

# Key Stage 3 Curriculum

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# Mathematics

## Curriculum Overview

Our aim in the Maths department is to ensure that every student reaches their full potential in mathematics; that they are well motivated and enjoy learning the subject; they develop a sound understanding of our number system and are able to transfer numeracy skills to other areas of the curriculum and situations in everyday life.

We will endeavour to achieve our aims through good classroom teaching with the emphasis on empowering our students to become creative learners who can think and solve problems. We use interactive lessons that are stimulating and challenging.

The department wants every child to be successful in Mathematics and are determined to improve the attainment of all, regardless of prior knowledge. As a team, we believe strongly in challenging our students and promoting independence and extended learning.

We aim for all our students to progress during their time at the Academy and have successful strategies and mechanisms in place to support this. We are a data rich department, who now implements a rigorous tracking system, where every child is monitored individually every half term. We then thoroughly analyse this to meet the needs of every individual student and we have intervention and support staff that work with small groups of students who have a difference between their targets and attainment GCSE.

## Curriculum Content

### Key Stage 3

The Mathematics Department aims to develop students' abilities to calculate; to reason logically, algebraically, and geometrically; to solve problems and to handle data. We offer a variety of approaches to teaching and learning to engage and motivate students and demand their active participation.

Units taught throughout Year 7 include:

- 4 Rules of Number—performing calculations involving addition, subtraction, multiplication and division
- Data Collection
- Calculating unknown Angles
- Decimal calculations including Rounding & Approximation
- Factors, Multiples & Primes
- Directed Numbers
- Algebra
- Measures
- Perimeter, Area & Volume of 2D & 3D Shapes and recognizing the key properties of these shapes
- Data handling including calculating the different averages.

Units taught throughout Year 8 include:

- Fractions
- Percentages
- Handling Data
- Equations
- Probability
- Formulae
- Construction & Loci
- Sequences
- Ratio & Proportion
- Graphs of Functions
- Symmetry & Transformations

The initial stage of Year 9 continues the teaching of Key Stage 3 units, these include:

- Scatter Diagrams
- Circles
- Inequalities
- Pythagoras Theorem
- Transformations
- Scale Diagrams
- Congruence & similarity
- Indices
- Compound Measures
- Graphs of other functions

However, by Easter of Year 9, the students will begin to start the Key Stage 4 scheme of work. The purpose of this is to give them a flavour of the higher end of Maths, prior to choosing their options

## **Assessment**

### **Key Stage 3**

Throughout Key Stage 3, we are consistently assessing students but we endeavour to perform a summative assessment at the completion of every topic. This could take the form of a test or a project that allows the students to highlight the knowledge gained throughout the topic. This will then be used to inform parents of their son/daughters progress.

Homework will be set weekly and can take a variety of forms. As part of this we use a take-away menu homework, where students can select a homework of their choice or homework tasks can also be set on Hegarty maths or MyMaths. Homework needs to be completed to the best of the student's ability and should take no more than 30 minutes per week

# English

## Curriculum Overview

The English Department has an energetic and forward-looking team who strive to inspire a love of reading and writing in students. The schemes of work are designed to develop students as independent learners, equipped with the skills to succeed in future life. The curriculum is broad and inclusive; students study a wide range of engaging contemporary and Pre 19th century texts to help them develop into insightful and perceptive readers and writers. The programmes of study are designed to explore at least one fiction text per term as part of their class work. Each year group reads and studies a text by Shakespeare and an anthology of poems by various poets.

Lessons are planned to allow students to participate in a wide range of learning experiences; there is an emphasis on group and independent work with students being encouraged to develop as effective communicators and active learners. All of our students study English Language and Literature at GCSE.

## Curriculum Content

### Key Stage 3

Year 7:

- Baseline Assessment – transition project
- Novel – Holes or A Christmas Carol
- Chaucer – The Canterbury Tales
- Writing to Argue
- Description of place
- Shakespeare - Much Ado About Nothing
- Gothic unit
- Poetry
- 19<sup>th</sup> Century Novel - Oliver Twist

Year 8:

- Baseline Assessment – Creative Writing
- Writer's Viewpoints & perspectives
- Shakespeare – A Midsummer Night's Dream or The Tempest
- Novel extracts- Lord of the Flies
- Novel – The Boy in the Striped Pyjamas
- Poetry – Relationships
- Modern Drama – The Crucible
- Exam Skills

Year 9:

