

KS3 Curriculum 2016-17

Our KS3 curriculum is shown by year group in the block diagrams below. This curriculum is followed by the vast majority of students through Years 7, 8 and 9. The numbers below each subject refer to the number of periods allocated each week to that subject, with a single period equal to 35 minutes. The total number of teaching periods in each week is 43.

7	English	Maths	Science	PE	RS	History	Geography	MFL	DT	ART	Music	Drama	PSE	IT
	5	5	4	4	2	3	3	5	4	2	2	1	1	2

8	English	Maths	Science	PE	RS	History	Geography	MFL	DT	ART	Music	Drama	PSE	IT
	5	5	4	4	2	3	3	5	4	2	2	1	1	2

9	English	Maths	Science	PE	RS	History	Geography	MFL	DT	ART	Music and Drama	PSE	IT
	5	5	6	4	2	3	3	4	4	2	2	1	2

Art

During the first three years at Farmor's, we aim to give pupils a solid grounding in all the skills required to create interesting and diverse art work. We look at the work of artists, designers and craftspeople to support and inform pupils own work and we aim to help each pupil to find their own interests which they can build onto further up the school. In year 7 pupil's work through the main elements of art, looking at mark making, colour theory and some 3D work. We take all year 8 to the Pitt Rivers museum in Oxford, where they look at how to create a sketchbook page and spend time looking and drawing the many artefacts: they are all encouraged to enter the Art department competition based on the visit. In year 9, while still building on skills, we give pupils a taste of a GCSE project, where they develop work on the theme of Order/Disorder.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Baseline project- Reflecting on basic skills.	Medieval Art topic Mark making, patterns and Printing. Use Durer's "Rhino" as a starting point to create a fantasy creature extending from part of the Rhino, This is then developed into a collagraph print.		3D clay project Creating clay tiles from different starting points.	Colour theory and painting. Using Artists' work to inform painting style and use of media	
8	A sense of place. My journey to school- mixed media- collage, print, line drawing, paint.		Art from another Culture Pitt Rivers museum trip- Developing a design sheet looking at North American Haida art.	3D/ printmaking extension; Into a Print, Totem or Mask.	Contour plants and Doodle Art Observational still life/plant drawing with pattern background or mixed media, collage & paint	
9	Surrealism Dreams in a Landscape. Pupils create a surreal landscape inspired by Rene Magritte, Salvador Dali and Giorgio de Chirico.		Photo shop and 3D extension from Surrealism work	Visual Elements investigation Making a booklet exploring the formal elements.	Year 9 project; Order/Disorder Prep for GCSE. Independent development on a theme. Developing skills in sketchbook work and creating a final piece.	

Year 7 Subject Expectations in ART- Students who begin secondary school with secure knowledge and skills in ART should be able to demonstrate the following abilities by the end of Year 7.

GENERATING IDEAS

Select and use a range of drawing tools to create 2D and 3D marks, tones & patterns with some success.
Using imagination to develop drawings/designs with some basic understanding of the formal elements
Draw from observation, adding some detail & tone.
Use others art work to help develop their own ideas & work.

MAKING

Select the right tools, media and materials to experiment with mark making & patterns and create different tones.
Explore colour and can mix it & apply it carefully to create a desired effect.
Work well within a group to create good results.
Understand how to use clay and make a 3D form, join clay together using skills taught from a design.

EVALUATING

Look at Artists work, collect relevant research, describe it and connect it to my work.
Evaluate their own & others work and set appropriate targets to improve it.

KNOWLEDGE

Use knowledge of different drawing techniques to improve work.
Use knowledge of colour mixing to give depth to work.
Describe different art forms and use this knowledge to help plan work.
Look at the work of others, when & how it was made & use it to help with their own work.
Aware of the purposes of tools and how to use them safely.

For further information please contact our Head of Art, Mrs Penny Badger

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DT

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and problem solvers. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. At Farmor's the Design and Technology curriculum is delivered in a carousel system where KS3 pupils will experience a range of Product Design, Textiles and Food each year.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Design and modelling skills knowledge and Understanding of user needs <ul style="list-style-type: none"> The Toothbrush A Chair for... 	Specialist Material Knowledge: – Party Pack Theme <ul style="list-style-type: none"> PRODUCT DESIGN Chocolate moulding and Moving Monsters PAPER AND CARD Pop up Monsters TEXTILES Mini Monsters tell a tale... FOOD Basic Food Skills 				DESIGN AND DEVELOPMENT AND THE WORK OF OTHERS <ul style="list-style-type: none"> PRODUCT DESIGN Inspired by Nature Theme
8	Specialist Material Knowledge skills and understanding:- PRODUCT DESIGN –Practical action / water pumps / pewter casting jewellery TEXTILES – soft tablet case for protection PAPER AND CARD – Film and advertising promotion FOOD – One pot cooking / world food and nutrition					
9	Sustainability Themed - Specialist Material Knowledge skills and understanding:- PRODUCT DESIGN –Table lamp and simple wiring / Design Ventura team problem solving live brief TEXTILES – Plastic Oceans/ Dragons Den – Trainer and bag design challenge incorporating waste plastic, smart and modern materials PAPER AND CARD – Sustainable town planning FOOD –Enhancement of existing recipes and nutritional variety of healthy eating					

Year 7 Subject Expectations in DT- Students who begin secondary school with secure knowledge and skills in DT should be able to demonstrate the following abilities by the end of Year 7.

