactions as the rearrangement of atoms</p> <p>Representing chemical reactions using formulae and using equations. Reactions of acids with alkalis to produce a salt plus water</p> <p>What catalysts do</p> <p>The order of metals and carbon in the reactivity series.</p> <p>The use of carbon in obtaining metals from metal oxides</p> <p>Properties of ceramics, polymers and composites.</p>	<p><u>Our Planet (8)</u></p> <p>The composition of the Earth</p> <p>The structure of the Earth</p> <p>The rock cycle and the formation of igneous, sedimentary and metamorphic rocks</p> <p>Earth as a source of limited resources and the efficacy of recycling</p> <p>The carbon cycle</p> <p>The composition of the atmosphere</p> <p>The production of carbon dioxide by human activity and the impact on climate.</p>	<p><u>Energy and Electricity (9)</u></p> <p>Positive and negative charges transfer of electrons, forces between charged objects</p> <p>Processes, matter, vibrations and waves (warming by radiation) and with electricity (completing an electrical circuit)</p> <p>Energy transfer caused by temperature difference, maintaining heating by energy supply to the hotter body</p> <p>Use of energy in a domestic context, fuel sources and heating calculations comparing ratings of appliances in kilowatts (kW)</p> <p>Energy from foods</p>	<p><u>Reproduction (7)</u></p> <p>Reproduction in humans (as an example of a mammal), reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth</p> <p>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</p> <p>The importance of plant reproduction through insect pollination in human food security.</p>	<p><u>Inheritance and Variation (9)</u></p> <p>The role of diffusion in the movement of materials in and between cells.</p> <p>The structure of amoeba and euglena</p> <p>The hierarchical organisation of multicellular organisms: from cells to tissues to organs to organ systems to organisms. Heredity as the process by which genetic information is transmitted from one generation to the next. Chromosomes, genes and DNA</p> <p>Adaptation through environmental changes and its impact</p> <p>Gene banks</p>	<p><u>Light and Space (8)</u></p> <p>The similarities and differences between light waves and waves in matter</p> <p>Light waves travelling through a vacuum; speed of light</p> <p>The transmission of light through materials: Light transferring energy from source to absorber leading to chemical and electrical effects</p> <p>Gravity force</p> <p>Our sun as a star, other stars in our galaxy, other galaxies</p> <p>The seasons and the Earth's tilt, day length at different times of year, in different hemispheres</p> <p>The light year as a unit of astronomical distance.</p>

			Relationship between rate of transfer and amount of energy used Energy calculations Fuel use and costs.			
Computing	How to stay safe using technology	Algorithms- a pupil should understand what an algorithm is, and what algorithms can be used for.	How data is represented in computers	Programs- a pupil should know how to write executable programs in at least one language.	Communication and the Internet	Creating and Publishing A pupil show know how to use the basic programs and choose appropriate software for the task given
Food Tech	<u>Kitchen Skills</u> Food tech specific skills Food hygiene and safety. Setting up the kitchen. Cupboard essentials and fridge and cupboard management. Nutrients.	<u>Preparing food for a celebration</u> Working to make quality products for Christmas Food processing Evaluating processes	<u>Making Healthy Choices</u> Eatwell Guide and healthy plate Dietary recommendations. Nutritional value Different food groups Balanced diet	<u>Food from different countries - India</u> Using a broad range of ingredients Food tech and kitchen skills Regional ingredients	<u>Where does our food come from?</u> Seasonal produce and characteristics of British food Recipes using seasonal ingredients Looking at local food producers	<u>Different Lifestyles</u> Why do people choose different diets? Food labelling and allergens Different healthy diets
Humanities Geography	The UK Exploring the UK on its own, in Europe and through maps. Main focus on map skills	Physical Landscapes UK landscapes Physical landscape maps. Landscape Processes. River landscapes Coastal landscapes. Mountain and glacial landscapes.	My landscape. Focus on map skills of the local area. Look at what the local area is used for. *Trips to local landscapes	Physical World A world of extremes. The underwater world. Earthquakes. Volcanoes Global weather and climate.	Living World Story of bamboo. Where does our food come from? What are ecosystems and how do they work? Mediterranean biomes. Coral Reefs.	GEOGRAPHY SKILLS & FIELDWORK: Recycling. What is recycling? How are items recycled? Create a sustainable campaign for school use. *Trip to recycling plant.