- Baseline Assessment – Argumentative Writing
- Literacy Research
- Novel – Of Mice and Men
- War Poetry
- Gothic Literature- The Tell Tale Heart, The Rime of the Ancient Mariner, The Red Room and Dracula.
- Writer's Viewpoints
- Shakespeare – Macbeth
- Modern Drama – Animal Farm, Our Day Out or Blood Brothers
- Non-Fiction Comparison - 19<sup>th</sup> and 20<sup>th</sup> Century
- Creative Writing

## **Assessment**

### **Key Stage 3**

At Key Stage 3, students are assessed at the end of every unit. Different skills are assessed through a selection of assessments that cover the following:

- Baseline assessment
- Producing a piece of narrative writing
- Analysis of characters in a novel, play or poetry.
- Analysis of a writer's style and perspective
- Analysis of a writer's language and form
- Producing a piece of persuasive text or a magazine
- Producing a piece of descriptive writing
- Producing a piece of suspense narrative
- Comparison of two non-fiction texts
- Analysis of the use of language in poetry or a play
- Comparison of two poems
- Producing an extended response to a poem
- Exam

# Science

## Curriculum Overview

Science has something to offer every student to inspire and challenge all abilities and aspirations. From a trainee chef to a nuclear physicist, a construction apprentice to a cancer researcher. Everyone needs some level of relevant scientific understanding.

## Curriculum Content

### Key Stage 3

Our Key Stage 3 programme of study ensures that students can learn and develop the key skills required for success at Key Stage 4. The use of high impact and innovative teaching approaches ensure that students make progress in a safe and engaging laboratory environment. We ensure an emphasis on scientific terminology and working scientifically is integrated throughout the course, allowing students to explore new ideas or concepts in a creative and engaging manner as well as develop their knowledge.

Units taught throughout Year 7 include:

- Speed
- Gravity
- Voltage and Resistance
- Current
- Energy Transfer
- Sound
- Particle Model
- Separating Mixtures
- Metals and non-metals
- Acids and Alkalis
- Earth structure
- Cells
- Movement
- Interdependence
- Plant Reproduction
- Human Reproduction

Units taught throughout Year 8 include:

- Contact forces
- Magnets
- Energy Costs
- Heating and cooling
- Light
- Wave Properties
- Elements
- Periodic Table
- Chemical energy
- Types of Reaction
- Universe
- Earth Resources
- Breathing
- Digestion
- Respiration
- Variation

Our Year 9 programme of study ensures that students can learn and develop the key skills required for success at KS4.

Units taught at the start of year 9 are:

- Pressure
- Electromagnetics
- Work
- Inheritance
- Evolution
- Photosynthesis

- Wave Effects
- Electricity
- Climate

Students then move onto studying for their GCSEs, working on a Biology, Chemistry and Physics topic.

## **Assessment**

### **Key Stage 3**

Each unit of work completed at Key Stage 3 has its own assessment plan. This starts with smaller assessments to help build confidence with the knowledge and skills required, ending in a final summative topic test. An emphasis is placed upon students' communication skills and use of scientific language. Homework is set weekly and can take a variety of forms. Homework needs to be completed to the best of a student's ability and should take no more than 30 minutes per week.

# Creative Arts

## Curriculum Overview

Creative Arts consists of Art, Drama and Music

Creative arts primary purpose at Furness Academy is to deliver high standard learning opportunities and experiences for all students, supporting our core values of respect, responsibility and relationships.

We endeavour to provide an enjoyable, balanced, informative and personalised arts education which contributes to students intellectual, physical, spiritual, moral, social and cultural needs and importantly to capture a lifelong passion for the arts.

Supporting creativity in young people isn't just about becoming the next famous artist, musician or actor. We believe, as numerous studies support, that creative subjects are the building blocks for students' whole educational journey plus lifelong skills.

Developmental benefits of the Arts:

- Motor skills
- Language development
- Decision making
- Visual learners
- Inventors
- Cultural awareness
- Empathy



# Art

## Curriculum Content

### Key Stage 3

Our Year 7 curriculum is a rigorous framework of study focusing on skills associated with the formal elements of drawing alongside supporting contextual knowledge.

This provides a foundation of learning on which all future art studies will be based on.

Students will study the following topics over the course of the year:

- Baseline assessment of observational drawing
- Formal elements of drawing & contemporary contextual studies
- Colour theory & the meaning of colour
- Manga drawing and design– cultural studies with creative imagination

In Year 8, students continue building upon the skills learnt in Year 7 but in a format similar to a GCSE Art approach. Students will have the opportunity to learn new techniques and experiment with a wide range of materials and media.