DESIGN

- When designing students should demonstrate some confidence generating ideas.
- Be able to annotate to show how ideas work.
- Have an understanding of the user of a product, its context and requirements to function in its intended use.
- Be able to create a product specification with most points justified.

Food Technology includes:

- The identification of some food groups and ingredients.
- Can investigate where they are grown.
- Can offer alternatives for special dietary needs.

MAKING

- Can produce an ordered sequence of actions for making a product.
- Demonstrate confidence in selecting specialist tools and equipment and use these with accuracy.
- Can investigate and use different skills and techniques required to modify the appearance of materials. Where appropriate the use of Computer Aided Design and Manufacture.

Food Technology includes:

- Some confidence to make hot or cold dishes independently.
- Has an awareness of Health and Safety issues and can apply these to most situations.

TECHNICAL KNOWLEDGE

- Some confidence to describe and explain properties of some relevant materials and components. Can apply this knowledge to design ideas and product.
- With increasing confidence use a broad range of joining techniques using different materials.
- Has an understanding of smart and modern materials and can apply this knowledge to different contexts.

Food Technology includes:

- Understand the need for a healthy diet.
- Can make simple dishes with/without heat.

- Can apply appropriate health and safety precautions.

EVALUATING

- Can evaluate own ideas or products against a specification.
- With further confidence involves others when testing an idea, product or process and considers how to improve them.
- Can identify positives and negatives in relation to a products function and the wider world.
- Can evaluate some informed understanding of the work of others.

Food Technology includes:

- Some confidence to budget and evaluate the cost of ingredients used.

For further information please contact Head of Design, Mrs Claire Andrews- Alsaigh

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Drama

We aim to nurture and develop the personality, creativity and talent of every student through Drama. As Confucius said, "*I hear and I forget. I see and I remember. I do and I understand.*" Just as doing is at the heart of understanding, at the heart of Drama in education is participation. Participation in Drama helps with a student's development in many ways:

- Drama builds confidence
- Drama helps concentration
- Drama develops language & communication skills
- Drama encourages students to co-operate
- Drama develops creativity
- Drama supports numeracy & literacy skills
- Drama helps students to understand the world around them
- Drama develops emotional intelligence
- Drama assists physical development
- Drama nurtures friendships

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Sculpture & Still Image	Mime & Movement	Creating Characters	Improvisation & Devising	Exploring Text: <i>Ernie's Incredible Illucinations</i>	Ensemble Project: <i>Superheroes</i>
8	Ghost Stories	Commedia Dell'Arte	Masks	Puppetry	Exploring Text: <i>Shakespeare</i>	Creative Adaptation: <i>Tim Burton</i>
9	Devising: Fame		Exploring Text: Dracula		Film Project	

Year 7 Subject Expectations in DRAMA- Students who begin secondary school with secure knowledge and skills in DRAMA should be able to demonstrate the following abilities by the end of Year 7.

CREATING: Exploring, Devising, Shaping & Interpreting

In response to a stimulus, the student can offer several ideas, some of which could be used in the development of a group drama; in addition, they can expand upon the ideas for offered by others.

The student can contribute to the planning of a group drama by regularly suggesting a range of possible ways of presenting the drama to an audience, taking into consideration constraints of space, casting and practicality.

The student can make appropriate use of space and other drama resources, occasionally finding new ways of using both in the development of the drama.

PRESENTING: Producing & Performing

The student can take on roles, some of which go beyond the obvious or stereotypical. They can sustain roles at a length sufficient for the drama to be appropriately developed. The student frequently uses voice and movement skills inventively and appropriately.

The student can portray characters of some depth, bearing in mind decisions taken during the planning stages regarding use of voice, movement and space. They show awareness of audience needs by speaking audibly and clearly, and by moving appropriately in the given space.

The student can demonstrate ability in technical theatre in use of materials and equipment available for presentation.

RESPONDING: Evaluating & Applying Knowledge & Understanding

The student can provide in some detail an account of a drama presentation in which they were involved, evaluating the effectiveness of their contribution in the context of the group, and at times justifying opinions and appraising quality.