Humanities History	Who was ruling in the Middle Ages? Britain before 1066 Claimants for the throne: Harold, Harold & Edward Road to Battle Living graph Battle of Hastings Mystery of the bodies in the field - source analysis	Church, state and society in the Middle Ages The Church The Magna Carta Castles Edward I The forming of the UK Peasant's Revolt	Living & Working in the Middle Ages English villages before 1066 Daily life Changes in towns Life in London The role of Women. *Trip to Tatton Park Medieval Life experience day?	Problems in the Middle Ages. The black Death Who looked after the poor? Medieval medicine. China. *Trip to the medical museum	Trade and Movement in the Middle Ages How did people travel in England? How important was trade? Who went on pilgrimages? Persecution of the Jews. Importance of Arab culture in the middle ages. Importance of Arab knowledge of science and medicine in the middle ages.	The Crusades Muslim pilgrimages Christian pilgrimages First, second and third crusades. Marco Polo
Art	Self portrait project - symbolism that links to life. Tonal, written and chunk close portraits plus artist copy. Scumbling.	Halloween - Frida Kahlo, day of the dead, shadow boxes, use of skulls. 3d modelling, giger portraits	Printing - mono, poly, lino, screen printing - links to home and away - house and holidays, what constitutes home? Belonging and symbolism	Graphics - awareness posters - Teesha Moore - examine the state of the world - war etc. Use electronic equipment and drawing skills to create a poster and info	Return to me myself and I - symbolism from our lives - Pop Art - Warhol, Lichtenstein, different products and logos and marketing from where we live.	Links to Blake, Rousseau and other eco artists who explore and glory in the natural world.
Music	Elements of Music - See Model Music Curriculum (MMC) for staff notation expectations for Years 7-9	Dance Music Structure Texture Music technology Timbre	What is an orchestra? Instrument families Timbre Listening and appraising Performing "Ode to Joy" on boomwhackers	South American Music Rhythm and moment Salsa/Samba/Tango Cultural significance	Riffs and Ostinatos Theory and performance	Madchester Oasis/Stone Roses/Happy Mondays Structure

	<p>Consider Charanga Keyboard Skills unit to embed practical applications Learn MMC recommended piece(s) (p.14). "Ode to Joy".</p> <p>Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.</p>			Mas Que Nada		<p>Music in historical and cultural context Performance "whatever" Oasis - cycle of fifths C G Am, Em, F</p> <p>Links with different genres - commonalities</p>
Health and Wellbeing	<u>Swimming or indoor games</u>	<u>Swimming or indoor games</u>	<u>Swimming or team sports</u>	<u>Swimming or team sports</u>	<u>Swimming or athletics</u>	<u>Swimming or athletics</u>
PSHE	<p>Transition and safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Building relationships</p> <p>Self-worth, romance and relationships (including online) and relationship boundaries</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p>
RE	<p>God - Christianity Who is a Christian and what do they believe? What do Christians believe are the key attributes of God and how do they reason about the existence of God? In what ways do Christians demonstrate their beliefs about God? What is so radical about Jesus?</p>	<p>Community - Christianity What kinds of Christian experiences are there? What range of Christian denominations are there in the UK and what are the similarities/differences in their expression of faith? How does a person become a Christian? What difference does it make to believe in Christianity?</p>	<p>God - Buddhism Who is a Buddhist and what do they believe? What are the key principles, beliefs and practices of Buddhism? Who is Siddhartha Gautama and what is a Buddha? How do the Four Noble Truths, Five Precepts and the Eightfold Path relate to the concept of nirvana/nibbana?</p>	<p>Community - Buddhism What diverse expressions of Buddhism can be found around the world? What practical implications do some Buddhist practices have in life for modern Britain? What is good and what is challenging about being a teenage Buddhist in Britain today? What difference does it make to believe in Buddhism?