Students will study the following topics over the course of the year:

- Baseline assessment of secondary drawing
- Cultural studies– Asian art, traditions & beliefs. Working with new media.
- Contextual studies, Vincent Scarpace & Zentangle. Design and painting focused.
- Contextual studies, Pop Art. Colour theory and composition focus.

In Year 9, students work on GCSE Art style projects. They will create visual mind maps, analyse and investigate cultures and artist, create designs and final outcome pieces. Work is designed to be more personalised to encourage independent style working.

Students will study the following topics over the course of the year:

- Baseline assessment of observational drawing
- Masks and carnival
- Contextual studies, Tim Burton
- Drawing/ painting skills and technique

## Assessment

### Key Stage 3

At Key Stage 3 student's work is assessed during project activities to specific skill success criteria appropriate to the learning objectives. Effort marks are also awarded. Full end of unit assessments is completed.

# Drama

## Curriculum Overview

Drama is a key part of The Arts Department and works closely with Art and Music. It is a vibrant and thriving department with enthusiastic and talented staff.

The primary purpose of the department is to deliver a consistently high standard of creative and challenging lessons in drama, with the aim of stimulating a lasting interest and enjoyment of the subject. We aim to create an atmosphere where students want to learn, so that they come to enjoy drama as active participants.

Students study drama for two lessons per week in Year 7 and one lesson per week in Year 8 and Year 9. Students in KS4 are following the Edexcel GCSE Drama course and they study for three lessons per week over two years.

The Drama Department also runs a variety of activities, out of school hours, to provide opportunities for students to take drama further and to support them in their development of performing skills and also just for fun. Many performances take place throughout the year allowing students to develop their performing skills and giving many opportunities to support productions in a variety of on stage and off stage roles.

## Curriculum Content

### Key Stage 3

Our Year 7 curriculum is a rigorous framework of study focusing on skills associated with creating, performing and evaluating drama. In each unit, students have the opportunity to develop social skills and build teamwork, use creativity and imagination to express themselves, improve their ability to present work to an audience and explore different genres of performance.

In Year 7, students work on the following units:

- **Basic drama skills 1** An introduction to the basic skills required to create, perform and evaluate drama. Techniques taught include freeze frame, thought-tracking and narration.
- **Basic drama skills 2** Workshops on body, voice, mime, speech develop the students as performers.
- **Radio Plays** An opportunity for students to create, rehearse and perform in a scripted radio drama using sound effects and vocal skills.
- **Peer Pressure** An exploration of how difficult it can be to negotiate life's choices when the opinions of others matter.
- **Journey Through Time 1** Students are whisked back in time to the dawn of theatre, learning about the Greeks' and Romans' ideas about drama to Renaissance Italy's Commedia D'ell Arte and medieval morality plays.

In Year 8 and 9, students further develop social skills and their ability to work in a team, use creativity and imagination to express themselves whilst exploring historically significant moments or current issues, improve their ability to present work to an audience using a wider range of dramatic techniques and further consider how to act in different genres of performance.

Year 8 students work on the following units:

- **Devising from Stimulus** An opportunity to devise and create thought-provoking drama from a range of items including: objects, images, film clips and text.
- **Little Sister** Developing characters for a mock reality TV show considering the use of improvisation and acting skills
- **Let 'im 'ave it!** A challenging exploration of themes of crime and punishment dealing with the events surrounding the arrest and hanging of Derek Bentley.
- **Fairytales** Exploring the style and structure of familiar tales, students take a time-loved traditional genre and explore how to mix it up with spoof, parody, unusual twists and not so happy endings.
- **Secret Annexe** An exploration of the theme of persecution, showing different characters experiences in WWII Europe and the Holocaust.
- **Backstage Pass** Working backstage has never been so much fun. Students take part in hands on workshops looking at a range of theatre arts skills such as lighting, sound, stage management and costume and props.

Year 9 students work on the following units:

- **Gangs** Why do some people fall into gangs? How do we view gangs and associated behaviour in society? A challenging look at the reasons why some people are drawn into an unsavoury world and the impact it has on them and their loved ones.
- **Brecht** An introduction to the work of German theatre practitioner, dramatist and director: Bertolt Brecht. Students learn to break the rules of theatre and stage exciting and innovative work inspired by Brecht's movement.
- **Technical Theatre** In this unit students are introduced to a range of careers connected with drama and are then invited to develop a particular technical skill from a range of specialisms such as: Lighting, costume, Mask, Props, Scenic design, Sound, Make up, Marketing etc.
- **The Real World** practical drama based activities to help with aspects of everyday life as an adult, interview and presentation skills, customer service, dealing with conflict.