The student can provide in some detail an account of a drama they have seen presented by others, stating and justifying their opinions on the effectiveness of the drama, with some reference to the performers and to the design aspects.

For further information please contact Head of Drama, Mr Thomas Newman

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English

English is a vibrant subject which helps students to engage with and communicate in the world around them. The English department recognises the fundamental importance of language and the need to make sense of the rich and varied ways in which we exchange ideas. English is a skills-based subject, and we want students to read and explore a range of writing from early English through to 21st century texts as well as developing and adapting their own writing for a variety of purposes. In responding to the new National Curriculum at Key Stage 3, the department has redesigned its schemes of work. In Year 7 and Year 8 students study topics which incorporate a wide variety of text types and reading and writing activities that are linked by theme (with Fiction and Non-Fiction coverage in all.) Furthermore, the new schemes insist on the importance of grammar knowledge to improve writing skills and SPaG (spelling, punctuation and grammar) is now embedded more explicitly into the schemes of work. To supplement this, students in Year 7 and Year 8 are encouraged to purchase SPaG workbooks to help develop these fundamental skills. In Year 9, students prepare for future GCSE study by working through a variety of schemes that address the main literary and language components, ie novels, poetry, non-fiction, drama etc. (Teachers are free to teach these units in any order.)

Year	Topic 1	Topic 2	Topic 3	Topic 4		
7	Voices Selection of texts: <i>My Left Foot</i> <i>Wonder</i> <i>Pigheart Boy</i> <i>Huckleberry Finn.</i>	Writers of the British Isles Shakespeare, Dickens, Laurie Lee and Dylan Thomas are included in this unit.	Time Variety of writing explored including Shelley, Shakespeare and Ray Bradbury.	Journeys Main text: <i>Journey to the River Sea.</i>		
8	Conflict Main text: <i>The War of Jenkin's Ear</i> or <i>Private Peaceful.</i>	The Island A variety of Non-Fiction texts are explored, plus some Fiction extracts.	Fantasy Main text: <i>The Tempest</i> (Shakespeare)	Food A variety of texts including Jamie Oliver recipes, Roald Dahl fiction and media/film included.		
9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Novel <i>Stone Cold.</i> <i>Of Mice and Men.</i> <i>Stranger with my Face</i> <i>The Curious Incident of the Dog in the Night-time.</i>	Non-Fiction and/or Media Films such as <i>The Princess Bride</i> can be used to explore narrative theory.	Shakespeare <i>Much Ado About Nothing.</i> <i>Romeo and Juliet.</i>	Short Stories Various writers.	Poetry Contemporary poets such as Heaney, Duffy and Armitage.	Modern Drama <i>Blood Brothers</i> by Willy Russell.

Year 7 Subject Expectations in ENGLISH- Students who begin secondary school with secure knowledge and skills in ENGLISH should be able to demonstrate the following abilities by the end of Year 7.

READING

(Key skills: Exploring Structure; Exploring Language; Exploring Meaning; Evaluating Texts)

Be aware of structural and organisational features of a text and be able to comment on the writer's choices and their effect.

Be able to identify and explain how language is used to create effects or impact on the reader.

Begin to appreciate the purpose of a text, be aware of text conventions, summarise key points and begin to draw inferences with supporting evidence.

Be able to identify some similarities and differences between texts.

Be able to write objectively and critically using some appropriate terminology to show their understanding of the writer's craft.

WRITING

(Key skills: Planning, Drafting, Editing; Using Paragraphs, Sentences and Punctuation; Using Vocabulary; Whole Text Organisation)

Show evidence of planning before writing, use accurate expression with fewer spelling errors and be able to review and correct errors, showing an awareness of how to improve their writing.

Be able to use paragraphs, a variety of sentence structures and produce largely secure writing. Full stops and commas in lists should be accurately used, although comma use may be inconsistent within sentences.

Use vocabulary that is chosen for purpose and effect, with an awareness of the impact on the reader.

A student should control their ideas and show deliberate shaping and development of their writing, using appropriate conventions of form.

For further information please contact Head of English, Mrs Sue Simmonds

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Geography

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. At Key Stage 3 we have interactive and engaging lessons, developing the pupils' investigative, cartographic and graphical skills. We study places and communities in addition to natural environments. We will see how and why the world is changing - globally, nationally and locally and try to make sense of this. Throughout our studies we develop the pupils' communication skills; their ability to organise their own work as well as improving their teamwork. The aim is also to ensure that their environmental, social and spatial awareness evolves.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Citizen of the World	Mad about Maps	Population	Japan	Flooding in the UK and Bangladesh	Settlement
8	Development	Brazil and Tropical Rainforest	Fantastic Places	Coasts	Weather and Climate	Trade and Aid
9	Earthquakes, Plate Tectonics and Violent Volcanoes	Tourism	Globalisation	World Ecosystems and Antarctica	Geography of Crime	Fieldwork Investigation

Year 7 Subject Expectations in GEOGRAPHY- Students who begin secondary school with secure knowledge and skills in GEOGRAPHY should be able to demonstrate the following abilities by the end of Year 7.

