

Park House School Key Stage 3

Curriculum Information

September 2018



Park House School Key Stage 3

Art & Design

	Year 7	Year 8
Term 1	Development of drawing skills, looking at a range of media such as pencil, chalk and charcoal and pastel. Focussing on artists such as Vincent Van Gogh.	Development of media skills, continuation from last year. Colour is a key theme of this work and using it with different media such as chalk pastels, acrylics, Photoshop etc.
Term 2	Further development of media techniques such as inks, oil pastel mono print, colour theory and poster paint.	Look at a theme to develop this understanding of colour. Could be cupcakes – looking at Wayne Theibaud and Pop Art, or landscape and Hundertwasser. Outcomes may be in paint or clay as appropriate.
Term 3	Ethnic art project – possibly Egyptian art, Aboriginal or North American. Revisiting media skills from first terms to develop ideas.	Investigation into the human form, focussing particularly on the portrait. Understanding of the compositional rules of portraiture. Working with photography and mono printing to develop ideas.
Term 4	Completion of project from term 3. Outcomes may be in clay, print, paint or sculpture.	Investigation of different portrait styles – Pop Art, Op Art, Fauve, cubism etc as appropriate leading to a painting or sculpture.
Term 5	Design based project. This may be looking at tunnel book construction but with different starting points. It might be issue based – the rainforest, local environment. This term focuses on the investigation and design.	Design or sculpture based project. This may look at sculptors such as Sarah Parker–Eaton and her 'fantastic' fish or comic book art 'manga'. This part of the term focusses on research and investigation.
Term 6	This term sees the construction and completion of the tunnel book.	Completion of the design based project looking at design and realisation.

Students have one lesson of Art each week and are taught in tutor groups. Homework is generally set every other week, especially at the beginning of a project but may tail off as a project reaches realisation. It is usually a research type homework, observational to inform lesson work. Students need a sketch book which is generally provided by the school. They should also have basic art materials – pencils, rubber, sharpener and some sort of coloured media. At the beginning of the term students are giving a baseline drawing test. This gives us a basic measure to predict levels of progress and assess if students are working on, above or below expectations. Comments, targets, house-points for effort are given as school work and homework is undertaken, and formal practical assessments are given at key assessment points throughout the year.'

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Character & Values

	Year 7	Year 8
Term 1	<p>Introduction to Character and Values and Global Cultures</p> <p>Students will be introduced to Character and Values as a subject. They will be explore strategies to gain a greater understanding of themselves, their motivations, strengths and weaknesses, and how this knowledge can be used to help their studies. Moving on from this, students will be introduced to the topic of global cultures to gain an understanding of the life as part of a global community.</p>	<p>Goal Setting, Personal Reflection and Global Cultures:</p> <p>At the start of the academic year students will set personal goals; both academic and extra-curricular. They will reflect on Year 7, their strengths and weaknesses. Progressing forward, students will take a closer look at different cultures across the world to help build tolerance, understanding and life as part of a global community.</p>
Term 2	<p>Mental Health and Healthy Relationships:</p> <p>As part of mental health awareness, growth mindset strategy will be shared with the students, along with developing their resilience and the importance of being open about how they are feeling. Students will then explore the importance of consent and how this forms part of a healthy relationships.</p>	<p>Mental Health and Healthy Relationships:</p> <p>In preparation for Key Stage 4, students will discuss and learn about the importance of a growth mindset, how to reduce stress and to build resilience. They will also explore the importance of being open with their feelings. Students will then explore the importance of consent and how this forms part of a healthy relationships.</p>
Term 3	<p>Sustainability and Immigration:</p> <p>Students will be educated about the importance of sustainability – linking to both plastic use, food choices and fossil fuels. Following this, we will move onto the topic of immigration and exploring the differences between immigrant and refugee.</p>	<p>Sustainability and Immigration:</p> <p>Students will be educated about the importance of sustainability – linking to the UN conventions. Following this, we will move onto the topic of immigration and exploring the differences between immigrant and refugee.</p>
Term 4	<p>Food and Healthy Choices:</p> <p>Students will discuss and learn about making healthy life choices as part of diet and fitness. They will monitor their heart rate and fitness level, whilst undertaking a weekly fitness session.</p>	<p>Food and Healthy Choices:</p> <p>Students will discuss and learn about making healthy life choices as part of diet and fitness, focusing specifically on dietary needs and different types of dietary requirements. They will monitor their heart rate and fitness level, whilst undertaking a weekly fitness session.</p>
Term 5	<p>Social Media and Gang Culture:</p> <p>Both the benefits and dangers of social media will be explored with the year group, along with e-safety and ways to keep themselves safe online. Following this, gang culture will explored, focusing on teenage gang culture in London.</p>	<p>Social Media and Gang Culture:</p> <p>Both the benefits and dangers of social media will be explored with the year group, along with e-safety and ways to keep themselves safe online.. Following this, gang culture will explored, focusing on teenage gang culture in London.</p>
Term 6	<p>Faith and Tolerance:</p> <p>Students will be introduced to the five main world religions, they will also explore their own ideas of faith and personal belief.</p>	<p>Faith and Tolerance:</p> <p>Students will explore the five main world religions in greater depth. They will also explore their own ideas of faith, personal beliefs and the development of a personal moral compass.</p>
<p>Students have one lesson of Character and Values each week and are taught in multi-ability tutor groups. In the majority of cases the Form tutor will deliver the lesson. Character and Values covers a wide range of topics throughout the academic year which change each term. These are delivered through: discussion, group work and individual projects, self-evaluation and key speakers. Homework generally is not set but students are encouraged to read a range of subject related news articles and watch related media.</p>		