</p>	<p>Suffering and Solutions Explore different causes and types of suffering: emotional, physical, existential. Consider how suffering differs around the world, e.g. compare relative poverty to absolute poverty. Consider the phrase 'first world problems' - do students suffer from these? Is suffering a natural human state, wherever we live and whatever we have? Explore a philosophical approach: how can a good God allow suffering?</p>	<p>Is death the end? Does it really matter?: Explore the kinds of music, hymns and songs used at funeral services. What do the words used tell us about different beliefs about life and life after death in Britain today? The charity Christian Aid often runs the tagline 'we believe in life before death'. Discuss which is more important, this life or the one to come? To what extent does one affect the other? Find out about samsara, the Buddhist cycle of birth and rebirth.</p>
Life Skills	mindfulness	D&T - design and make Festive objects	Performance arts	Multi-media Britain	Outdoor learning and horticulture	Save the world! Trash to treasure

YEAR B of cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Short Stories Reading: Selection of short stories Writing: Narrative writing <ul style="list-style-type: none"> the writer's craft: narrative voice, structure & pace Characterisation, the development of setting and conflict in a text Dialogue editing and drafting 	Macbeth Reading: Shakespeare-literary heritage <ul style="list-style-type: none"> plot characterisation themes analysis of language and poetic style how playwrights convey ideas (staging) reading and performing play scripts writing argument and debate	Animal Farm Reading: Fiction - 20 th Century Novel Writing: non-fiction; persuasive texts <ul style="list-style-type: none"> Plot, character & allegories studying George Orwell as an author overarching themes geopolitical, historical and social context purpose, form & audience of non-fiction texts; persuasive speeches (squealer) adverts (animal farm), book review reading and interpreting primary and secondary sources 		Freedom Reading: 21st century novel - world literature Writing: expository text <ul style="list-style-type: none"> plot and characterisation Historical and geographical setting Non-fiction writing styles including letters, biographies, articles, diaries (study historical diaries) making critical comparisons across texts 	
Maths	Please see separate Inscape Levels specific Maths Scheme of work in the curriculum folder here					
Science	<u>Forces and Energy</u>	<u>Health</u>	<u>Elements and Compounds</u>	<u>Reversible and irreversible changes</u>	<u>Electricity and Magnetism</u>	<u>Cells and Photosynthesis</u>
Computing	Networks/Graphics/Animation Projects	Hardware & Software	Graphics	Programming	Digital literacy - website design	Digital Literacy- E-safety- understand that the internet is lots of computers connected together. how e-mail works-
Food Tech	<u>Kitchen Skills</u> Food tech specific skills Food hygiene and safety. Setting up the kitchen. Cupboard essentials and fridge and cupboard management. Nutrients.	<u>Preparing food for a celebration</u> Working to make quality products for other winter celebrations Food processing Evaluating processes	<u>Making Healthy Choices</u> Eatwell Guide and healthy plate Dietary recommendations. Nutritional value Different food groups Balanced diet and healthy cooking The relationship between diet and exercise	<u>Food from different countries - Europe</u> Using a broad range of ingredients Food tech and kitchen skills Regional ingredients within different countries of Europe	<u>Where does our food come from?</u> Food Miles Where around the world does our food come from? Different food producers around the world. Local vs international	<u>Different Lifestyles</u> Vegetarian cooking Vegan cooking
Humanities Geography	The People of the UK A diverse country Measuring population Impact of migration Living in Leicester Comparing rural areas.	The Weather of the UK Recording the weather Why does the weather change? What is rain? Urban microclimates Extreme weather in the UK.	Global Inequality 1 What is development? How is it measured and mapped? Case studies. The development gap and how it can be overcome.	Global Inequality 2 Impact of the fashion industry. The journey of chocolate. Fairtrade	Investigating Africa The continent. The landscape features The Sahara Nigeria Kenya Opportunities and challenges.	GEOGRAPHY SKILLS & FIELDWORK: Flooding What is flooding? Case studies UK and Bangladesh Reducing the impact of flooding.