Show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world.

Use this knowledge to describe physical and human characteristics of places in a range of locations, contexts and scales.

Describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there.

Describe and begin to explain geographical patterns at a range of scales.

Understand some ways that human activities cause environments to change.

Demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change.

Draw on their knowledge and understanding to suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments.

Present their findings in a coherent way using appropriate methods and vocabulary and reach sensible conclusions that are consistent with the evidence used.

Select and begin to evaluate sources to establish evidence for their investigations.

For further information contact cmclarty@farmors.gloucs.sch.uk

History

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils develop a chronological overview that enables them to make connections within and across different periods and societies. As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	What is History? How did William win the Battle of Hastings and take control?	What were the qualities of a Medieval monarch?	What were the qualities of a Medieval monarch? Was it pleasant to be a Medieval peasant?	Was it pleasant to be a Medieval peasant?	How were Medieval Castles built?	What was Medieval Britain's relationship to the wider world?
8	Why was there a reformation? What made Elizabeth a great monarch? Why did a Civil war break out?	How was the Civil War fought, who won and with what consequences? Who's who in the Renaissance?	What was the impact of the Industrial Revolution?	Did the British Empire do more harm than good?	Did the British Empire do more harm than good?	Did the British Empire do more harm than good? Why did women achieve the vote?
9	Why did a terrorist act lead to WW1? How was WWI fought? (depth studies on Trenches, Haig and Tanks)?	How was WWI fought? (depth studies on Trenches, Haig and Tanks)? How did new systems of government compare – Fascism, Communism, Democracy?	Why did WWII start? What was the greatest turning point of WWII?	Why did the Americans drop the A bomb? What was the Holocaust?	How was the Cold War fought?	Who killed JFK? What happened on 9/11?

Year 7 Subject Expectations in HISTORY- Students who begin secondary school with secure knowledge and skills in HISTORY should be able to demonstrate the following abilities by the end of Year 7.

Suggest relationships between causes of events such as the Battle of Hastings; and are beginning to prioritise them.

Begin to evaluate sources for usefulness, considering their origin and purpose. For example, they will explain why relying on the Bayeux Tapestry to understand what happened in 1066 does not necessarily tell us the whole story when investigating historical problems and issues, such as why castles developed across the Medieval period, they begin to ask their own questions.

Show knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework.

Explain characteristic features of Medieval society, such as the Feudal System and how beliefs about the world and religion influenced people's decisions and explain change and continuity across the period

suggest some reasons for different interpretations of the past such as the consequences of the Black Death.

Explain why some events, people and changes might be judged as more historically significant than others

select and deploy evidence and make appropriate use of historical terminology to produce arguments with some structure but may have shortcomings such as the lack of a proper conclusion.

For further information contact jspeake@farmors.gloucs.sch.uk

Computing and IT

Our aim is to “provide students with a challenging but engaging curriculum which addresses the needs of an ever changing world, leading to excellent employment opportunities”. At Farmor’s School, the Computing & IT department is reinventing itself, and is well into transforming a new curriculum that focuses on computer science, graphical communication and digital media.

Over the course of 3 years, students will learn how to become independent problem solvers, logical and critical thinkers with an ability to recognise the impact technology has on society. Computing & IT will provide students with the necessary tools and skills that will allow them to become interactive users of technology as it develops.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7						
8						
9						

Year 7 Subject Expectations in COMPUTING AND IT- Students who begin secondary school with secure knowledge and skills in COMPUTING AND IT should be able to demonstrate the following abilities by the end of Year 7.

MICROSOFT DIGITAL LITERACY

Demonstrate confidence in using a range of Microsoft applications – such as Word-processing, spreadsheet and presentation
Able to collect, organise, present data and information in a digital form i.e. graphs, editing relevant images
Create a list of relevant documentations that meets the needs of the user - audience and purpose
The ability to evaluate the quality and success of the final solution(s)

E-SAFETY

Show an awareness of and can use a range of internet services
Create digital content to achieve a given goal through combining software packages and internet services
Demonstrate what is acceptable and unacceptable behaviour when using technologies and online services
Can show responsible use of technologies, online services and know a range of ways to report concerns

WHAT ARE COMPUTERS?