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Computer Science & Wellness Rotation

	Year 7	Year 8
Computer Science	<p>Think like a Computer Scientist</p> <p>Explore Computational thinking in the form of abstraction, algorithmic thinking, pattern recognition and decomposition.</p> <p>Algorithms</p> <p>Looking at the basics of constructing an algorithm. You will learn program sequence, selection and iteration using a program called RoboMind.</p> <p>Python Turtle</p> <p>A first look at text-based coding using a language called Python. Learn the basics of Python Turtle by creating patterns and shapes.</p>	<p>Data Representation</p> <p>Understand the basic principles of Binary – conversions and addition. You will also gain a brief insight into how we use binary to represent graphics.</p> <p>Interactive Multimedia</p> <p>A short multimedia-based project to teach younger children and BINARY and core Computer Science concepts.</p> <p>Introduction to HTML & CSS</p> <p>A basic look at the creation of websites and the underlying code behind web pages. Using Dreamweaver you will learn how to create simple web pages using HTML and CSS code.</p>
Wellness	<p>This is a new course for Year 7 and 8 pupils to promote physical, mental and social wellbeing. The course will lead pupils through the process of exploring a range of activities which can help them to make healthy choices which achieve physical vitality, social satisfaction, a sense of accomplishment and personal fulfilment. Students will experience a range of topics including fitness, nutrition, hygiene, self-acceptance, personal growth, relationships, positive emotions and mental health, all of which contribute to a fulfilling and meaningful lifestyle. Some lessons will be physically active, some discursive or creative and others will involve drama skills, confidence building tasks and reflection on choices we make in our lives. All of these skills will aim to build awareness of how a person can improve their psychological and physical wellbeing, in order to live a happy, engaging and prosperous life.</p>	
<p>Students have one lesson of Computer Science or one lesson of Wellness each week. They are taught in small mixed ability groups with a maximum class size of 22 (the same classes as the Technology rotations). Each rotation lasts approximately ten weeks. Homework and assessment will vary depending on the rotation and topic.</p>		

