

# **THE BRITISH SCHOOL OF GRAN CANARIA**



## **SUMMARY OF SUBJECT CONTENT**

**KEY STAGE 3  
Y7-Y9**

**ACADEMIC YEAR 2020-2021**

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## ART

KS3 follows a very broad based art curriculum which introduces them to new materials and techniques and then builds on the students' knowledge in following years. The aim is that every year the students complete a drawing project, printing project, painting project, ceramic project and another sculpture project using non ceramic materials. Every project should have an element of observational images; these could be through observational drawing or photography. Every project should have a link to an artist or art movement and this should be researched by the students and used to inform their processes. The projects are structured so that the students produce a variety of ideas and experiments and then select their most successful to take forward into a final piece.

### **Topic List Y7**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Still life drawing in an impressionist style. Ceremonial Masks.	Repeating Pattern Print.	Illustrated Book Project.

### **Topic List Y8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Portraits in Fauvist Skin Tones.	Slab Pottery. Monoprinting.	Cubist Instruments

### **Topic List Y9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Sci-Fi Forms.	Marionette Puppet Project.	Figures in Motion. Trench Project.

## ENGLISH

The English Department consistently promotes academic excellence in an environment that is both enjoyable and challenging for every individual pupil. We believe that English teaches the 'whole pupil' and therefore, central to the department's teaching and learning are the fundamental life skills that every pupil must master during compulsory education. Pupils are encouraged to share their opinions, discuss their understanding and argue their ideas in a safe and respectful environment.

Our curriculum is rich, diverse and intellectually stimulating, providing all students with possibilities to develop their reasoning and analytical skills and improve their ability to think and write logically and precisely.

They will be taught how to use the Learning Resource Centre and will be encouraged to read books in English independently.

### **Topic List Y7**

#### **Term 1**

- Rhetoric – speech writing

#### **Term 2**

- Novel study – *A Monster Calls*

#### **Term 3**

- Comedy in Shakespeare

### **Topic List Y8**

#### **Term 1**

- Novel

#### **Term 2**

- Shakespeare/Poetry

#### **Term 3**

- Science Fiction/Media

### **Topic List Y9**

#### **Term 1**

- 19<sup>th</sup> Century novel/War poetry

#### **Term 2**

- Shakespeare/Non-fiction writing

#### **Term 3**

- Modern drama/ fiction writing

## FRENCH

The aims are to allow our students to gain the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. During their studies, they will have the opportunity to develop these 4 skills through a variety of activities. They will build up gradually their vocabulary and their knowledge of grammar in order to achieve the highest level they can, according to their abilities. During the French lesson, student will learn how to become an independent learner and apply what he/she has learnt to life.

### Topic List Y7

#### **Term 1**

- Personal information
- Physical appearance
- Personality
- French speaking countries

#### **Term 2**

- Family
- Friends
- school and school subjects
- home

#### **Term 3**

- Leisure activities
- Present tense
- Animals

### Topic List Y8

#### **Term 1**

- Food (eat / drink / opinion)
- Restaurants in town
- Quantities
- Recipes

#### **Term 2**

- Description town
- Directions
- Time
- Going out
- Clothes
- Weather

#### **Term 3**

- Routine
- Weekend activities
- Music preferences
- Usual holidays and future ones

### Topic List Y9

#### **Term 1**

- Last holidays
- TV programs
- Describing music style
- Cinema
- Books

#### **Term 2**

- Mobile / social network
- New technologies
- Teenagers world (parents - money - pressure...)

#### **Term 3**

- Healthy eating
- Healthy lifestyle
- Change of habits
- Life in the future

## GEOGRAPHY

Students gain an understanding of how so many disciplines connect in this unique and challenging subject. Students will further their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them and develop a greater competence in using geographical knowledge and skills in interpreting the ever more interconnected world in which they live.

### Topic List Y7

#### Term 1 What is Geography/Making Connections.

- Geography Connections
- The Big Three Geographies.
- Nosy Geographer The '5 W's'.
- Geography in the news
- Knowing Me Knowing You
- Making a connected display

#### Earthquakes and Volcanoes

- Continental drift
- Plate tectonics
- Types of plate boundaries
- Cause of Earthquakes & Volcanic eruptions
- Structure of a Volcano (field trip to Bandama)
- Living on a volcano
- Volcanic Eruption!
- Earthquake - Haiti
- Managing tectonic disasters

#### Term 2 Mapping

- Mapping connections
- Plans
- Mental Maps
- Real Maps
- Grid References
- Distance
- Direction
- Ordnance Survey Maps
- How high?
- Where on Earth?