## Assessment

### Key Stage 3

At Key stage 3 students are assessed against specific key skills in each unit. Students regularly peer and self assess their own performances, as individuals and within groups.

# Music

## Curriculum Overview

To develop:

- Successful learners who enjoy learning, make progress and achieve their best in music.
- Confident individuals, who are able to perform, listen and compose.
- Responsible citizens who make a positive and creative contribution to society.
- To promote a safe and healthy learning environment where students can gain fulfilment in their work.

## Curriculum Content

### Key Stage 3

Students will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

Students will build on their previous knowledge and skills through performing, composing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will listen with increasing discrimination and awareness to inform their practice as musicians. They will use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

### Year 7

- The Elements of Music – Students learn about the main ingredients involved in music and look at basic keyboard skills, singing, The Sorcerers Apprentice and Peter and The Wolf.
- Festive Fun – Here we develop ensemble skills and start to look at how we play different instruments and how we combine them all together to create a song – with the use of Halloween, Bonfire Night and Christmas as our stimulus it really does capture the Festive spirit of this half term.
- I've Got Rhythm – Students learn to develop their keyboard skills and start to be introduced to key rhythmic notation and reading music. They will experience the use of Graphic Scores

as well as standard notation and will begin to extend their developments in appraising music.

- Chinese Music – An introduction into the use of some key musical devices that are evident within this cultural unit. Students learn about a key Chinese legend and start to develop compositional skills with the use of Pentatonic scales, Ostinati and Drones.
- Pentatonix – following on from the Chinese unit the students will now extend their vocal, rhythmic and instrumental skills by developing a piece of music with various techniques and textures. This unit will combine all of the skills that they have developed throughout the year.

### Year 8

- Harmony and Structure – Students will build on their instrumental skills and gain an insight into the basic musical structures and harmony that is involved in creating music. They will be able to learn how to perform with two hands together on the keyboard and how to recognise key musical intervals.
- Festive Fun – Here we develop ensemble skills and start to look at how we play different instruments and how we combine them all together to create a song – with the use of Halloween, Bonfire Night and Christmas as our stimulus it really does capture the Festive spirit of this half term.
- Film Music – The Prequel: Students will start to delve into the fascinating and exciting realm of music for stage and screen and work through a series of tasks that will consolidate their keyboard development and independent progress. This moves into the next half term with students then analysing a key scene in a movie and using storyboards and careful planning, combining their performance skills to create a piece of music that can be recorded and played successfully alongside the clip.
- Reggae: A perfect sunshine end to the year with the introduction to one of music's most legendary artists, Bob Marley. Students will not only learn about the cultural origins of Reggae, but they will gain more rhythmic knowledge and be able to create their own Reggae style band to perform at the end of the unit.

### Year 9

- Film Music – The Sequel: Leading on from the unit in Year 8, students will now extend their musical understanding even further and look at the key characteristics that are involved in various genres of film scores and compose and perform a film theme from two contrasting genres and use notation software to develop compositional skills.
- Festive Fun – Here we develop ensemble skills and start to look at how we play different instruments and how we combine them all together to create a song – with the use of Halloween, Bonfire Night and Christmas as our stimulus it really does capture the Festive spirit of this half term.
- Avicii and Ensemble Skills – Students will develop an understanding of the use of dance beats and sampling within this unit and will have the opportunity to build these skills into their own band's performance of a cover song, developing their own sense of performance and musical style.
- Popular Music – Covering current musical artists, Ed Sheeran, Chainsmokers, Rag n Bone Man and Adele, students start to understand about structure of popular songs and learn how to play and develop a key riff. They then have the opportunity to extend this further by

creating a full version of their chosen song and also have further skills developed with appraising music.

- Musical Legends – Students learn about the Swingin’ Sixties and how key bands shaped the musical culture that we experience now. Learning about Beatlemania and developing appraising, performing and listening skills are all fundamental sections of this unit.
- Samba – To finish off the KS3 journey, students are invited to take part in a Carnivale by exploring the key concepts behind Samba and Brazilian Music. Students all have the opportunity to perform within a Samba Band and learn the key elements and rhythms to allow for a successful and exciting end to their Key Stage.

### **Assessment**

#### **Key Stage 3**

Students are assessed against specific unit key skills. Students peer and self assess individual and groups work. Following a unique method of tracking in lessons, students have the ability to constantly visualise and understand their own progress and means of improvement.