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Drama

	Year 7	Year 8
Term 1	<p>Drama Skills Introduction to a wide range of Drama skills such as Mime Lines, Line Stories and Tableaux and learning how to use them effectively in a piece of Drama.</p>	<p>Physical Theatre – Frantic Assembly Learning a wide range of Frantic Assembly techniques such as chair duets, round-by-through and hymns hands and using them effectively in a piece of Drama to communicate character and meaning through physicality. Understanding the importance of precise movement, effective changes in pace, eye contact and facial expressions.</p>
Term 2	<p>Storytelling Understanding how to create an effective piece of storytelling theatre using a wide range of skills to engage an audience. We also look at how you can use vocal and physical skills to multi-role play and clearly create different characters, which are sustained throughout a performance.</p>	<p>Physical Theatre – Devising Applying your knowledge of Frantic Assembly and devising to respond in a highly appropriate and creative way to a stimulus. You will aim to create a highly effective piece of physical theatre that uses monologue, dialogue, precise movement and carefully thought through changes in pace to communicate meaning, demonstrating a secure and wide range of theatrical skills.</p>
Term 3	<p>Devising from a Stimulus Learning how to offer a creative response to a stimulus that shows a high degree of originality and inventiveness. Approaching the development and refinement of work in a critical and appropriate way.</p>	<p>Performing from a script – DNA Learning to interpret a character in a challenging script and create a detailed, convincing sustained performance. Understanding how this can be informed by the character’s journey within the play and how understanding of social context can affect a performance.</p>
Term 4	<p>Mime Learning the rules of a mime performance and how to use exaggerated physical skills and facial expressions to communicate clear and complex characters and a complex narrative to an audience.</p>	<p>Performing from a script – DNA Duologues Applying your knowledge to interpret a character in a script and create a detailed, convincing sustained performance. Creating a performance that is informed by the character’s journey within the play and shows understanding of social context.</p>
Term 5	<p>Blood Brothers 1 Learning how to interpret a character in a script and create a detailed, convincing sustained performance. Understanding how this can be informed by the character’s journey within the play and how understanding of social context can affect a performance.</p>	<p>Creative Adaptation of their choice Learning to identify the dramatic potential within existing stories and select fully appropriate sections for theatrical performance. Identifying opportunities for creative stage adaptation within a selected story and using a wide range of theatrical skills to present your work. Your aim will be to create work that is highly inventive and original, using all the skills you have learned over the two years of Key Stage 3. (Film, book or story)</p>
Term 6	<p>Blood Brothers 2 Applying your knowledge to interpret a character in a script and create a detailed, convincing sustained performance. Creating a performance that is informed by the character’s journey within the play and shows understanding of social context.</p>	<p>Drama Skills – Stage Combat Learning to safely and effectively perform a range of stage fighting moves such as punching, slapping and strangling. Choreographing an effective and realistic stage fight that takes place within a scene that is appropriate, realistic and builds in tension.</p>

Students have one lesson of Drama each week and are taught in tutor groups. Homework is not set on a weekly basis, but when it is it will consist mostly of learning lines or meeting outside lesson time for a rehearsal. Students are assessed in two areas: their ability to create Drama and their ability to perform Drama. The creating process assesses them on how well they work with a variety of other students, how they apply their knowledge of Drama to the work in progress, as well as their commitment to the work. In performance they are assessed on their ability to perform and sustain a character on stage and their use of physical and vocal skills.

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English

	Year 7	Year 8
Term 1	Autobiography Roald Dahl's 'Boy'. Create a 'Museum of my Life' and write sections of your own autobiography	The Gothic Explore a variety of pre- and post-1914 texts from the gothic genre and create your own gothic story.
Term 2	The World of Non-Fiction Read, explore and analyse a range of non-fiction texts	The Novel Read either 'The Curious Incident of the Dog in the Night Time' or 'Face'.
Term 3	The Novel Read either 'Jane Eyre' or 'Cirque du Freak'	Dragon's Den or The Chocolate Project Create, market and present their own product
Term 4	History of the English Language – Introduction to Shakespeare Explore the main periods in literary history and a range of texts from those times e.g. Chaucer, Shakespeare and Victorian writer.	The Cruise Explore a range of non-fiction – travel writing and holiday brochure advertising and produce your own travel journal.
Term 5	Heroic Quest Study, through a range of texts, the concept of heroism and what constitutes a 'hero'. Create your own heroic quest story	The Poetry of WW1 Explore and analyse a variety of poems from this era.
Term 6	Shakespeare Students study either 'The Tempest', 'Macbeth', 'The Taming of the Shrew' or 'The Merchant of Venice'.	Drama Read either 'The Crucible' or 'Bugsy Malone'