#### Rivers – Liquid Highways

- The River Thames
- The Water Cycle
- A closer look at rivers
- A river at work (field trip to Barranco de Cernicalos)
- River landforms
- Rivers and us
- Floods!
- Flood Protection

#### Term 3 Africa – A Continent of Contrasts

- Ranking continents
- Perceptions of Africa
- Sudan conflict
- Successful Sudan
- Ghana – An African Success Story
- Ghana – Education moving forward
- Africa looking forward e-waste
- Sudan and Google Earth investigation

### Topic List Y8

Term 1

Term 2

Term 3

### Coasts

- Coastal Processes
- What is Erosion?
- Weathering & Rocks
- Coastal Deposition & Transportation
- Coastal Landforms
- Bays & Headlands
- Arches, Stacks & Stumps
- Wave Cut Platform
- A Spit
- Coastal Management
- Australia – Gold Coast

### China

- An overview
- The rise of China
- China's Southwest region
- Chongqing
- Life in Chongqing
- Tops for Biodiversity
- Tibet
- All change in Tibet
- The rivers and dams.

### Population

- Our numbers are growing fast
- So where is everyone?
- The population of the UK
- Population around the world
- Our impact on the planet
- What does the future hold?

### Geographical Information Systems (GIS)

- John Snow, doctor and detective
- Meet GIS
- GIS in fighting crime
- More about the data
- Other uses for GIS
- Crime in London (an investigation)

### Weather and Climate

- So what causes weather?
- More about rain...and clouds
- Air pressure
- Storms
- Weather to climate

### Our Warming Planet

- Earth's temperatures through the ages
- Global warming
- Climate change
- It's already happening
- So what can we do?

### Topic List Y9

#### Term 1

##### The Middle East

- Middle of what?
- Where is the Middle East?
- Why do geographers define regions?
- Does the Middle East fit the definition of a region?
- Creating a composite map
- Black gold.

##### Issues in the Oceans

- Is our use of ocean

#### Term 2

##### Going Boldly (India's Space Programme)

- Is India's space programme justified?
- Why is India's space programme being criticised?
- Why do people support India's space programme?
- Brain Drain and its impacts
- Brilliant Bangalore.
- What can India learn from the USA's space programme?

##### Desertification:

##### Shangombo to South Tavy Head

- What is the geography of Shangombo like?

#### Term 3

##### Using someone else's water

- How much water do I use?
- Are you using someone else's water?
- Why is Marissa catching Fog?
- How does water consumption create interdependence and conflict in Peru?

##### Biodiversity under threat

- What does sustainable mean?
- Borneo. What is so special?
- What is the invisible ingredient in deforestation?

resources sustainable?

- Why does Tracy find Lego on her beach?
  - How is plastic damaging our oceans?
  - Field trip Ojos de Garza beach to catalogue and collect plastic waste.
  - Present data from the beach investigation
  - Where have all the fish gone?
- How is the environment a constraint to living in Shangombo?
  - What are the world's drylands so important?
  - Why does desertification present the world with such challenges?
  - How are degraded lands being restored?
  - How is the Dartmoor Mires Project helping to combat desertification?



## GERMAN

The main focus is on comprehension although the pupils are expected to produce language of a gradually more accurate and complex nature. The four skills of the language – listening, speaking, reading and writing – proceed together, each depending on interaction with the others. The aim is to use the language in as vital and real a way as possible. Controlled practice should be provided by exercises to focus on a particular grammar/language point. However, this skill must also be applied to a relevant linguistic context. The pupils' own activity is the key. The contribution of the teacher is to provide the stimulation situation, guide in worthwhile directions, and encourage and support any success, whether spontaneous or in response to the teacher.

### Topic List Y7

#### **Term 1**

- Introducing yourself, numbers
- School and school subjects, food and drink

#### **Term 2**

- Family and friends, pets, appearance
- Sports, free time, favourite things, going out

#### **Term 3**

- Home, what you do at home, your room
- Town, transport, directions

### Topic List Y8

#### **Term 1**

- Holidays, weather
- Buying and eating, shops

#### **Term 2**

- What you do after school, TV
- Health, parts of the body

#### **Term 3**

- Going out, invitations and replies, clothes, daily routine
- Making plans

### Topic List Y9

#### **Term 1**

- Media: computers, music, films
- School subjects and rules

#### **Term 2**

- Future plans, jobs
- What is important to you, environment

#### **Term 3**

- Family relationships
- Planning a visit

## HISTORY

In History students will learn about a wide range of historical topics, all of which are currently studied in the U.K. as part of the British National Curriculum. Students will also be taught key skills such as how to assess historical sources, write academic essays, conduct historical debates, prepare and deliver group presentations and how to work effectively, both in teams and independently. Lessons will encourage independent learning and students will develop competency in handling a variety of source materials, including electronic materials.

