



# Our Curriculum

## Key Stage 3

### **Art**

During Year 7 Art lessons, pupils complete two units of work covering 'Portraiture' and The Environment. The two units cover a broad range of different skills including drawing, painting, printmaking collage and clay work. Both units look at a variety of artists from different disciplines.

In Year 8, pupils complete two units of work covering 'Storytelling' and 'Objects and Viewpoints'. The two units cover a broad range of different skills including drawing, painting, collage and mixed media. Both units look at a variety of artists and crafts people from different disciplines.

Pupils also complete two units of work in art during Year 9. The first unit 'Changing Styles' incorporates critical studies work from a range of different art movements and differing approaches to art. The second 'Cultures' unit, looks at art from a wide range of different cultural influences and backgrounds. Pupils produce observational drawings, critical studies and development pieces of work throughout both units and cover a broad range of different art skills during the year.

### **Computer Science**

As a Computing at Schools (CAS) lead school we are extremely innovative and at the forefront of the most rapidly changing subject area. Our well designed KS3 Computing curriculum focuses on preparing all pupils for the vibrant and exciting digital world. Our lessons at KS3 not only focus on the use of digital applications and IT, but allow pupils to develop a greater understanding of the complex but fascinating world of Computer Science where we plan, design and create different applications.

Throughout Year 7, 8 and 9 pupils will explore how a computer works by taking them apart and finding out what each component does; they will focus on building skills around logic, problem solving and creativity; they will explore the concepts of programming using a range of programming languages including Python and HTML and then combine their knowledge of hardware and programming when exploring the new BBC micro:bit. Each year they will stretch their understanding in the fundamental areas of hardware/software, data, algorithms, programming and use of IT. Every lesson will challenge what they know and understand.

Our curriculum allows pupils to gain the foundation knowledge required to access GCSE and A level courses in both IT and Computer Science, but as well as this we give them an insight into the exciting career opportunities within the ever growing computing industry.

### **Dance**

Dance at Key Stage 3 explores three key areas of focus which include development, performance and reflective response. Dance is initially delivered as a specialist subject as part of the Performing Arts carousel in Year 8, wherein pupils will be introduced to a broad range of genres, forms and performance styles. In Year 9, the curriculum introduces pupils to more advanced specialist knowledge and practical skills, relating to the Key Stage 4 exam specification. During Year 9, pupils will have the opportunity to opt to take Dance as a formal qualification in Year 10. Dance at Key Stage 3 exposes pupils to a wealth of styles and genres, promoting physical fitness, technical proficiency, performance opportunities and theoretical application.

### **Drama/Performing Arts**

Pupils in Year 8 have a weekly lesson in Performing Arts. The subject is taught through 4 different disciplines: Art, Dance, Drama and Movement. Each class rotates around each discipline, focusing on different skills connected to the Performing Arts, culminating in a showcase at the end of the year. Pupils are encouraged to build their confidence in performing through use of Personal Learning and Thinking Skills: fostering creativity, effective participation, independent enquiry, teamwork, self-management and reflective thinking. Specific topics include: set design, 'Wacky Soap', 'The Terrible Fate of Humpty Dumpty', Gumbo dance and the Haka.

In Year 9 drama lessons pupils continue developing creative and performance skills fostered in Year 8 Performing Arts. Pupils engage with topics in a practical way, developing their imagination and being challenged to work with peers in familiar and unfamiliar groupings. Pupils are encouraged to take part and build their confidence in performance. This is done through the development of various skills including: characterisation, improvisation, physicality and the analysis of scripts, including 'Blood Brothers' and 'Our Day Out'. Pupils are given the opportunity to share their work and reflect upon their performances through self-evaluation which nurtures critical thinking skills.

### **English**

In Year 7 we seek to build on the good work pupils have done in their primaries by further developing the skills they need for their next stage of learning. They will learn how to identify information, both explicit and implicit, analyse the impact of language and structure on the reader and develop their personal and critical responses to texts using the appropriate technical vocabulary. They will also practice writing in a range of different styles and for different purposes and audiences.

The units we cover are: a class reader, where pupils will read and study a whole novel currently 'Cirque Du Freak'. "Tales of Terror", in which pupils get to write their own horror stories, "Alice in Wonderland and Victorian Literature", which explores themes and ideas in a 19th Century text (a new requirement at GCSE), "The life and Plays of William Shakespeare" which gives pupils an insight into the language and stagecraft of our most famous playwright and "An introduction to Poetry", focusing particularly on language analysis and developing an appropriate vocabulary for study. In each unit pupils will read a range of fiction and non-fiction texts.