						PROJECT - 2019 flooding. *Trip to Whalley Bridge
Humanities History	The Tudors Break with Rome Henry VIII & Wives Hero or villain? Edward VI Mary I Elizabeth I Changes in religion.	English Civil War What & why Roundheads V Cavaliers The battles Mystery of the bodies in a field - source analysis. Living graph (timeline) Executing a King - Charles I hero or villain? Cromwell & Puritans Glorious Revolution Life in Restoration England Witchcraft Frost Fairs Great Plague & Fire Theatre Source analysis *Trip to the Royal Armouries in Leeds	The French Revolution Who & Why? Timeline King Louis XVI The Guillotine Mdm Toussard Bastille Day Napoleon Wellington	Native American Indians Who? Where? Daily Life Warfare Medicine	Building the British Empire Cook's voyage of discovery. Antarctic mystery, India, Africa and how the Empire has change dover time.	Slavery What? Triangular Trade The Middle Passage Plantations Life as a slave Abolition Free men Civil Rights *Trip to the slavery museum in Liverpool
Art	Lowry, Frank Bradley, Rob Pointon, Adolf Valette - Northern artists and their styles.	From microbes / microorganisms to elephants - animal art and microscopic study	Vikings, Romans, Saxons, Aliens, Asteroids How different cultures have influenced our art	Graphics - using electronic equipment (graphics tablets) to create advertising.	Exploration of sea creatures through a variety of printing techniques	Venetian masks, character creation, medicine in art - Klimt, Kathe Kollwitz, pills, painting grief, totems, Grayson Perry, Munch, mental illness
Music	Elements of Music - See Model Music Curriculum (MMC) for staff notation expectations for Years 7-9 Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.	The Blues	Song writing Singing, lyrics Structure, composition, chords	Film music	Junk percussion Stomp Designing and making own instruments	The Beatles I IV V
Health and Wellbeing	<u>Swimming or indoor games</u>	<u>Swimming or indoor games</u>	<u>Swimming or team sports</u>	<u>Swimming or team sports</u>	<u>Swimming or athletics</u>	<u>Swimming or athletics</u>
PSHE	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
RE	God - Islam Who is a Muslim and what do they believe? How do Muslim beliefs connect with the Muslim understanding of Allah? What sources of authority do Muslims use to inform their beliefs	Community - Islam How diverse is Islam in the UK and how important is this in the context of the Ummah (global Muslim community)? What practical implications do	God - Sikhism Who is a Sikh and what do they believe? What do Sikhs believe are the key attributes of God and how do they reason about the existence of God?	Community - Sikhism What is good and what is challenging about being a teenage Sikh in Britain today? What difference	Conflict and peace in religion Consider examples of conflict in everyday life, its causes and consequences. Is conflict simply part of the human condition? How might	Religion and Wealth Should we sell religious buildings to feed the starving? Recap zakat (charity) in Islam. Explore the mosque's role in receiving and distributing zakat.

	about Allah? In what diverse ways do Muslims demonstrate their beliefs about Allah?	some Muslim practices have for life in modern Britain? What difference does it make to believe in Islam?		does it make to believe in Sikhism?	your perspective change if you live in part of the world affected by war and violence? Find out about active non-violence. Does religion cause conflict? Islamic extremism Christian 'just wars'	Find out about a Sikh's three duties: Nam japna, Kirt Karna and Vand Chakna. Find out how much Christian cathedrals cost in upkeep and explore all the things this money is spent on.