Show an understanding between hardware, application software and their roles within a computer system
Able to identify various input, and output devices
Understands the difference between physical, wireless and mobile networks
Understand and identify the main function of an operating system

GAME LAB - KODU

Ability to design a solution that uses variable, repetition and two way selection
Create program(s) and implement algorithms to support a given goal
Demonstrate how to effectively use a variable, relational operators within a loop and to govern a termination

EVALUATION

Can evaluate their products against set criteria
Demonstrate with confidence an ability to identify positive and areas of improvement

Modern Foreign Languages

During KS3 at Farmor's School, pupils will study at least one of either French or Spanish. Through this, we hope that pupils will learn to appreciate different countries, cultures, communities and people. They will also gain insight into their own culture and society. Pupils will cover a range of topics, as outlined below, which will enable them to gain greater confidence in expressing themselves in the target language. The content and detail of what is covered each term will vary according to set, allowing for greater challenge or consolidation where required.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FRENCH						
7	Introducing yourself	Describing yourself, family and pets	Describing your home and bedroom	Getting around town	School subjects and opinions	Sports, hobbies and free time activities
8	Talking about your family and what jobs people do	Saying what you did last weekend	Invitations and excuses	Food and opinions	Discussing a holiday in the past tense	Talking about your friends and pocket money
9	Talking about present tense leisure activities and what you did last weekend	Discussing future plans and predictions	Talking about healthy living	French sports personalities	Learning about a region of France	Schools in different countries
SPANISH						
8	Introducing yourself	Describing yourself, family and pets	Describing your home and bedroom	Getting around town	School subjects and opinions	Sports, hobbies and free time activities
9	Describing yourself and other people	Food and healthy diet	Clothes and transactional language for shopping	Discussing a holiday in the past tense	Leisure activities and outings	Ailments and healthy living

Year 7 Subject Expectations in MODERN FOREIGN LANGUAGES- Students who end Year 7 with secure knowledge and skills in MODERN FOREIGN LANGUAGES should be able to demonstrate the following abilities:

LISTENING

Can confidently identify and note all the main points of short passages of familiar language.

READING

Can identify and note most main points in short texts and dialogues of familiar language. The students are confident to read simple texts independently and look up new words.

WRITING

Can write at least 2-3 short sentences on all familiar topics from memory. Students can give opinions and their spelling is mostly correct.

SPEAKING

Are confident at using at least three short phrases to orally express personal responses. They are able to substitute items of vocabulary to vary questions or statements.

For further information contact lamoah@farmors.gloucs.sch.uk

Maths

The tables below give guidance on the Mathematics that will be covered during Key Stage 3. Teachers can vary in the amount of time they spend on a topic depending on the class they are teaching and the pupils proficiency and pace. The Mastery indicators represent the key skills that we are looking for pupils to develop over each year. The essential knowledge column represents the knowledge that pupils will either bring with them from primary or from the previous year of Maths education. We recognise that some pupils will arrive with variations in their mathematical knowledge so the teachers will be assessing pupils throughout the course of each year but there will be summative assessments at the end of each term. More detailed information on topics can be found by downloading the Secondary Progression Map for Mathematics.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Numbers and the number system Counting and comparing Calculating Visualising and constructing Investigating properties of shapes Algebraic proficiency: tinkering		Exploring fractions, decimals and percentages Proportional reasoning Pattern sniffing Measuring space Investigating angles Calculating fractions, decimals and percentages		Solving equations and inequalities Calculating space Checking, approximating and estimating Mathematical movement Presentation of data Measuring data	
8	Numbers and the number system Calculating Visualising and constructing Understanding risk I Algebraic proficiency: tinkering		Exploring fractions, decimals and percentages Proportional reasoning Pattern sniffing Investigating angles Calculating fractions, decimals and percentages Solving equations and inequalities		Calculating space Algebraic proficiency: visualising Understanding risk II Presentation of data Measuring data	
9	Calculating Visualising and constructing Algebraic proficiency: tinkering Proportional reasoning		Pattern sniffing Solving equations and inequalities I Calculating space Conjecturing		Algebraic proficiency: visualising Solving equations and inequalities II Understanding risk Presentation of data	

Year 7 Subject Expectations in MATHEMATICS- Students who begin secondary school with secure knowledge and skills in MATHEMATICS should be able to demonstrate the following abilities by the end of Year 7.