### Topic List Y7

#### **Term 1**

- Introduction to History.
- Chronology and time periods.
- Sources and evidence.
- Causation and analysis.
- Contenders for the throne.
- England in the 1060s.
- The battles of 1066s.
- Rebellions faced by William.
- Bayeux Tapestry.
- Feudal System.
- Domesday Book.

#### **Term 2**

- Castle development.
- The English Church.
- Monks and Nuns.
- The Crusades.
- Queen Matilda.
- Joan of Arc.
- Medieval food, fashion and health.

#### **• Term 3**

- The Black Death.
- Was it dangerous to be a Medieval King?
- What were the Wars of the Roses?
- Was Henry VII a gangster?
- Murder mystery: The Princes in the Tower.

### Topic List Y8

#### **Term 1**

- Why did Henry VII win the battle of Bosworth?
- Henry VIII; his children and his many wives!
- Reformation.
- Edward VI.
- Bloody Mary?
- Elizabeth I.
- Tudor life.
- Crime and punishment.

#### **Term 2**

- The Renaissance.
- European exploration and expansion.
- The Enlightenment.
- Stuart Monarchs.
- Gunpowder Plot.
- Which witch is which?
- Why do Americans speak English?

#### **Term 3**

- The Plague.
- The Great Fire of London.
- What about the women?
- How did Britain build an empire?
- Inventions of the time.
- The 'Age of Faith' versus the 'Age of Enlightenment'.

### Topic List Y9

#### **Term 1**

- Introduction to the UK 1750-1900.
- Why did the population explode?
- Agricultural Revolution.
- The birth of factories.

#### **Term 2**

- What was the Slave Trade? Triangular Trade.
- Slave sales and the lives of slaves on plantations.
- Resistance to slavery.

#### **Term 3**

- The origins and outbreak of the First World War.
- The role of propaganda and censorship in World War One.

- How did factories create towns?
- Black Gold and a New Age of Iron.
- The Transport Revolution.
- How did the Industrial Revolution change the UK?
- Why was slavery abolished in the British Empire?
- Trench warfare.
- Weapons of war.
- Trench life.
- Art project on shoebox trenches.
- Life on the home front in World War One.

## COMPUTER SCIENCE

Pupils will complete topics that focus on both computer science and ICT. This is to give students well rounded knowledge and skills in programming and using ICT. In year 9 pupils will begin to learn the skills needed for the IGCSE Practical exam so they can make informed choice for choosing their options.

### **Topic List Y7**

#### **Term 1**

- E-Safety and Pechakutcha Presentation Format

#### **Term 2**

- Python Programming and Data Representation

#### **Term 3**

- Algorithms and Spreadsheet Software

### **Topic List Y8**

#### **Term 1**

- Hardware and Processing

#### **Term 2**

- Python and Animation

#### **Term 3**

- Spreadsheet Software and Future Technologies

### **Topic List Y9**

#### **Term 1**

- Creating a webpage Using HTML

#### **Term 2**

- Editing web pages Using CSS

#### **Term 3**

- Database Skills

## LENGUA CASTELLANA Y LITERATURA

Emphasis is placed on the following objectives:

- i) Beginning an in-depth study of Spanish Grammar.
- ii) Improving the students' writing skills with special attention to accuracy in expression, punctuation and spelling.
- iii) Introducing students to the knowledge of Literature through the study of the different literary genres and their particularities.
- iv) Developing a taste for reading as a leisure activity which will contribute to improve the students' knowledge of grammar, spelling, writing and literature.