Life Skills	British values Self confidence, self esteem and self knowledge What am I good at? Careers and further education	Looking after myself Personal care Organisation skills Independence skills	Community Going out in the community Different members of our community	Enterprise Project Teamwork Communication Time management	Transport Plan and undertake different journeys in the community Asking for help and directions	Keeping Healthy Keeping good physical health Keeping good mental health

YEAR C of cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Much Ado about Nothing</p> <p>Reading: Shakespeare - literary heritage Writing: playscripts</p> <ul style="list-style-type: none"> plot themes analysis of language writing and performing playscripts 	<p>Perspectives on War & Conflict</p> <p>Reading: range of Fiction/non-fiction Writing: poetry & descriptive passages</p> <p>Extracts from: War Horse, Anne Frank's Diary, primary sources & war poetry</p> <ul style="list-style-type: none"> modern and 1914 poetry; language structure, form making critical comparisons across texts, including perspectives <p>Understanding and interpreting fiction, poetry and non-fiction writing</p>	<p>The Curious Incident of the Dog in the Night-time</p> <p>Reading: contemporary fiction & non-fiction Writing: expository text</p> <ul style="list-style-type: none"> Plot, themes Making critical comparisons and personal connections to the text SaLT connection; taught in conjunction with understanding autism workbook writing expository texts (e.g. guide to their own autism) 	<p>Windrush child</p> <p>Reading: World Literature & non-fiction texts Writing: Narrative & persuasive writing</p> <ul style="list-style-type: none"> social and historical context reading and interpreting primary and secondary sources writing persuasive letters, adverts debates and discussion developing powerful characters using structural devices in a text describing setting making critical comparisons across texts 		
Maths (Year 9)	Please see separate Inscape Levels specific Maths Scheme of work in the curriculum folder here					
Science	Forces and motion	Waves and sound	Particles in action	Chemical Reactions	Body Systems	Ecology
Computing	How to stay safe using technology	Algorithms- a pupil should understand what an algorithm is, and what algorithms can be used for.	How data is represented in computers	Programs- a pupil should know how to write executable programs in at least one language.	Communication and the Internet	Creating and Publishing A pupil show know how to use the basic programs and choose appropriate software for the task given
Food Tech	<p><u>Kitchen Skills</u></p> <p>Food tech specific skills Food hygiene and safety. Setting up the kitchen. Cupboard essentials and fridge and cupboard management. Nutrients.</p>	<p><u>Preparing food for a celebration</u></p> <p>Working to make quality products for other winter celebrations How is food used in celebrations? Food processing Evaluating processes</p>	<p><u>Making Healthy Choices</u></p> <p>Eatwell Guide and healthy plate Dietary recommendations. Nutritional value Different food groups Balanced diet and healthy cooking Changing ingredients to make recipes healthier</p>	<p><u>Food from different countries - China</u></p> <p>Using a broad range of ingredients Food tech and kitchen skills Ingredients and food cooked in China Visit to a Chinese restaurant</p>	<p><u>Where does our food come from?</u></p> <p>Food Miles Where around the world does our food come from? Different food producers around the world. Sustainable ingredients</p>	<p><u>Different Lifestyles</u></p> <p>Designing and creating a healthy food product Creating food packaging</p>
Humanities Geography	<p>Challenges Facing The UK</p> <p>Poverty Water supplies Waste management Air pollution Energy Skills Focus: GIS</p>	<p>Work, rest and play in the UK</p> <p>World of work Changing employment Communication and transport How do we spend our free time? The world of sport.</p>	<p>World Cities</p> <p>Urbanisation Rural-urban migration in China Megacities Sustainable cities.</p>	<p>Global Issues 1</p> <p>Plastic in oceans Climate Change</p>	<p>Global Issues 2</p> <p>Sustainable tourism Wilderness areas under threat. Geography of Conflict zones</p>	<p>GEOGRAPHY SKILLS & FIELDWORK: Tourism</p> <p>What is tourism? How does it affect the local area? Visit to Castleton. Project write up.</p>

Humanities History	<p>Protest & Reform</p> <p>The Industrial Revolution - what was it? What was life like in the 19th. C? What was democracy like in the nineteenth century? Protests - Gordon Riots, Luddites, Chartists & Peterloo Riot Women and suffrage</p> <p>*Trip to Styal Mill; People's History Museum, MOSI and the Pankhurst house.</p>	<p>WW1</p> <p>Europe in 1920s The spark The two sides Conscription Trench warfare Propaganda End of the war</p> <p>*Trip to ww1 battlefields?</p>	<p>1920 - 1950 Part 1: (USA, Britain and Germany)</p> <p>Return from war The economy The Great Depression Hitler comes to power The rise of the Nazi party.</p> <p>*Trip to IWMN *Trip to Eden Camp</p>	<p>1920 - 1950 Part 2:</p> <p>WW2 battles The Holocaust International Relations & the UN</p> <p>*Trip to the Jewish Museum and the nuclear bunker in Cheshire.</p>	<p>Blending cultures in twentieth century</p> <p>The Cold War China & Mao Windrush British & Asian clash of cultures</p>	<p>Modern History</p> <p>Civil rights Nelson Mandela Obama: Road to the Whitehouse</p>