# History

## Curriculum Overview

The History department at Furness Academy aims to ignite student's curiosity and inspire them to engage with dilemmas, choices and beliefs of people in the past. Students develop their own identities through an understanding of history at local, national and international level. Teachers in the department nurture students' questioning and independent skills which ensures that they gain transferable skills (interpretation, evaluation, analysis) to enable them to excel across the curriculum and modern workplace.

## Curriculum Content

### Year 7

#### Medieval Monks and Monasteries

- The key features of a monastery
- Daily life of a medieval monk
- Different jobs of a medieval monk
- The importance of Furness Abbey
- How useful were monks to ordinary people?

#### Atlantic Slave Trade

- The triangular trade
- Conditions of the 'middle passage'
- Life as a slave
- The importance of slave narratives
- The end of slavery in Great Britain and USA

#### Kings 1066-1485

- Chronological order of kings
- Magna Carta
- Edward I and Wales
- Princes in the tower

#### Medieval Realms

- The race for the crown
- 1066 – The battle of Hastings
- The two Armies
- Events of the battle
- What was the Bayeux Tapestry?
- Motte and bailey castles
- Life under the feudal system
- The black death of 1348
- The peasant's revolt

#### The Roman Government and Empire

- Why Rome wanted an Empire
- The growth of the Roman Empire
- The Roman conquer of Britain
- The Punic wars
- Who was Julius Caesar?
- The Roman Army
- Were the Romans civilised?
- The leadership of Emperor Claudius
- Life in the Roman Empire

### Year 8

#### Tudors and Stuarts

- The Tudor family
- Henry VIII and his six wives
- The religious Reformation
- The dissolution of the monasteries
- The role of Tudor women
- James I and the gunpowder plot

#### English Civil War

- The Two Armies
- Reasons for the Civil War
- Oliver Cromwell and the New Model Army
- Execution of Charles I
- Why did parliament win?

### Plains Indians of North America

- The geography of North America
- Conditions of the Great Plains
- Life of the Plains Indians
- The importance of animals on the Great Plains
- How suitable was the tipi?
- Native American warriors
- General Custer and the battle of Little Bighorn

### Britain 1750-1900

- Did life get better?
- Changes in transport
- Industrial Revolution
- Development of Barrow

### History of the 20th Century

- 20th Century culture
- The Titanic
- Poverty, health and the National Health Service
- Multiculturalism in the 1940s – life of the Afro-Caribbean community
- Did the moon landing really happen?

## Year 9

### The First World War

- Assassination of Arch-Duke Franz Ferdinand
- Recruitment and 'Pals Battalions'
- Trench warfare
- Tactics and weapons
- End of the war
- Armistice day and the poppy

### Crime and punishment through time

- Anglo-Saxon law and order
- The legend of Robin Hood
- Tudor criminals and punishments
- Witchcraft
- 19th century protests
- Victorian law and order

### The Inter war years

- How did women win the vote?
- The story of Emily Davison
- The Treaty of Versailles
- Life in Nazi Germany
- Development of penicillin

### The Second World War

- Outbreak of World War Two
- The Battle of Britain
- War in the Pacific
- The Blitz
- Evacuees
- Bombing of Germany
- Enigma machines
- D Day and the end of the war
- The Holocaust
- The impact of the atomic bomb.

## Assessment

### Key Stage 3

Students are assessed on their knowledge and skills gained throughout each unit of work. Students are informed of how the task will be assessed. A range of resources are used in the assessments e.g. textbooks, worksheets, historical sources. Assessments can take on a variety of forms e.g. extended writing, presentations to class, displays, group, paired and individual work.



# Geography

## Curriculum Overview

The Geography department at Furness Academy aims to stimulate the curiosity and broaden the knowledge of our students about the physical and human world all around us. Geography is a dynamic subject that is firmly grounded in the real world and focuses on interactions between individuals, societies and the physical environment. Students will develop a range of Geographical skills through all levels of studies and a variety of topics that they can then apply both inside and outside the classroom.