### Topic List Y7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"><li>• <b>Lengua:</b> El grupo nominal, los demostrativos, los posesivos, los numerales e indefinidos</li><li>• <b>Literatura:</b> los géneros literarios (la narrativa)</li><li>• <b>Ortografía:</b> Las mayúsculas, principios de acentuación, la tilde en los diptongos y triptongos, la tilde en los hiatos</li><li>• <b>Creación textual:</b> la biografía, el cuento.</li><li>• <b>Vocabulario:</b> los sufijos, los prefijos, homonimia, paronimia</li></ul>	<ul style="list-style-type: none"><li>• <b>Lengua:</b> El verbo y sus características.</li><li>• <b>Literatura:</b> El género dramático.</li><li>• <b>Ortografía:</b> La tilde diacrítica en los monosílabos, la tilde en los interrogativos y exclamativos, uso de la B, uso de la V y uso de la Y.</li><li>• <b>Creación textual:</b> El resumen y el esquema.</li><li>• <b>Vocabulario:</b> Clases de palabras según su formación, palabras simples, compuestas, derivadas, siglas y abreviaturas, préstamos y extranjerismos.</li></ul>	<ul style="list-style-type: none"><li>• <b>Lengua:</b> el adverbio, los enlaces, la oración: el sujeto y el predicado y El texto: tipos y características</li><li>• <b>Literatura:</b> La lírica, los recursos literarios análisis métrico, clases de estrofas y clases de poemas.</li><li>• <b>Ortografía:</b> Uso de la H, uso de la J, uso de la X, la coma y el punto y coma, los puntos suspensivos y otros signos ortográficos.</li><li>• <b>Creación textual:</b> diálogo y contar noticias.</li><li>• <b>Vocabulario:</b> palabras tabú y eufemismos, sentido figurado coloquialismos y vulgarismos.</li></ul>

### Topic List Y8

Term 1	Term 2	Term 3
<ul style="list-style-type: none"><li>• <b>Léxico:</b> significado y sentido, sentido literal y sentido figurado, palabras polisémicas, sinónimos</li><li>• <b>Ortografía:</b> letras y sonidos, las mayúsculas, letras b y v</li><li>• <b>Gramática:</b> la comunicación y sus elementos, la lengua y su organización, formación de</li></ul>	<ul style="list-style-type: none"><li>• <b>Léxico:</b> antónimos, hipónimos, hiperónimos, campos semánticos y léxicos</li><li>• <b>Ortografía:</b> la letra g y la j, acentuación, diptongos y triptongos,</li><li>• <b>Gramática:</b> relativos, interrogativos,</li></ul>	<ul style="list-style-type: none"><li>• <b>Léxico:</b> el diccionario, las acepciones de las palabras, los diccionarios digitales</li><li>• <b>Ortografía:</b> acentuación de hiatos, el punto, la coma, los dos puntos, ortografía e internet</li><li>• <b>Gramática:</b> conjugación verbal, adverbios,</li></ul>

<p>palabras, el sustantivo, determinantes, el artículo, demostrativos, posesivos, cuantificadores</p> <ul style="list-style-type: none"> <li>• <b>Literatura:</b> la literatura, los recursos estilísticos, los temas literarios, los géneros literarios</li> <li>• <b>Creación textual:</b> corregir un texto, resumir y argumentar oralmente</li> </ul>	<p>exclamativos, la interjección, pronombres, adjetivo, verbo.</p> <ul style="list-style-type: none"> <li>• <b>Literatura:</b> la narrativa, el cuento, la leyenda, el mito, la novela.</li> <li>• <b>Creación textual:</b> cuentos, noticias, descripciones</li> </ul>	<p>preposiciones, conjunciones, los grupos sintácticos, la oración, sujeto y predicado</p> <ul style="list-style-type: none"> <li>• <b>Literatura:</b> la lírica, la estrofa y el poema, el teatro, la literatura y el cine</li> <li>• <b>Creación textual:</b> escribir un texto teatral, escribir correos electrónicos, explicar cómo se busca en internet</li> </ul>
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### Topic List Y9