Students have four lessons of English each week. Their reading age, spelling age and ability in writing are assessed in the first few weeks in Year 7 and they are then placed in ability sets before the first half term. Setting is reviewed after each assessment period and movements between sets may then take place. Homework is set weekly which will either be related to the current programme of study or personal reading.

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French

	Year 7	Year 8
Term 1	Introduction to French Introduction to the need to develop skills of vocabulary, grammar and phonics when learning a language. Can I introduce myself, say my age and when my birthday is?	Family and where I live Can I describe my family? Use present tense verbs: say what jobs my parents do, say where I live and what the weather is like?
Term 2	Family and friends Can I talk about my family and animals and describe myself and others?	Free Time Can I talk about what I do in my free time and what TV programmes I like? Can I use past tense verbs to say what I did last weekend?
Term 3	My home Can I describe my house and use prepositions to say where things are in my bedroom? Can I tell the time and use present tense verbs to say what I do in the evenings?	Going out Can I make arrangements to go out, make excuses, talk about clothes and go shopping?
Term 4	In the town Can I say what places there are in town, understand simple directions and order food from a snack bar?	Food and Drink Can I order food and drink in a restaurant, say what I usually eat and drink and go shopping at the market?
Term 5	My routine Can I talk about my daily routine? Can I say what I study at school and give my opinion?	Holidays and Travel Can I describe a holiday destination in detail? Can I use past tense to describe a past holiday?
Term 6	Sports and games Can I give my opinion about free time activities and my plans for the Summer?	Healthy Living Can I describe a healthy lifestyle? Can I name the parts of the body and say what illness I have?

Students have two lessons of French each week and are taught in higher or foundation groups. Vocabulary, grammar and phonics are developed and are given equal priority. Homework is set weekly either online or through the use of workbooklets extending learning, or project work. Both independent study and class teaching help to build a student's fluency, accuracy, spontaneity as well as a knowledge of French culture. Students will be assessed on listening, speaking, reading and writing and are generally assessed at the end of each unit on all or most skills. We recommend these websites for extra support: www.linguascope.com and www.languagesonline.org.uk.

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Geography

	Year 7	Year 8
Term 1	Becoming a Geographer An introduction to Geography – The wide variety of topics that are studied and the skills needed to succeed in the subject.	Volcanoes A physical geography topic focussing on the location of volcanoes, the processes leading to their eruption, different types of volcano and the impacts that they have locally and globally.
Term 2	Map Skills An introduction to essential map skills required for studying geography through their time at Park House – Compass direction, grid references, scale and map symbols.	Earthquakes A focus on the where earthquakes are located, variations in magnitude and frequency, their primary and secondary impacts and our attempts to manage them successfully.
Term 3	Exploring the UK A focus on the geography of the UK – landscapes and physical geography, weather and climate and population distribution.	Population A human geography topic that looks at global population growth, variations in birth rates and death rates, problems caused by too many or too few people and attempts to manage population changes.
Term 4	The Rainforest An introduction to ecosystems and the location of global biomes before a focus on the location, composition, function, value, use and sustainable management of tropical rainforests.	India An introduction to the geography of this rapidly developing future superpower. It's physical geography, landscape and climate. It's population issues and inequality in the country.
Term 5	Coasts Why is the coast an important topic to study in Geography in the UK. Processes that shape our coastline, the distinct landforms that are created and our continued efforts to manage coastlines effectively.	Rivers A physical geography topic that looks at processes that shape rivers and the landforms created in their upper, middle and lower course.
Term 6	Settlements A human geography topic looking at the differences between settlements of varying size, how settlements grow and how this growth presents challenges and opportunities for their populations.	Flooding What variety of factors cause river to flood, what impacts do floods have on contrasting location and how we attempt to manage floods successfully.