In Year 8 pupils continue to develop their inference and understanding of more challenging texts. They further develop their analytical and critical writing and learn new terms and vocabulary to express their ideas and understanding clearly. They further develop their writing, experimenting with different styles.

The units covered in Year 8 are: "Biography and Diversity" where pupils explore a range of biographies and autobiographies, comparing styles, language and ideas; a class reader through which we explore forms of narrative and experiment with narrative writing; "Poetry from other Cultures", an exploration of a range of poems taken from around the world, "The Tempest", where pupils study the whole of Shakespeare's play about magic, power and revenge, and "Grammar for writing", an in-depth study of the technicalities of writing effectively, learning about, and experimenting with different grammatical constructions.

Following Year 7 and 8, during which pupils will have practised the analytical and expressive skills they need across a range of texts; Year 9 is about applying those skills to more challenging texts and situations and developing the maturity and depth of their responses, in preparation for their GCSE's. The texts are chosen to stretch and challenge the pupils and to reflect the kind of work they will need to do in Years 10 and 11.

The units we cover are: "Dystopian Narratives", a study of texts that deal with dystopian futures, leading to pupils producing their own creative writing; "Macbeth", an in-depth study of William Shakespeare's famous play about ambition and corruption, "Contentious Issues", an exploration of contemporary issues in society with pupils developing their own personal opinions and voice and where pupils learn how to prepare for their GCSE Spoken Language in which pupils give a presentation on a topic of their choice.

### **Humanities-Geography**

In Year 7 pupils are taught a variety of map skills following a baseline assessment in September. This ensures that pupils who arrive at Titus Salt School with wide ranging experiences of Geography from primary school are taught important foundation skills early on. Throughout the year pupils study a variety of places including the continent of Africa and Russia. Important geographical concepts such as weather and climate are also studied.

Pupils study a range of issues throughout the course of Year 8. These include the physical geography themes of earthquakes and volcanoes, rivers, flooding, glaciation and climate change as well as more contemporary issues such as sustainable tourism, global epidemics, the geography of crime using GIS and development. These themes combine to provide our pupils with a wide variety of topics that aim to open their eyes to the world around them.

Pupils continue to build on their geographical knowledge and study contemporary issues such as immigration throughout Year 9. The geographical aspect of significant events in history such as the Holocaust are also studied alongside country studies of China and Australia, whilst a look at issues closer to home, including UK coastal erosion and the management of it is also investigated. Many of the geographical skills required at GCSE level are introduced this year to help pupils prepare for Year 10

Geography and the final term is focused on introducing pupils to the higher level skills and subject content that they will encounter at GCSE.

### **Humanities–History**

In History pupils study a range of enquiry questions designed to get them thinking about the past. In Year 7 pupils concentrate on whether we can really trust Horrible Histories, looking at questions such as, 'were the Romans really rotten?' or 'just how stormin were the stormin Normans?'. In Year 8 the focus is on histories forgotten voices as pupils investigate topics such as the British Empire or the Industrial Revolution through the eyes of those who lived it. Finally, in Year 9 pupils weigh up how close the 20th century world has come to doomsday, looking at topics such as the World Wars, Holocaust and Bay of Pigs. As well as helping pupils to develop a mental map of the past, schemes of work aim to develop core historical skills, and those which feature on the GCSE are given prominence. In this sense, history at this level aims to ignite in pupils a love of the past but also prepare them for future study.

### **Humanities–Religious Studies**

During Year 7, pupils follow a diverse curriculum involving the exploration of philosophical 'big questions.' These include 'What is belief?', 'How do people mark life events?' and 'What happens when we die?' Pupils are encouraged to evaluate religious and non-religious responses to these questions and to consider their own views.

In Year 8, pupils follow a diverse curriculum involving the exploration of philosophical 'big questions.' These include 'How did we get here?', 'Does God exist?' and 'What is it like to be a refugee?' Pupils are encouraged to evaluate religious and non-religious responses to these questions and to consider their own views.

During Year 9, pupils follow a diverse curriculum involving the exploration of philosophical and ethical issues, and also an in depth examination of what it means to be a Muslim and what it means to be a Christian in a contemporary world. Philosophy and Ethics based topics include 'Crime and Punishment,' 'Religion and the Media,' and 'Immortality.' Pupils are encouraged to examine and critique both religious and non religious outlooks within these topics.