ESSENTIAL KNOWLEDGE

Number

- Know how to find the first 5 cube numbers; $1^3 = 1 \times 1 \times 1 = 1$, $2^3 = 2 \times 2 \times 2 = 8$, $3^3 = 3 \times 3 \times 3 = 27$ etc.
- Know how to find the first 12 triangular numbers; 1, 3, 6, 10, 15, 21, 28, 36, ...
- Know the meaning of the symbols =, \neq , $<$, $>$, \leq , \geq
- Know the order of operations including brackets

Algebra

- Know basic algebraic notation

Geometry

- Know that area of a rectangle = $l \times w$
- Know that area of a triangle = $b \times h \div 2$
- Know that area of a parallelogram = $b \times h$
- Know that volume of a cuboid = $l \times w \times h$
- Know the meaning of faces, edges and vertices in 3D shapes
- Know the names of special triangles and quadrilaterals

Statistics

- Know how to work out measures of central tendency e.g. averages including mean, mode and median
- Know how to calculate the range of data

SKILLS TO MASTER

Number

- Use positive integer powers and associated real roots
- e.g. $8^2 = 64$ and $\sqrt{64} = 8$ and $2^3 = 8$ so $\sqrt[3]{27} = 3$
- Apply the four operations with decimal numbers e.g. $2.72 + 3.4$ or 1.7×3.76 etc.
- Write a quantity as a fraction or percentage of another

- Be able to calculate percentage changes including efficient calculator methods
- Be able to add, subtract, multiply and divide with fractions and mixed numbers
- Check calculations using approximation, estimation or inverse operations

Algebra

- Simplify and manipulate expressions by collecting like terms e.g. $2a + 4b + 3b = 2a + 7b$
- Simplify and manipulate expressions by multiplying a single term over a bracket e.g. $3(2x - 3) = 6x - 9$
- Substitute numbers into formulae
- Solve linear equations in one unknown
- Understand and use lines parallel to the axes, $y = x$ and $y = -x$

Geometry

- Calculate volume and surface area of cubes and cuboids
- Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines

Statistics

- Understand how to calculate and explain the meaning of the averages mean, mode median and range

For further information contact gspurr@farmors.gloucs.sch.uk

Music

Music is a universal language that embodies one of the highest forms of creativity. Students are engaged and inspired to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Students perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Students learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Students understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Sounds and Symbols	Pulse and Rhythm	Pitch and Melody	Structure and Dynamics	National Anthems	Scales
8	Riffs and Textures	Rhythm and Words	Composing with Chords	Blues	Reggae	Musical Characters
9	Sequencing and Arranging		Jingles and Computer Games	Sequencing and Arranging	Sequencing and Arranging	

Year 7 Subject Expectations in MUSIC- Students who begin secondary school with secure knowledge and skills in MUSIC should be able to demonstrate the following abilities by the end of Year 7.

LISTENING

- Can tell the difference between a verse and chorus.
- Identified the shape of the melody in Ode to Joy.
- Described change in dynamics using musical vocabulary.
- Identified the bars of the National Anthem with a dotted rhythm.
- Identified where a melody moves by step or a leap.

COMPOSING

- Composed a 4 bar Question and Answer rhythm.
- Can write down the notes G and A accurately on a stave,
- Composed a 4 bar Question and Answer melody.
- Worked out missing pitches of the National Anthem.
- Composed two four bar melodies using the pentatonic scale.

PERFORMING

- Able to perform a rhythm using crotchets and quavers.
- Can play a given 4 bar melody written in staff notation.
- Can play your own 4 bar melody.
- Can play the first half of the National Anthem.
- Can play 8 bars of an Irish folk tune.

For further information contact imatley@farmors.gloucs.sch.uk

PE

Our Physical Education Curriculum aims to inspire all students to succeed and excel in a range of sport/activities through the development of skills and the use and understanding of strategies and tactics. Students will have opportunities to compete, building character and embedding values such as fairness and respect. They will develop their skills of analysis whilst attempting to achieve their personal best. Students will learn about fitness and training and need to lead healthy, active lives.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Sounds and Symbols	Pulse and Rhythm	Pitch and Melody	Structure and Dynamics	National Anthems	Scales
8	Riffs and Textures	Rhythm and Words	Composing with Chords	Blues	Reggae	Musical Characters
9	Sequencing and Arranging		Jingles and Computer Games	Sequencing and Arranging	Sequencing and Arranging	

Year 7 Subject Expectations in PHYSICAL EDUCATION- Students who begin secondary school with secure knowledge and skills in PHYSICAL EDUCATION should be able to demonstrate the following abilities by the end of Year 7.