Students have one lesson of Geography each week and are taught in tutor groups. Homework is generally set weekly. We attempt to undertake fieldwork in the local area and organise a visit to a location where we can experience the conditions of the rainforest environment. We assess at the end of each topic using a range of questions allowing students to apply knowledge or demonstrate their geographical skills and understanding. Some assessments are extended pieces of writing on a particular topic. We aid this process by attaching specific revision pages onto the show my homework site so that pupils can be directed to some focussed revision time.

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History

	Year 7	Year 8
Term 1	What is History? The Battle of Hastings, 1066, focussing on why William won. Including chronology, sources, using evidence, bias and propaganda.	The Industrial Revolution including town life, diseases, Jack the Ripper, entertainment and empire, focussing on how Britain changed during this time.
Term 2	William I's control of England, including castles, the Feudal System and the Domesday book, with main focus on change and continuity.	The Industrial Revolution continued. World War One, including the causes of war, propaganda and trench life, studying WWI poetry and art.
Term 3	Medieval life, including villages, towns, the Black Death, food, law and order, religion, the crusades and the War of the Roses.	World War One continued, including censorship, shell shock and the Battle of the Somme, focussing on whether field marshal Haig was the 'Butcher of the Somme'?
Term 4	The Tudor period including the Battle of Bosworth, Henry VII and Henry VIII.	World War Two, including the causes, Dunkirk, the Battle of Britain and the Blitz, focussing on how war affected people at home.
Term 5	The Tudor period including religious changes under Henry VIII, Edward VI, Mary I and Elizabeth I. Town life, Tudor entertainment and the Spanish Armada.	World War Two continued, including Pearl Harbour, D-Day, and women's role in war. This work is supported by a trip to Normandy.
Term 6	Slavery including Africa in 1600, the Trade Triangle, auctions, plantations, the life of the slaves and eventual abolition.	The Holocaust, including experiences in Nazi Germany, ghetto life, concentration and death camps, and remembering the Holocaust.
<p>Students have one lesson of History each week and are taught in tutor groups. Homework is generally set weekly. Students are assessed regularly throughout the year with a focus on essay writing skills and source analysis skills. A useful website for Key Stage 3 History is www.bbc.co.uk/education/subjects/zk26n39</p>		

Park House School Key Stage 3

Mathematics

	Year 7	Year 8
Term 1	Sequences Types of Number Angles	Brackets Area Negative Numbers Probability
Term 2	Decimals & Fractions Solving Equations Brackets Probability & Venn Diagrams	Sequences Highest Common Factor/ Lowest Common Multiple BIDMAS Indices and Standard Form Transformations
Term 3	Negative Numbers BIDMAS Conversions Ratio & Proportion Substitution	Averages Angles Fractions and Algebraic Fractions Circle Theorems
Term 4	Averages Two Way Tables and Frequency Trees Percentages Area	Similar Shapes Solving Equations, Rearranging Formula and Simultaneous Equations Percentages Two Way Tables and Frequency Trees
Term 5	Volume Linear Graphs Rounding & Estimating	Pythagoras Theorem Statistics Graphs Substitution
Term 6	Statistics graphs Construction Transformations Indices	Coordinates and Straight Line Graphs Conversion Graphs and Distance Time Graphs Ratio and Proportion Volume and Surface Area

Students have four lessons of Maths each week. Their mathematical ability is assessed in the first few weeks in Year 7 and they are then placed in ability sets by the end of the first half term. Setting is reviewed after each assessment and movement between sets may then take place. Homework is set weekly which will either be a long extended piece of homework or two shorter pieces. This will either be related to the current programme of study or be a revision task.