## Curriculum Content

### Key Stage 3

#### Year 7

- What is Geography?- Introduction of the different types of Geography and the skills that will be used throughout the year
- Italy - An overview of Italy as a country, looking at its physical and human attributes
- Map Skills - Introducing students to a range of maps and skills that will be used throughout the years.
- Population and Settlements - A look at the world population and how it is changing, linking this to issues it may create. There will be a focus on settlements and how the changes in population may effect these both in the traditionally more and less developed parts of the world

#### Year 8

- Rivers and Coasts - How do these physical features help shape our landscape and how we can manage them
- Energy and the Environment - A look at how our energy use effects our environment and what we can do to limit these effects
- Weather and Climate - Investigation as to how and why weather and climate changes around the world with specific focus on the local climate
- Antarctica - The last great wilderness, why is it so special and does it hold the key to sustainable living

#### Year 9

- Restless Earth - Our earth is a restless planet, where and why do we have earthquakes and volcanoes and what can we do to manage their impact on our lives
- Climate and Ecosystems - A look at the different ecosystems around the world and how they are linked to the climate. Specific focus is given to the effects that humans have on these natural ecosystems and how they have adapted
- Development – how we compare countries development. Why some countries are developed and some are not. How can we aid developing countries?
- China – looking at China’s development and political system and its increasing influence in the world

- A developing country - An overview of development in an LIS looking at its physical and human attributes.

## **Assessment**

### **Key Stage 3**

Students are assessed on their knowledge and skills gained throughout each unit of work. Students are informed of how the task will be assessed. Assessments can take on a variety of forms e.g. extended writing, summative test, group and individual work.

# Religious Studies

## Curriculum Overview

Our vision as a department is to inspire and engage active learners in a personal and academic exploration of spiritual and moral questions.

At Furness Academy we believe that studying Religious Education helps students to understand and appreciate aspects of cultural difference while challenging and extending their understanding of themselves and other people.

The subject promotes self-awareness, respect, open-mindedness, appreciation and wonder. Religious Education also helps students develop key skills such as communication, working with others and problem solving.

## Curriculum Content

### Key Stage 3

#### Year 7

##### What is belief?

- Fact, belief and faith
- Why are people sceptical?
- What are my beliefs?
- The six world religions
- Group work: Independent research on a chosen religion
- Presenting a religion

##### Festivals

- Why do people celebrate festivals?
- Diwali
- Ramadan
- Wesak
- Easter
- Holi
- Passover

##### Islam and Islamophobia

- The Five Pillars of Islam
- Islamophobia in Society

#### Year 8

##### Inspirational figures

- What is inspirational?
- Corrie Ten Boom
- Nick Vujcic
- Gandhi
- Martin Luther King Jr.
- Pride of Britain
- Malala Yousafzai

##### Is religion dangerous?

- The dangers of religion
- Can religion lead to terrorism?
- The work of the United Nations
- Is it ever right to go to war?

##### Buddhism

- 3 marks of existence
- 4 Noble Truths
- The Eightfold Path
- Karma, Nirvana, Rebirth

## Year 9

### Technology: Good or Bad?

- 21st century technology
- The rise and fall of gene technology
- Creating the perfect baby
- Genetic Engineering

### Philosophy

- The meaning of God
- Does God exist?
- The design argument
- The causation Argument
- Evil and suffering
- Near death experiences
- Science Vs. Religion

## **Assessment**

### **Key Stage 3**

Students are assessed on their knowledge and skills gained throughout each unit of work. Students are informed of how the task will be assessed. A range of resources are used in the assessments e.g. textbooks, worksheets, religious sources. Assessments can take on a variety of forms e.g. extended writing, presentations to class, displays, group, paired and individual work.

# Computer Science and ICT

## Curriculum Overview

Computer Science aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

## Curriculum Content

### Key Stage 3

Year 7 Topics:

- E-Safety
- Data Handling
- Logo
- Modelling
- Computational thinking
- Micro Bit
- Multimedia Project
- Scratch
- Internet Searching

Year 8 Topics:

- E-Safety
- Healthy Eating
- Web Design
- Computational Thinking
- Python Programming
- Data Handling
- Technical Understanding
- Binary, bits and Bytes
- HTML
- Digital Imaging

Year 9 Topics:

- E-Safety
- Evaluating Websites
- Ethics, Legal Cultural and Environmental Concerns
- Computer Systems
- Mini Project
- Python Programming
- Computer theory
- Online Communities
- Coca Cola challenge

## Assessment

### Key Stage 3

At Key Stage 3 students are assessed at the end of each unit. Assessments may be in the format of a written exam or project based tasks.

# Modern Foreign Languages

## Curriculum Overview

We are a small, friendly, hard-working department and are committed to the success of our students. With the introduction of the EBacc and Progress 8, MFL is becoming an increasingly more important part of the curriculum. It is our belief that all students should have the opportunity of following a language course suited to their individual ability and needs, backed up by additional out-of-classroom activities wherever possible.