Art	<p>Self portrait project - symbolism that links to life. Tonal, written and chuck close portraits plus artist copy. Scumbling.</p>	<p>Halloween - Frida Kahlo, day of the dead, shadow boxes, use of skulls. 3d modelling, giger portraits</p>	<p>Printing - mono, poly, lino, screen printing - links to home and away - house and holidays, what constitutes home? Belonging and symbolism</p>	<p>Graphics - awareness posters - Teesha Moore - examine the state of the world - war etc. Use electronic equipment and drawing skills to create a poster and info</p>	<p>Return to me myself and I - symbolism from our lives - Pop Art - Warhol, Lichtenstein, different products and logos and marketing from where we live.</p>	<p>Links to Blake, Rousseau and other eco artists who explore and glory in the natural world.</p>
Music	<p>Elements of Music - See Model Music Curriculum (MMC) for staff notation expectations for Years 7-9</p> <p>Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.</p>	<p>Composition: Graphic Scores and none traditional sounds - Halloween, Bonfire Night, Christmas.</p> <p>Introduce ipads and use of loops to compose a piece (Launchpad, Garageband).</p> <p>Christmas Music, prepare for Christmas Carol Concert.</p>	<p>Indian Music</p> <p>Use Garageband on ipads to explore Indian instruments. Improvise and compose Indian music. Learn some simple Indian dance rhythms and choreography.</p> <p>Use MMC "Musical Traditions" for reference pieces to listen and appraise.</p>	<p>Listening Sills Hip-Hop</p> <p>Learn about the history of Hip Hop, innovators of the genre and the different types of Rap music that emerged. Create own backing tracks and write own raps. Use MMC "Musical Traditions" for reference pieces to listen and appraise.</p>	<p>Music in context. Link to history to contextualise eg Reggae/Ska records brought with Windrush generation; Rock against Racism, Woodstock etc Use MMC "Musical Traditions" for reference pieces to listen and appraise.</p> <p>Learn to play "3 Little Birdies" and "Don't worry, be happy" "stir it up"</p> <p>syncoptation</p>	<p>Songs of the Summer</p> <p>Understand why different songs are suited to different situations Lyrics "Happy" by Pharrell Williams or "Shotgun" by George Ezra C F Am G Performance</p>
Health and Wellbeing	<u>Swimming or indoor games</u>	<u>Swimming or indoor games</u>	<u>Swimming or team sports</u>	<u>Swimming or team sports</u>	<u>Swimming or athletics</u>	<u>Swimming or athletics</u>
PSHE	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Employability skills</p> <p>Employability and online presence</p>
RE	<p>God - Judaism Who is a Jew and what do they believe? What do Jews believe are the key attributes of God and how do they reason about the existence of God?</p>	<p>Community - Judaism What difference does it make to believe in Judaism?</p>	<p>God - Hinduism Who is a Hindu and what do they believe? What do Hindus believe about Brahman? What is the significance of murtis? What do Hindus believe about the relationship between individual deities and Brahman? In what way is the Hindu belief about the cyclical nature of the universe reflected by</p>	<p>Community - Hinduism Why might some Hindus choose to pursue the path of renunciation - sannyasa? What practical implications do some Hindu practices have for life in modern Britain? What is the significance of the Kumbh Mela? What difference does it make to believe in Hinduism?</p>	<p>Humanism: What are the key principles, beliefs and practices of Humanism? What sources of authority underpin a Humanist way of life? How do Humanists mark key events in life? What are atheism, agnosticism and secularism and how do they relate to humanist worldview? Consider different atheist Humanist views</p>	<p>Does religion help people to be good? Reflect on reasons why someone might say 'no' in answer to the key question: history of religious intolerance and injustice [e.g. Inquisition, Apartheid], teachings and practices [sexist, racist], tribalism [Crusades, claimed holy wars, 'Islamic State'], hypocrisy [WW2 church collusion with Nazis], moral atheists [Peter Singer].</p>

			belief in the Trimurti?		of God: on the one hand, if God helps people live good lives, some Humanists have no problem with religious belief. However, some Humanists would rather get rid of religion altogether. What are Humanist views on why people need the guidance offered by religion?	Reflect on reasons why someone might say 'yes' to the key question: examples of moral excellence, service, supporting the vulnerable, challenging institutional indifference or moral degradation e.g. slave trade.
Life Skills						