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Music

	Year 7	Year 8
Term 1	Rhythm and Pulsation Awareness and understanding of pulse and cyclic patterns, ensemble skills and rhythmical composition devices. Performance techniques through rhythm games and whole-class samba performances.	Chord Construction and Guitar Skills How chords are created, performed (including use of auto harmony feature on the keyboard and on guitars) and how to write a melody against a simple chord accompaniment
Term 2	Ensemble Skills – Singing in Parts Ensemble and teamwork skills and developing and demonstrating musical skills, especially in singing and accompaniment. This unit will lead to a large-scale performance of the songs in the Christmas Concert.	Reggae Explores main characteristic musical features, the use of instruments and texture, and understanding the context of Reggae music with Rastafarianism and lyrics about poverty, politics and religion.
Term 3	Keyboard Skills How to find the notes on a keyboard, perform with a partner and prepare musical performances. Review of rhythm and the elements of music.	Fusion An introduction to the classical music of North India – traditional instruments and performance styles. This will lead on to an analysis and performance of Bhangra music.
Term 4	Major and Minor Major and minor scales as an expressive resource for music making. Comparing the difference in sound and recognising the differences aurally.	Ragtime An understanding of Ragtime features developed through musical performances of a variety of Ragtime pieces on the keyboards.
Term 5	Blues This unit develops pupils' understanding of Jazz and Blues music. The unit introduces the blues scale and how simple blues riffs are created upon it. Improvisation against a simple ostinato bass line is explored, before the popular 12 bar blues style is introduced.	Music Technology An introduction to the music software 'Sibelius'. Composition and arrangement tasks on the computers, developing basic music technology skills.
Term 6	Music and Words Word-painting in music using a wide range of adjectives as a resource in composition work.	Popular Music Development of performance skills on the keyboard or guitar (performing a melody against an accompaniment), composition of a popular song and development of aural analysis skills in recognising different styles of popular music.

Students have one lesson of Music each week and are taught in tutor groups. Homework is not generally set. Students are assessed in all three aspect of the music curriculum (Performing, Composing, Listening and Appraising). There will be one main assessment for each topic at the end of the unit. This usually takes the form of a practical assessment in front of the class.

Park House School Key Stage 3

Physical Education

Year 7 & Year 8

Students are taught ten different sports from the following blocks on a rotational basis throughout the year

<p>Assessment</p> <p>Begin Year 7 with a block of informal assessment – one lesson a week of various activities to assist us baselining your current attainment.</p>	<p>Dance</p> <p>Study a block of Dance to develop aesthetic and creative prowess. It is also a chance to get a good understanding of what GCSE Dance will entail ready for Year 8 option choices.</p>	<p>Rugby</p> <p>Both boys and girls learn rugby in Year 7 and Year 8. This will begin with core skills and develop into contact as students become ready.</p>
<p>Athletics</p> <p>Spend a block of lessons in the Summer covering a breadth of athletic events in pursuit of your Personal Bests.</p>	<p>Football</p> <p>Boys will complete a block of lessons in football in Year 7 and Year 8 and you will develop skills, tactics as well as social skills.</p>	<p>Striking & Fielding</p> <p>Learn basic striking and fielding skills through various sports such as Softball, Rounders and Cricket.</p>
<p>Badminton</p> <p>Badminton is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>	<p>Handball</p> <p>Handball is taught in either Year 7 or Year 8 and you learn the basic skills, rules and tactics of the game.</p>	<p>Table Tennis</p> <p>Table Tennis is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>
<p>Basketball</p> <p>Basketball is taught in either Year 7 or Year 8 and you learn the basic skills rules and tactics of the game.</p>	<p>Hockey</p> <p>All boys and girls will learn Hockey in Year 7 and Year 8, familiarising yourself with key skills and tactics.</p>	<p>Tennis</p> <p>Tennis is taught in both Year 7 and Year 8 and you develop knowledge and understanding of the rules, skills and tactics.</p>
<p>Cricket</p> <p>Cricket is taught to both boys and girls and you develop basic knowledge and understanding of the game and its skills and tactics.</p>	<p>Netball</p> <p>Girls learn Netball in Year 7 and Year 8 learning basic skills and tactics and developing knowledge and understanding.</p>	<p>Trampolining</p> <p>Complete blocks of Trampolining in both Year 7 and Year 8 to developing your aesthetic and creative abilities.</p>