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• <b>Léxico:</b> el léxico del castellano, préstamos y extranjerismos, la palabra y sus constituyentes, las palabras derivadas</li> <li>• <b>Ortografía:</b> acentuación de diptongos, triptongos, hiatos, monosílabos, la letra h</li> <li>• <b>Gramática:</b> las unidades lingüísticas, clases de palabras, el sintagma nominal y verbal.</li> <li>• <b>Literatura:</b> temas y tópicos literarios, personajes literarios, géneros literarios, elementos narrativos</li> <li>• <b>Creación textual:</b> elaborar el esquema de un texto, escribir una biografía</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Léxico:</b> las palabras compuestas, el significado de las palabras, las relaciones semánticas, la creación de significados</li> <li>• <b>Ortografía:</b> homófonos con h y sin h, con b y con v, la ll y la y, la letra x</li> <li>• <b>Gramática:</b> el sintagma adjetival, adverbial y preposicional, sujeto y predicado, el complemento directo e indirecto, el atributo y el complemento predicativo</li> <li>• <b>Literatura:</b> elementos narrativos, el verso, estrofas y poemas, elementos teatrales</li> <li>• <b>Creación textual:</b> redactar instrucciones, describir un lugar</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Léxico:</b> la connotación, las palabras en el diccionario, locuciones y frases hechas, siglas y abreviaturas</li> <li>• <b>Ortografía:</b> signos de puntuación</li> <li>• <b>Gramática:</b> el complemento circunstancial y el complemento de régimen, clases de oraciones, análisis sintáctico de la oración simple</li> <li>• <b>Literatura:</b> la poesía, la prosa y el teatro medieval</li> <li>• <b>Creación textual:</b> elaborar un cartel publicitario, solicitar información por correo electrónico</li> </ul>

## MATHEMATICS

The curriculum framework explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.

### Topic List Y7

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<u>Number &amp; Calculation</u> <ul style="list-style-type: none"> <li>• Four operations</li> <li>• Decimals &amp; place value (ordering)</li> <li>• Multiplying &amp; dividing by powers of 10</li> <li>• Rounding (nearest 10, 100, 1000, whole number, decimal places)</li> <li>• Negative numbers (4 operations)</li> <li>• Order of operations (BIDMAS/BODMAS)</li> </ul>	<u>Number &amp; Calculation</u> <ul style="list-style-type: none"> <li>• Multiples, factors, prime numbers</li> <li>• HCF &amp; LCM</li> <li>• Square &amp; square roots</li> <li>• Multiplying &amp; dividing by 2 digit numbers</li> </ul>	<u>Equations &amp; Formulae</u> <ul style="list-style-type: none"> <li>• Substitution</li> <li>• Deriving formulae</li> <li>• Solving equations (up to 2-step)</li> </ul>
<u>Expressions</u> <ul style="list-style-type: none"> <li>• Constructing expressions (inc. area &amp; perimeter of simple shapes)</li> <li>• Collecting like terms</li> <li>• Expanding brackets</li> </ul>	<u>Length, Mass &amp; Capacity</u> <ul style="list-style-type: none"> <li>• Conversion of metric units</li> <li>• Reading scales</li> </ul>	<u>Geometry</u> <ul style="list-style-type: none"> <li>• Calculating angles (complementary, straight line, at a point, vertically opposite, triangles, quadrilaterals, parallel lines)</li> <li>• Coordinates</li> </ul>
<u>Shapes &amp; Construction</u> <ul style="list-style-type: none"> <li>• Types of angles</li> <li>• Estimating angles</li> <li>• Measuring angles</li> <li>• Drawing angles</li> <li>• Classifying 2D shapes</li> <li>• Classifying 3D shapes</li> <li>• Constructing triangles (protractor, pair of compasses)</li> </ul>	<u>Fractions</u> <ul style="list-style-type: none"> <li>• Fraction of an amount</li> <li>• Equivalent fractions</li> <li>• Simplifying fractions</li> <li>• Improper fractions &amp; mixed numbers</li> <li>• Fractions &amp; the 4 operations</li> </ul>	<u>Fractions &amp; Decimals</u> <ul style="list-style-type: none"> <li>• Converting between fractions &amp; decimals</li> <li>• Comparing fractions</li> <li>• Decimals &amp; the 4 operations</li> </ul>
<u>Representing Information</u> <ul style="list-style-type: none"> <li>• Collecting data (frequency tables, data collection sheets, questionnaires)</li> <li>• Averages &amp; range (inc. mean from a frequency table, not grouped)</li> </ul>		

### Topic List Y8

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<u>Number &amp; Calculation</u>	<u>Area, Perimeter &amp; Volume</u>	<u>Time &amp; Rates of Change</u>

- Negative numbers (4 operations)
- Squares & cubes
- Multiples & factors (LCM, HCF)
- BIDMAS
- Rounding

#### Expressions & Functions

- Simplifying and expanding
- Functions
- Constructing expressions

#### Fractions, Decimals &

##### Percentages

- Fractions: Four operations
- Writing fractions as decimals
- Ordering fractions & decimals
- Equivalent FDP
- FDP of quantities
- Percentage increase and decrease

- Units of measurement
- Perimeter & area of simple shapes (rectangles, triangles)
- Compound shapes
- Nets & Surface Area of simple shapes
- Volume of a cuboid
- Areas of parallelograms & trapeziums
- Perimeter & area of a circle