### **Mathematics**

All pupils are set according to previous attainment in all year groups but pupils will move between these sets to reflect any further support or challenge that is required.

In Year 7 and 8 we follow a mathematics mastery approach which focuses on improving the depth of Pupils' knowledge. Pupils will study topics related to the four major curriculum areas; Geometry, Algebra, Number and Handling data but will concentrate mainly on creating fluency in numeracy and their understanding of the number system. Fluency in this area is imperative as all other areas of mathematics depend on these strong foundations being secure.

Those pupils with higher previous attainment have more opportunities to deepen understanding and explore mathematics using problem solving type tasks, whilst those with lower previous attainment have time to focus on the essential number skills which might need improving.

Pupils in Year 7 and 8 will be given a homework task to complete once a week, these tasks will comprise of either written tasks or an online task on Hegarty maths.

In Year 9, pupils commence GCSE maths (For details of GCSE maths, see Key Stage 4)

### **Modern Foreign Languages**

In Year 7 pupils are allocated either French, German or Spanish. Whilst pupils do not choose which language they study, any parental requests will be considered before the September of Year 7. During the first year of study pupils get to grips with the present tense, connectives and opinions and will be introduced to the past and future tense. There is also an introduction to translation. Topics covered include personal information, descriptions, where we live, family, television and a STEM topic.

In Year 8 pupils continue with their first language for 2 hours per week and pick up an additional language from French German or Spanish. Again this language is allocated. In the second year of study, pupils continue to master tenses and justifying their opinions, as well as learning some complex structures. In Year 8, topics covered include hobbies, authentic literature, food and drink, fashion, holidays and tourism.

In Year 9 pupils study their chosen language from the two they have been taught in Years 7 and 8. They have three hours per week of this language. For two of these hours pupils continue to build on the skills they have been taught in Years 7 and 8 through the topics of school, family, cinema, home and town, customs and festivals. In the third hour of study pupils focus on grammar to ensure the secure understanding of the language required at GCSE.

### **Music**

Throughout Key Stage 3 music is delivered through the main four musical areas; performance, composition, listening and appraising and music technology. The curriculum includes a wide variety of musical styles, including world music, popular, Classical and Baroque pieces. It is hoped that pupils engage with topics in a practical way, developing creativity, independent learning and team work skills.

Pupils are encouraged to take part in all tasks and build their confidence through performance and compositional work. Knowledge and understanding is reinforced through the use of knowledge organisers and the listening work covered. Pupils are frequently given the opportunity to share their work and reflect upon their pieces through self-evaluation. The KS3 course provides excellent preparation for both the GCSE and BTEC Level1/2 pathways in KS4. Topics covered include: Band Skills, Film Music, Song Writing, Blues, Samba, Britpop and Gamelan.

### **PE**

Pupils will follow a varied program of activities designed to ensure that they: develop their competence in a range of activities, are physically active for sustained periods of time, lead healthy active lifestyles and engage in competitive sports and activities. Pupils should build on and embed skills learned in Key Stage 2 and are also encouraged to develop new skills such as leadership. Pupils will develop an understanding of the benefits of physical activity and are encouraged to get involved in the school's Ludus extra- curricular program.

### **PSHE - Lifetracks**

During Lifetracks, pupils will benefit from opportunities to develop their skills in reflective thinking and enquiry in the contexts of personal, social, health and economic wellbeing including citizenship. Themes include e-safety and cyber-bullying, work and wages, personal financial management the effects of drugs and alcohol, rights, responsibilities and British Values. Sexual health delivered by the Sexual Health Team is covered in Year 9. Through the school assembly programme and Lifetracks discussion and debate is encouraged around a range of current news topics.

### **Science**

During Year 7, pupils undertake a Science course that gives them the opportunity to develop their scientific knowledge and understanding in addition to an understanding of how Science infiltrates and affects our lives in a variety of ways. This knowledge is delivered in real-life settings such as hospital wards, forensic science laboratories and TV editing studios, to raise pupils' awareness of the breadth of careers which are available with a strong scientific understanding. Pupils are assessed through a number of end of unit tests and through skills based tasks as well as an end of year assessment that covers all content in Year 7.