PHYSICAL COMPONENT

Skill level - Fundamental: able to perform core skills

Fitness level - Participate: teacher led in fitness activities

COGNITIVE COMPONENT

Knowledge - Basic: knowledge of activities

Decision making - React: some thought in reaction

SOCIAL/PERSONAL/EMOTIONAL COMPONENT

Teamwork - Participant: led by others

Personal - Appropriate: follows basic expectations of behaviour

Emotional - Passive: follows basic expectations

For further information contact djohnson@farmors.gloucs.sch.uk

PSHCE

PSHCE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The benefits to pupils of such an approach are numerous as PSHCE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Relationships	Study skills	Social Media & internet safety	The body	Human Rights	Government elections & voting Topical current affairs
8	Health	Government elections & voting	The Body sexual activity, risks and protection	Study Skills	Risky Business	Economic wellbeing
9	punishment	Future choices	Social media	Health & the body Mental health	Risky business	Study skills

For further information contact kbrathwaite@farmors.gloucs.sch.uk

Religious studies

Religious Studies at Farmor's School will help students to understand the complex multi-faith and multicultural world in which they live. It will allow them the opportunity to explore the beliefs of the main faith systems in the United Kingdom and the world and consider how such beliefs help people to make sense of the world and of their own lives. Through lively classroom teaching, supported by trips to places of worship, students will engage with challenging questions about the ultimate meaning and purpose of life and the nature of reality, issues of right and wrong and what it means to be human. It will help to prepare them for the challenges of the future, help enable them to discern what is of value within and outside religious traditions, and contribute to their own personal development.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Introduction to Religious Studies	Judaism	Christianity	Islam	Ultimate Questions	Creation Stories
8	Buddhism	Hinduism	Sikhism	Belief into Action: Justice and Human Rights	Expressing Spirituality	Religion Today: Diversity
9	Why is there Suffering?	Matters of Life and Death	Preparation for GCSE: Christianity	GCSE Short Course: AQA Christianity: Ethics	Conflict	Global Concerns

Year 7 Subject Expectations in RELIGIOUS STUDIES- Students who begin secondary school with secure knowledge and skills in RELIGIOUS STUDIES should be able to demonstrate the following abilities by the end of Year 7.

EXPLAINING AND MAKING CONNECTIONS

Describe and explain key features and beliefs of the six major world faiths studied with understanding, using religious vocabulary.

Describe and explain religious forms of expression making links to historical/religious/ sources including sacred texts.

Show understanding of the commitments involved in religious expressions such as baptism and Ramadan, explaining their significance for believers.

Make connections between the six major world faiths studied describing similarities and differences. Make links between faith and practice such as explaining the reasons for pilgrimage to Makkah.

Describe key events in Christianity such as Jesus' baptism and crucifixion and explain their importance with some clear understanding, making links to religious practice.

Describe key events in Judaism such as the Exodus and explain the importance of figures such as Abraham and Moses with some clear understanding of how their actions have meaning for Jews today.

Describe key events in Islam such as the revelation of the Qur'an and explain the importance of Muhammad as a prophet making links to Islamic beliefs and practice.

Make connections between different creation stories and ultimate questions.

For further information contact tharvey@farmors.gloucs.sch.uk

Science

In KS3 Science at Farmor's we follow the new National Curriculum Program of study. Our aim is to stimulate and excite students' curiosity and their interest in the world around them. Through their work in science, students begin to understand major scientific ideas and learn to appreciate how these develop and contribute to technological change.

Science offers students many opportunities to take part in a range of practical activities that allow them to link scientific theory to experimental evidence. Pupil assessment is carried out through both formal assessment in class tests and exams; and teacher assessment of pupil's ability demonstrated in lessons and independent learning tasks.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Cells Particles	Electricity Pure Substances	Chemical Reactions The Skeleton	Reproductions DNA	Metals Forces	The Periodic Table
8	Waves and Light Plants	The Earth Digestion	Gas Exchange Energy	Ecosystems	Electricity and Magnetism Space	The Skeleton
9	Chemistry					
	Solids, Liquids, Gases and Atoms	Bonding and Structure	Air and Water	Rates of Reaction	Crude Oil and Fuels	Other Substances for Crude Oil
	Biology					
	Cells and Classification	Food and diet	Transport and defence		Ecosystems	
Physics						
Forces and Motion		Forces and Pressure		Waves and Sound		

Year 7 Subject Expectations in BIOLOGY- Students who begin secondary school with secure knowledge and skills in BIOLOGY should be able to demonstrate the following abilities by the end of Year 7.

CELLS

Describe what a cell is.

Explain how to use a microscope and observe a prepared slide to state the magnification.

Describe the similarities and differences between plant and animal cells.

Describe the functions of the components of a cell.

Describe examples of specialised plant and animal cells including summarising their key features.

Name some substances that move in and out of cells. Describe diffusion.

Describe what a unicellular organism is.

Select the appropriate magnification to observe an amoeba and euglena and describe their structure.

STRUCTURE AND FUNCTION OF BODY SYSTEMS

Describe the structure of the gas exchange system and describe how the parts are adapted to their function.

Describe how a bell jar model can be used to model what is happening during breathing.

Describe the role of joints.

Describe the function of major muscles groups.

REPRODUCTION

State the difference between adolescence and puberty. Describe the main changes at puberty.