Students have two lessons of PE each week in multi-ability groups where focus is given to a wide range of valuable skills such as social and personal skills and not merely physical abilities. Assessment at the end of each block concentrates on students' Personal, Social, Health & Fitness, Cognitive and Creative skills. Three homeworks are set each year. These are small analytical projects that should take students 60–120 minutes to complete. There is no recommended textbook for KS3 PE but the viewing of professional competitions of the sports studied is encouraged to help contextualise learning.

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Science

	Year 7	Year 8 (2018–19 last year)
Term 1	<p>Enquiry processes: teaching students the skills needed to carry out scientific investigations, including planning investigations, collecting and presenting data, and analysing results to draw conclusions.</p> <p>Matter I: describing the particle model and using it to explain changes of state and movement of particles.</p> <p>Forces: introducing forces and their effect on the movement of objects.</p>	<p>Pressure and Moments: Investigating how pressure or 'turning forces' (moments) can be changed and what benefit this has to us.</p> <p>Green Things: Learning about photosynthesis and discovering the importance of plants to life on Earth.</p>
Term 2	<p>Matter II: using separation techniques to isolate substances in mixtures and in solution.</p> <p>Electromagnets: making simple circuits and discovering the effects of changing potential difference and resistance on current.</p>	<p>Electricity and Power: Learning how electricity is generated and its associated hazards</p> <p>Energy and Chemical Reactions: Explaining how particles can combine to form different compounds and how these chemical reactions can be represented.</p>
Term 3	<p>Reactions I: identifying acids and alkalis and carrying out neutralisation reactions.</p> <p>Organisms: learning about the functioning of the respiratory and digestive system to develop an understanding of the importance of a healthy lifestyle.</p>	<p>Genetics and Evolution: Building on the simple ideas of Darwin and Mendel, to explain how plants and animals have changed over time.</p> <p>Reactions of Metals: Investigating how different metals react with other groups of chemicals.</p>
Term 4	<p>Reactions II: identifying patterns of reactivity of metals with other chemicals.</p> <p>Energy: learning about energy resources and how their energy can be released and utilised.</p>	<p>Patterns and Properties: Explaining why different materials are chosen for particular uses.</p> <p>Light and Sound: Studying the properties of light and sound waves and how they can be detected by the eye and ear respectively.</p>
Term 5	<p>Earth: learning about the structure of the Earth and discovering the wonders of space.</p> <p>Waves: learning about sound and light and discovering how our ears and eyes detect sound and light respectively.</p>	<p>Earth Science: Discovering the structure of the Earth and the events that have taken place during its formation.</p> <p>Heating and Cooling: Studying different mechanisms of heat transfer and how these are used in different everyday devices.</p>
Term 6	<p>Ecosystems: understanding the complex relationships that exist between living organisms and their environment.</p> <p>Genes: developing an understanding of inheritance and natural selection to explain the evolution of living organisms.</p>	<p>Environment: Exploring how animals and plants coexist in the biosphere and the impact of human activity on the environment.</p> <p>Healthy Lifestyles: Appreciating the importance of a balanced diet and a healthy lifestyle on our well-being.</p>

Students have four lessons of Science each week and are taught in higher, middle or foundation sets. Year 7s are set after the first assessment point which is usually towards the end of September. The setting uses the results of this assessment and their CATS scores. Students continue to be assessed regularly at the calendared tracking points. Year 8s are set at the end of year 7, based on the mean of their year 7 scores. On average homework is set weekly, however students with two science teachers may occasionally be set two activities in one week. At the beginning of each academic year the students are given the opportunity to buy the 'CGP KS3 Science Revision Guide' through the department.