The ability to speak a second language is an important life skill and one for which we are seeing a rapidly increasing demand. By the end of their language course at Furness Academy, the vast majority of students should have sufficient command of a foreign language to be able to communicate within a range of defined situations with native speakers, to talk about themselves and to express their wishes, feelings, ideas and opinions. Our more linguistically able students will be further challenged and should be able to operate beyond this defined range and apply what they have learnt in most everyday situations.

For some students, this language learning will be the basis for further study at A Level and beyond. For others, it may be an ancillary skill which can be maintained and which will enhance career prospects or, for those who discontinue language study on leaving school at 16, it could form a basis for a possible return to language learning in later life, either for business or leisure purposes.

## Curriculum Content

### **Key Stage 3**

#### Year 7

As students have generally had very different experiences of learning a language at primary level, Year 7 students follow an introductory/refresher/catch-up course in French during the first half-term to ensure they all know basic words and expressions. They can then build on this knowledge during the course of the year.

During Year 7, students follow topics relating to:

- Personal Information
- School
- Family and Friends
- Leisure

The emphasis is placed on communicating orally in French and students are also given opportunities to develop their Personal Learning and Thinking Skills.

#### Year 8

In Year 8, students continue with their study of French and follow topics relating to:

- Town and Directions
- Daily Routine
- Holidays (present and future)

- Food and Drink
- Leisure and Entertainment (including the media and how technology is used in their daily lives).

The emphasis continues to be on being able to communicate clearly in French but students will be expected to apply grammar rules with increasing accuracy.

### Year 9

In Year 9, students should now be at the stage where they are becoming increasingly more confident in applying grammatical rules. Students study topics on:

- Paris
- House and Home
- Healthy Lifestyles
- The place of Languages in the World
- Future Plans and Dreams

As a result of following this course, students will have increased their cultural and linguistic knowledge and will be able to express themselves in quite a wide variety of situations should they travel to France or a French-speaking country.

All Key stage 3 students have access to the Vocab Express website and have the opportunity to take part in class, national and global language competitions throughout the year.

## Assessment

### **Key Stage 3**

Throughout each unit of work, students are assessed in the four skills of Listening, Speaking, Reading and Writing.

**Year 7 Assessment:** In Speaking, students would be expected to be able to participate in short conversations with another person or give a short presentation using language from the topics they have been studying. In writing, they should be able to express simple language together with likes, dislikes and opinions in a short paragraph produced with or without the support of resources. In Listening and Reading, students should be able to pick out key points and some details from a variety of spoken and written passages in the present tense.

**Year 8 Assessment:** In Speaking, students are expected to be able to participate in longer conversations, expressing their thoughts and feelings with greater accuracy. In both Speaking and Writing, some students will be expected to demonstrate their ability to communicate in more than one tense (present and future and/or past). They will also be expected to translate short passages into and out of the target language. In Listening and Reading, students are expected to be able to pick out more of the key points and details from spoken and written passages. Some of these passages will contain different time frames.

**Year 9 Assessment:** In Speaking, students are now expected to be able to sustain a conversation for a substantial amount of time. In both Speaking and Writing, they should be able to include three or more tenses, more complex opinions and a variety of other grammatical structures. In Listening and Reading, students should now be at the stage where they are able to handle longer spoken and

written passages containing different tenses and greater detail. They will also be expected to be able to translate into and out of the target language.



# Physical Education

## Curriculum Overview

At Key Stage 3, students build on and embed the physical development and skills learned in key stages 1 and 2, aiming to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

Students develop their understanding of what makes a performance effective and how to apply these principles to their own and others' work. The department aims to develop the confidence and interest of the students in sport and help get them involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Students are taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- develop their technique and improve their performance in other competitive sports
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

## Curriculum Content

### Key Stage 3

Students cover a variety of sports throughout Key Stage 3. These include:

- Gymnastics
- Dance
- Health and Fitness
- Orienteering
- Athletics
- Rounders
- Cricket
- Basketball
- Badminton
- Hockey
- Trampolining
- Athletics
- Cricket
- Netball
- Rugby

## Assessment

### Core PE

Students are assessed at the end of a unit against specific key skills. Students regularly complete peer and self assessments.

# Design and Technology

## Curriculum Overview

Learning about Design and Technology will encourage students to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. Design and Technology is a subject that brings learning to life, requiring students to apply their learning to real-life situations. Product Design study aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. They will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The GCSE qualification gives students an opportunity to engage with creativity and innovation and understand how they can be enhanced by the application of knowledge from other subjects across the curriculum such as mathematics, science, art and design, ICT and humanities, as well as the practical and technical knowledge and understanding they will learn from Design and Technology.