#### Sequences, Functions & Graphs

- Sequences (including nth term)
- Functions (machines & mapping diagrams)
- Linear graphs

#### Ratio & Proportion

- Recap metric conversions
- Simplifying ratios
- Dividing a quantity in a given ratio
- Proportion

#### Geometry & Mathematical

##### Drawings

- Recap of angles – straight line, at a point, triangle, parallel lines
- Measuring & drawing angles
- Constructing triangles
- Bisecting angles & lines
- Symmetry including rotational
- Transformations

- Time 24-hour clock
- Using a timetable
- Plotting graphs, using a scale
- Real-life graphs
- Travel graphs

#### Geometry

- Data & averages recap
- Frequency diagrams & pie charts
- Line graphs
- Stem & leaf diagrams

#### Probability

- Vocabulary
- Experimental & theoretical probability
- Listing outcomes

### **Topic List Y9**

#### **Term 1**

Fractions & Algebra

#### **Term 2**

Equations & Inequalities

- Constructing & solving equations

#### **Term 3**

Area, Perimeter & Volume



- Fractions; simplifying, converting, 4 operations
- Indices
- Rounding
- Simplifying expressions
- Expanding & factorising
- Substitution
- Changing the subject

#### Bearings & Angles

- Bearings
- Angles recap; straight line, triangle, quadrilateral, parallel lines
- Interior & exterior angles
- Circle theorems

#### Measure

- Metric units of area & volume

#### Ratio & Proportion

- Simplifying & comparing ratio
- Dividing a quantity in a given ratio
- Direct proportion

- Inequalities
- Simultaneous equations

#### Geometry

- Pythagoras

#### Compound Measure

- Speed, distance, time
- Mass, density, volume

#### Sequences, Functions &

##### Graphs

- Linear graphs,  $y=mx+c$
- Real-life functions/graphs
- Inverse functions
- Sequences

#### Transformations

- Translation, reflection, rotation, enlargement
- Describing a transformation

- Recap area, perimeter & volume of basic shapes
- Circles – area & circumference
- Arcs & sectors
- Volume of prisms & cylinders
- Surface area of prisms & cylinders

#### Quadratics

- Expanding & factorising double brackets
- Solving quadratic equations
- Graphs of quadratics

#### Probability

- Mutually exclusive events
- Relative frequency

## MUSIC

Pupils will have an opportunity to explore music through a variety of different means including performing, listening and composition.

Listening- Pupils will analyse and study various genres.

Performing- Pupils will develop skills across a range of instruments with each piece requiring new demands. Pupils will also perform in various settings including creating, improvising and playing as an ensemble.

Composition- Pupils will begin creating music in year 7 and by year 9 and have the skills to create a 24 bar composition including melody and accompaniment on Sibelius.

### Topic List Y7

#### Term 1

- Rhythm Dictation, rhythm cards.
- Solfa language- Hand bells etc.
- Theory book Grade 1.
- Pupils will be taken through a taster course on:
  - Keyboard.
  - Voice.
  - Drum kit.
  - Bass Guitar.
  - Acoustic Guitar.
  - Tuned percussion.
- Music literacy with emphasis on:
  - Rhythm Grids.
  - Music Notation (for each instrument)
  - Note names.
  - Introduction to the Orchestra.
  - Christmas music and involvement in Christmas Concert.

#### Term 2

- Rhythm and melodic dictation.
- Rhythm cards.
- Theory book grade 1 continued.
- Performing as a soloist.
- Pupils showing an adequate level of music skills will be invited on the music trip to Northern Ireland to take part in The Ballymena Music Festival.

#### Term 3

- Theory book continued and listening concepts introduced (step, leap, ascending, descending, repetition).
- Instrument Unit- Strings, Woodwind, Brass and Percussion.
- Call and response vocal warmups.
- Class band performance- Pop Song.
- Composition- Dance Project.

### Topic List Y8

#### Term 1

- Loop Quizzes on note names, values, time signatures, repeat signs.)
- Countdown Conundrums
- Rhythm Dictation, rhythm cards, creating rhythms

#### Term 2

- Pupils will continue to use “ Dance EJay” software to create their own dance tune and their focus will be drawn to style, structure, effective melody writing and overall mood and

#### Term 3

- Theory book continue and listening concepts introduced (step, leap, ascending, descending, repetition. (Sequence, imitation, major, minor, unison, harmony, soprano,

within a set time signature (2/4, 3/4, 4/4, 6/8.)