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Spanish

	Year 7	Year 8
Term 1	Introduction to Spanish Introduce myself; say my age and when my birthday is. Learn the alphabet and spell my name. Say what I have in my school bag and understand classroom instructions.	Myself and my family Introducing myself, describing people, making comparisons
Term 2	My family and I Say where I live and what languages I speak. Talk about my family and pets. Describe myself and other people.	Food and drink Stating my preferences, ordering food in a restaurant, shopping for food.
Term 3	My school Say what I study at school and give my opinion about different subjects. Tell the time in Spanish and describe my timetable.	Holidays Describing places, using past tense to describe a past holiday.
Term 4	My home Describe my house and my bedroom. Talk about my daily routine.	Media Describing music, TV and telephone habits.
Term 5	My town Can I describe my town? Can I understand directions? Can I talk about the weather	Going out Arranging to go out, talking about cloths and sporting events.
Term 6	Free time activities Giving my opinion about free time activities, using present tense verbs, using the future tense to say what I am going to do.	Preparing for holidays Describing plans for the summer holidays.

Students have two lessons of Spanish each week and are taught in higher or foundation groups. Vocabulary, grammar and phonics are developed and are given equal priority. Homework is set weekly either online or through the use of workbooklets extending learning, or project work. Both independent study and class teaching help to build a student's fluency, accuracy, spontaneity as well as a knowledge of Spanish culture. Students will be assessed generally on listening, speaking, reading and writing and are generally assessed at the end of each unit on all or most skills. We recommend these websites for extra support: www.linguascope.com and www.languagesonline.org.uk.

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Technology Rotations

	Year 7	Year 8
Design Technology 1	Earphone Wrap and House Values Leaf Using the context Tangled to design and manufacture an earphone wrap, trialling a range of materials. Use of CAD/2D Design and CAM/laser cutter to produce a House Leaf for the House Values Tree.	Mood Lights Research into Design Movements to design and manufacture a Mood Light Cube, including use of 2D Design and Adobe Photoshop. An introduction to soldering to produce a colour changing light circuit.
Design Technology 2	Storage and Other Skills Using a variety of materials and workshop-based manufacturing methods to produce a personalised pencil tube, along with extension tasks to experience other manufacturing methods and drawing techniques.	Pods R U Use press forming and vacuum forming to manufacture a personalised pod design based on student's chosen theme. This can be used to store precious and easily broken personal items.
Food & Nutrition	Getting Started By cooking a range of predominantly savoury dishes, skills including basic knife skills, rubbing in, creation of sauces, thickening of sauces using starch (gelatinisation), creation and shaping of yeast-based doughs and using the creaming method are developed. Through these practical sessions an understanding of the key principals of nutrition and the scientific concepts which underpin the recipes are developed.	Food Development Building on the basic skills in year 7, confidence in handling and cooking raw meat is developed further, focussing on minimising the risk of cross contamination, and the preventative steps that need to be taken in order to minimise the risk of food poisoning. In addition, continuing the development and deeper understanding of nutrition and food science, exploring the impact that a wide range of social, moral, environmental and economic factors have on our food choices.
Textiles	Surface Patterns Creating a piece inspired by Tilleke Schwarz and Frances Pickering, following introductions to fabric painting, printing, quilting, machine stitching and hand embroidery.	Surface Pattern (Cushion) Using the context Keep it Safe to design and manufacture a personalised pod based on a chosen theme using press forming, vacuum forming and CAD CAM vinyl stickers, along with an introduction to linkage mechanisms.

Students have two lessons of Technology each week and are taught in small mixed ability groups with a maximum class size of 22. Each rotation lasts approximately ten weeks. As projects progress into practical tasks, some break or lunchtime work may become necessary to keep on track. Homework will vary depending on the rotation, for example, DT and Textile tasks are likely to take the form of research/ideas generation and Food homework largely focuses on the weighing out and preparation of ingredients. Assessment takes a holistic approach focusing on the execution of skills, time management, independence alongside quality of written response and class participation. Recommended textbooks: KS3 Design & Technology Study Guide (CGP).