## Curriculum Content

### Key Stage 3

At Key Stage 3 a carousel system exists to give students the opportunity to study different elements within technology. In each year students study:

- Graphics
- Product Design
- Food
- Textiles

Each topic also includes 'Questions of the Day' which are set and answered during the lessons.

### Graphics

*Year 7* – Students are introduced to Graphics through a series of drawing exercises. Students will learn how to construct shapes that are drawn in perspective, with accuracy. Students are also introduced to rendering techniques that will further enhance their work .

*Year 8* – Students will re-cap the work studied in year 7. Students will be introduced to other drawing techniques and styles. Students will enhance their rendering skills to successfully create an illusion of realism and dimension in their work.

*Year 9* – Building on the skills learned in the previous years students will create a series of finished drawings in 1 point, 2 point and 3 point perspective. Rendering drawings will also be covered. Students will then be introduced to CAD and create drawings using 2D Design software. Students will also analyse existing products and understand the importance of looking at other products as part of the design process in preparation for KS4.

## **Product Design**

*Year 7* – Students are introduced to hand tools through the making of a wooden buggy, and safe working practices. Students will understand the different types of wood, their properties and how to identify them. Students will understand Economical use of materials. The practical element will draw on skills from STEM subjects.

*Year 8* – Students will draw on their marking out and cutting skills from year 7. They will be able to understand and identify the different types of electronic components and how to successfully populate a circuit board. Students will be able to understand different types of plastics and their properties.

*Year 9* – Students will draw on their marking out and cutting skills from the previous years, they will use these skills to mark out and use a drill with precision. Drawing on previous knowledge of types of wood students will now be able to identify their working properties. Students will gain an understanding of production methods, use of jigs, and the use and application of CAD/CAM.

## **Food Technology**

*Year 7* - Students study an introductory topic as part of the technology carousel. Students learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating.

*Year 8* - Students focus upon Diet & Health. They will learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. They will consider factors that affect food choice, food availability and food waste.

*Year 9* - Students are prepared for study at KS4. They will learn how to select and use a range of equipment and learn to select and execute hygienically and safely a range of food preparation and cooking skill. They will study food safety and hygiene learning to prepare themselves and the environment to cook. Students will learn to apply The Eatwell Guide and the 8 tips for healthy eating looking at groups, sources, nutrients and their properties in the diet. They will learn about the importance of energy and nutrients and use food labels to make food choices and understand the various nutritional needs for different life stages. Students will explore food choices including cultural, economic, seasonal, religious, and environmental and they will explore where and how different ingredients are produced and processed. Students will investigate and use seasonal ingredients; learn to use different ingredients when cooking and adapt basic recipes to meet individual needs. Throughout they will evaluate practical dishes with focus on alterations and the functions of ingredients.

## **Textiles**

*Year 7* – Students will be introduced to textiles through a group based task. Student will learn basic hand sewing techniques, the properties of fibres and fabrics, how to use a sewing machine safely, pattern making, how to construct a product, how to add embellishments. Alongside the practical element students will research independently and learn how to fulfil a Design Brief using their research and ideas.

*Year 8* – Students will re-cap skills learnt through an independent design and make task. Students will independently research a given topic and generate design solutions, using their research that meets the design requirements. Practical skills will include those from the previous year plus students will learn the technique of Batik, how to dye fabrics and how to successfully add a zip into their product. Students will leave Textiles with a pencil case that they can use.

*Year 9* – Students will re-cap skills learnt through following a pattern to make a Bear with moveable joints whilst working independently. Practical skills will include those from the previous years plus students will independently use their mathematical skills to add a correct seam allowance, understand the terminology needed to read a pattern, how to add specific embellishments used in soft toy making, and further embroidery stitches will be learnt.

## **Assessment**

### **Key Stage 3**

At Key Stage 3, students will sit a baseline test at the start of every year. Assessment is project based along with an end of unit test in each carousel. Teachers assess students against key skills specific to the unit. Students also have the opportunity peer and self-assess their work throughout. Mid review assessments are carried out part way through units. Homework tasks are also assessed against the mid review assessment sheet.

# Food and Catering

## Curriculum Overview

As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating. The course allow students to understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet, become competent in a range of cooking and understand the source, seasonality and characteristics of a broad range of ingredients.

## Curriculum Content

### **Key Stage 3**

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In Year 8 students focus upon Diet & Health. They will learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. They will consider factors that affect food choice, food availability and food waste.

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## Assessment

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