Extract information from text to state and describe the structure and function of the parts of the male and female reproductive system.

Describe the process of fertilization.

Describe what happens during gestation.

Describe what happens during birth.

State what the menstrual cycle is and describe the main stages.

Identify the main the parts of a flower.

Describe the process of fertilization in plants.

Describe how seeds and fruit are formed.

Describe how a seed is adapted to dispersal.

Plan an investigation into the variables of seed dispersal.

Year 7 Subject Expectations in CHEMISTRY- Students who begin secondary school with secure knowledge and skills in CHEMISTRY should be able to demonstrate the following abilities by the end of Year 7.

THE PARTICLE MODEL

Use the particle model to explain why different materials have different properties and how models can represent common substances. Describe the properties of a substance in its three states and use ideas about particles to explain the properties. Use observations to decide if substances are solids, liquids or gases.

Discuss the change in particle movement during melting and freezing, using particle diagrams to help.

Use cooling data to decide melting points.

Use the particle model to explain boiling and explain why different substances boil at different temperatures. Select data and information about boiling points and use them to contribute to conclusions.

Use the particle model to explain diffusion and describe evidence for diffusion. Identify variables that need to be kept constant when investigating rates of diffusion.

Use the particle model to explain gas pressure and describe the factors that affect gas pressure. Collect analyse and interpret primary data to provide evidence for gas pressure.

ELEMENTS

Recall the chemical symbols of six elements and record observations and data on the elements

State what atoms are and compare the properties of one atom of an element to the properties of another

State what a compound is and explain why a compound has an different properties to the elements in it

Describe similarities and differences between iron, sulphur and iron sulphide

Write the chemical names for some simple compounds

Write and interpret chemical formulae

CHEMICAL REACTIONS

Describe what happens to atoms in chemical reactions and explain why chemical reactions are useful

Compare chemical reactions to physical changes and identify a chemical and physical reactions from practical observations

Identify reactants and products in word equations

Predict products of combustion reactions

Categorise oxidation reactions as useful or not

Suggest one improvement to practical procedures to improve on the accuracy of the results obtained

Identified decomposition reactions from word equations and use patterns to predict the products of decomposition reactions. Use practical results to

decide which compound decomposes most readily

Explain conservation of mass in chemical reactions and calculate masses of reactants and products

Describe the characteristics of exothermic and endothermic changes

ACIDS AND ALKALINES

Compare properties of acids and alkalis and describe the differences between concentrated and dilute solutions of an acid

Identify and describe the meaning of hazard symbols and offer suitable safety precautions

Use the pH scale to measure acidity and alkalinity

Identify the likely pH of a solution using experimental observations and describe how pH changes in neutralisation reactions, plus state examples of useful neutralisation reactions. Design an investigation to find out which indigestion remedy is better

Describe what a salt is and predict the salts formed when acids react with metals or bases

Year 7 Subject Expectations in PHYSICS- Students who begin secondary school with secure knowledge and skills in PHYSICS should be able to demonstrate the following abilities by the end of Year 7.

FORCES

Explain what forces do and make predictions about forces in familiar situations
Describe how forces deform objects and explain how solid surfaces provide a support force
Describe the effect of drag forces & friction and describe situations that are in equilibrium
Describe the effect of a field and describe the effect of gravitational forces on Earth & in space

SOUND

Describe the different types of wave & their features. Describe what happens when water waves hit a barrier
Identify patterns in observations from wave experiments
Contrast the speed of sound & the speed of light. Compare the time for sound to travel in different materials using given data. State the range of human hearing and describe how it differs from the range of hearing in other animals
Describe how the ear works and describe how your hearing can be damaged
Describe how a microphone detects sound
Describe what ultrasound is and describe some uses of ultrasound

LIGHT

State the speed of light
Describe what happens when light interacts with materials. Compare results with other groups, suggesting reasons for differences
Explain how images are formed in plane mirrors. Explain the difference between specular reflection and diffuse scattering
Describe & explain what happens when light is refracted
Describe how the eye works and describe how a simple camera forms an image. Choose suitable materials to make models of the eye & camera
Explain what happens when light passes through a prism. Describe how primary colours add to make secondary colours
Predict the colour of objects in red light & the colour of light through different filters. Explain how filters & coloured materials subtract light

SPACE

Describe the objects you can see in the night sky
Describe the structure of the universe drawing valid conclusions that utilise more than one piece of evidence
Describe how objects in the solar system are arranged. Describe some similarities & differences between planets of the solar system. Identify patterns in the spacing & diameters of planets

Explain the motion of sun, stars and moon across the sky and explain why seasonal changes happen

Use data to show the effect of Earth's tilt on temperature and day length

Describe the phases of the moon and explain why we see the phases of the moon

Explain why total eclipses happen