During Year 8, pupils continue to study a Science course that gives them the opportunity to develop their scientific knowledge and understanding in addition to an understanding of how Science infiltrates and affects our lives in a variety of ways. This knowledge is delivered in real-life settings such as at active volcano sites, analytical chemistry laboratories and construction sites, to raise pupils' awareness of the breadth of careers which are available with a strong scientific understanding. Pupils are assessed through a number of end of unit tests and through skills based tasks as well as an end of year assessment that covers all content in Year 8.

In Year 9, pupils will begin studying for their Science GCSE qualifications. All pupils will cover the first units of Biology, Chemistry & Physics from the AQA Combined Sciences GCSE "Trilogy" specification, which also covers the first units for each of the AQA GCSE Triple Science subjects. By the end of Year 9, pupils will decide whether or not to opt to study GCSE Triple Sciences or Combined Sciences. All pupils will be assessed through mid-topic and end of topic tests, as well as longer written tasks and the completion of required practical tasks in order to prepare pupils as fully as possible for GCSE examinations at the end of Year 11. In addition, all pupils will sit end of year assessments that cover all content from each of their Biology, Chemistry & Physics programmes of study.

**Technology: Food Preparation and Nutrition**

Pupils build on the knowledge they have learnt in primary school and investigate the Eat Well Guide along with different practical's such as, cous cous, pizza toast (making their own pizza sauce), Bolognese and many more dishes – pupils are expected to bring their own ingredients to encourage independence.

During Year 8, pupils build on the knowledge they have learnt in Year 7 and learn more about nutrition and why our bodies need food. Pupils complete practical's such as, pasta ragu, savoury muffins, macaroni cheese, curry and then complete a task 'making a product for a teenager'

During Year 9, pupils start the content for GCSE Food Preparation and Nutrition mainly looking at practical skills. Pupils make a wide range of technical dishes, burger, pizza, making their own pasta and sauce, kebabs, choux pastry, chicken goujons and many more which will equip them to study Food at GCSE.

**Technology: Product Design**

During Year 7 pupils undergo two practical projects involving a wide range of theoretical and practical skills. Pupils will design and make a small plywood storage box and a battery powered steady hand game. The plywood box project allows pupils to develop their basic hand tool skills, learn about industrial processes like casting and enhance their drawing skills through an isometric drawing task. The steady hand game project allows pupils to develop their design skills, learn about basic electronics through the construction of a circuit board and develop their use of basic workshop machinery. Both projects include an end of project evaluation and end of project test.

During Year 8 pupils undergo two practical projects involving a wide range of theoretical and practical skills. Pupils will design and make a small mechanised CAM toy and a battery powered bouncing bug. The small mechanised CAM toy project allows pupils to develop their basic hand tool skills, learn about mechanisms and movement and enhance their design skills through CAD (computer aided design). The battery powered bouncing bug project allows pupils to develop their design skills, learn about industrial processes like spot welding, enhance their knowledge of materials and electronic processes and develop their use of basic workshop machinery. Both projects include an end of project evaluation and end of project test.

During Year 9, pupils undergo two practical projects involving a wide range of theoretical and practical skills. Pupils will design and make a wooden mobile phone holder and a battery powered portable speaker. The wooden mobile phone holder project allows pupils to develop their basic hand tool skills, learn a professional approach to research through data analysis, further their drawing skills through an isometric drawing task and understand the importance of model making through a modelling task. The battery powered portable speaker project allows pupils to further their design and development skills, enhance their knowledge of electronics through the construction of a circuit board and develop their knowledge of industrial practices through the use of CAD CAM. Both projects include an end of project evaluation and end of project test.

**Technology: Textiles**

In Year 7 pupils begin to develop their skills in stitching, by hand and by sewing machine. They design and manufacture a drawstring bag for a tourist attraction gift shop. They research in order to design thorough, workable ideas. They have opportunity to explore a range of techniques including tie dye and applique.

In Year 8 pupils build on their previous knowledge. They must design to a company's criteria to develop a pyramid toy. They must consider making it fun as well as educational. Other factors they take into consideration are safety and quality. Pupils explore more of what the sewing machine can be used for, and understand more about the fabrics and components used to make textile products.

In Year 9 pupils design and manufacture a beanie style hat for a music festival stall. They can use their creativity to base their designs on a particular trend, considering a young client. They must make a prototype to understand the qualities of the fabric, features and overall manufacture of their eventual finished hat. They use all of the skills gathered from previous KS3 projects.