- Solfa language- Hand bells and sight singing.
- Theory book Grade 1.
- Keyboard.
- Voice.
- Drum kit.
- Bass Guitar.
- Acoustic Guitar.
- Tuned percussion.
- Rhythm Grids.
- Music Notation (for each instrument.)
- Note names and values.
- Vocal Unit (harmony, unison, styles, voice types.)
- Christmas music and involvement in Christmas Concert.

character of the piece.

Listening examples will be used to help demonstrate successful writing.

- Listening KS3 Book 1.
- Christmas music.
- Pupils showing an adequate level of music skills will be invited on the music trip to Northern Ireland to take part in The Ballymena Music Festival.

alto, tenor, bass, strings, woodwind, brass and percussion.

- Solo and ensemble performance class.
- Class band performance- Pop Song.

### **Topic List Y9**

#### **Term 1**

- Listening Log, discussing and identifying various features within the music (timbre, style, key, time signature.)
- Improvising using various scales ie Blues scale in C.
- Solfa language- Hand bells and sight reading.
- Theory book Grade 2.
- Christmas music and involvement in Christmas Concert.

#### **Term 2**

- Music- historical and cultural context.
- Rhythm and harmony grids.
- Music Notation (for each instrument.)
- Note names and values
- Program Music.
- Instrumental music and eras.
- Listening KS3 Book 2.
- Christmas music.
- Pupils showing an adequate level of music skills will be invited to take part in The Ballymena Music Festival.

#### **Term 3**

- Listening concepts explored further focusing on a range of composers and musical genres.
- **Practical** - Pupils will be able to prepare a piece to a high standard and take part in a class performance, pupils will learn to discuss areas of strength and areas for improvement.

## PHYSICAL EDUCATION

Sport is a major cultural influence through participation, officiating and spectating. Like any other interest areas, Physical Education provides the opportunity for some pupil to excel whilst some others may not. Not everyone needs sport, however everyone needs a good understanding of fitness, health and exercise, whilst having the opportunity to discover hobbies and past times which can be essential for later life. Through a "Sport for All" philosophy, we aim to satisfy the needs of all students and provide the developmental stage and challenge for those who require it. Students are provided with the skills, knowledge and desire to exercise regularly so that they can reap the benefits of an active lifestyle. Assessment is based on practical performance and improvement in both effort and achievement.

Students will not only learn the obvious sporting skills such as; Skill Acquisition, Management/Coaching, Teamwork, Anatomy and Physiology, Mentality and Health. But they will also learn about; Discipline, Hygiene, Safety, Independence, Punctuality, Succeeding, Failing, Learning from mistakes, Listening to feedback, Officiating and Obeying rules.

### **KS3 PE Topic List**

- | <b>Term 1</b>   | <b>Term 2</b>   | <b>Term 3</b>  |
|---|---|--|
| <ul style="list-style-type: none"><li>• FITNESS</li><li>• HANDBALL</li><li>• TABLE TENNIS</li></ul> | <ul style="list-style-type: none"><li>• ATHLETICS</li><li>• BADMINTON</li></ul> | <ul style="list-style-type: none"><li>• TENNIS</li></ul> |

### **KS3 GAMES Topic List (Options)**

- | <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>  |
|--|--|--|
| <ul style="list-style-type: none"><li>• FOOTBALL</li><li>• VOLLEYBALL</li><li>• BASKETBALL</li><li>• NETBALL</li></ul> | <ul style="list-style-type: none"><li>• ATHLETICS</li><li>• ROUNDERS</li></ul> | <ul style="list-style-type: none"><li>• HOCKEY</li></ul> |

## SCIENCE

In Science students develop a range of skills, whilst building on their understanding and knowledge of Biology, Chemistry, Physics and Earth Sciences. Lessons are varied and include practical investigations, discussions, presentations, DVDs, activity sheets and ICT work. As much as possible the content of the specification is taught within a familiar context to facilitate understanding and to gain an appreciation of the importance of scientific theories and practice in everyday life.

### Topic List – Y7

#### **Term 1**

- Investigation skills
- Safety & equipment
- Cells
- Chemical reactions
- Energy & electricity

#### **Term 2**

- Reproduction
- Particle theory
- Solar system

#### **Term 3**

- Environment & variation
- Solutions
- Forces

### Topic List – Y8

#### **Term 1**

- Investigation skills
- Atoms, elements & compounds
- Food & digestion
- Heating and cooling

#### **Term 2**

- The Rock cycle
- Light
- Microbes

#### **Term 3**

- Magnetism
- Sound and Hearing
- Respiration
- Ecological relationships

### Topic List – Y9

#### **Term 1**

- Inheritance and Selection
- Metals and metal compounds
- Energy and Electricity

#### **Term 2**

- Speed and acceleration
- Gravity & space
- Fit & healthy
- Chemistry & the environment

#### **Term 3**

- Patterns of reactivity
- Pressure & moments
- Plants & photosynthesis

## CIENCIAS SOCIALES/ SPANISH HUMANITIES

La enseñanza de la materia de Ciencias Sociales, Geografía e Historia en KS3, tiene como objetivo que los estudiantes adquieran los conocimientos, destrezas y actitudes necesarios para comprender la realidad del mundo en que viven, tanto en los aspectos físicos como en los sociales y culturales, las experiencias colectivas pasadas y presentes, así como el espacio en que se desarrolla la vida en sociedad; y, así mismo, que sean conocedores de los rasgos que conforman la identidad histórica y cultural propia desde el ámbito de la experiencia personal hasta el global. Para Y8, el objetivo es proporcionar conocimientos y métodos para interpretar el medio físico en el que se desarrollan las sociedades. Para Y9, se estudiará la Historia de la evolución del ser humano desde sus orígenes, hasta finales de la Edad Media.

El aprendizaje se realizará a través de investigaciones, presentaciones, discusiones, fichas de actividades, utilizando diversas herramientas TICs, como con salidas complementarias.

### **Topic List Y8**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>• Ud1. La tierra y su representación.</li><li>• Ud2. El relieve del planeta.</li></ul>	<ul style="list-style-type: none"><li>• Ud3. Los medios naturales.</li><li>• Ud4. El continente europeo.</li><li>• Ud5. El medio natural en España.</li></ul>	<ul style="list-style-type: none"><li>• Ud6. Ecosistemas canarios.</li><li>• Ud7. La organización del estado español</li><li>• Ud7. La población en el planeta.</li></ul>

### **Topic List Y9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<ul style="list-style-type: none"><li>• Ud1. La historia y sus etapas.</li><li>• Ud2. La prehistoria.</li><li>• Ud3. Primeras civilizaciones urbanas.</li></ul>	<ul style="list-style-type: none"><li>• Ud4. Vivilización griega.</li><li>• Ud5. Canarias en la historia.</li><li>• Ud6. Civilización romana.</li></ul>	<ul style="list-style-type: none"><li>• Ud7. La edad media.</li><li>• Ud8. El feudalismo.</li><li>• Ud9. El islam y al – andalus.</li></ul>

## SPANISH AS A SECOND LANGUAGE

Teaching techniques and strategies in this subject will depend on the students' prior knowledge of Spanish which means teaching will be tailored to student's needs and will always be leveled according to the Common European framework of Reference for Languages. These will be providing our students with the linguistic structures and knowledge they need to live in a Spanish-speaking country and to sit the Spanish as a Foreign (or First) Language external examinations as the Department may consider appropriate, based on their performance throughout their academic years as they move from A1 (starters) to B1 (A2 Spanish).

### Topic List Starters- Low A1

#### Term 1

- En clase
- ¿Quién eres?
- Mi familia
- En el pueblo

#### Term 2

- En casa
- Tiempo libre
- Tapas y bebidas
- La rutina diaria

#### Term 3

- El cole
- En la oficina de turismo
- La ropa
- La paga

### Topic List Low A1-A1

#### Term 1

- De vacaciones
- Me duele la cabeza
- ¿Adónde fuiste?
- ¡Que aproveche!

#### Term 2

- Intercambio
- El instituto
- De compras
- En tren, autobús y metro

#### Term 3

- Los medios de comunicación
- ¡De fiesta!
- En casa
- El medio ambiente

### Topic List A1-Low A2

#### Term 1

- Me presento
- En el cole
- De vacaciones

#### Term 2

- En ruta
- ¿Qué te ha pasado?
- En casa y en el trabajo

#### Term 3

- De compras
- De juerga

### Topic List A2

#### Term 1

- Mi vida
- Nuestro entorno
- Una vida sana y activa
- Comer y beber

#### Term 2

- Las fiestas
- Cine y televisión
- Mis vacaciones
- Nuestro mundo

#### Term 3

- Mis estudios y mi trabajo
- Mi futuro