



THE KS3 CURRICULUM AT ALL SAINTS SCHOOL

At All Saints we want our students to enjoy learning and to be enthusiastic about participating in the broad curriculum we offer. We believe the curriculum to be not just what is listed on the timetable but all the other learning experiences we offer through our lunch-time and after-school clubs, trips, visitors to the school and our ALE (alternative learning experience) activities. Information about these can be found on our school website.

This Leaflet provides information about the termly curriculum studied in years 7 and 8. We hope this will provide parents and carers with a better insight into what their child is learning and that it will help to start a conversation at home about learning at school.

The Year 7 Programme of Study

	Term 1	Term 2	Term 3
English	<ul style="list-style-type: none"> • Grammar for writing • Short story unit: Twist in the Tale • History of language & Chaucer 	<ul style="list-style-type: none"> • Letters – writing for different audiences and purposes • Novel study. Students will study one of: <i>Coraline</i>, by Neil Gaiman, <i>Holes</i>, by Louis Sachar, <i>Bill's New Frock</i>, by Anne Fine. 	<ul style="list-style-type: none"> • Shakespeare – <i>A Midsummer Night's Dream</i>; • Poetry: Students will read a wide range of poems and develop skills in comparing poems, explaining their preferences and discussing writer's use of language. They will apply what they have learned to their own writing.
Maths	<ul style="list-style-type: none"> • Number: time; currency; decimals; estimating; column method for addition and subtraction; • Algebra: sequences and rules; function machines; using letters to describe functions; introduction to simplifying expressions & simple equations • Statistics: averages, diagrams and probability; • Geometry and measures: angles and coordinates; length, area and volume; naming solids; finding volume by counting; surface area of cubes. 	<ul style="list-style-type: none"> • Fractions and equivalent fractions; interchanging fractions and decimals; addition and subtraction of fractions; • Simple mental percentage calculations; • Statistics; collecting, organising and presenting data; interpreting data; • The four operations of number; rounding skills; exploring efficient calculation methods; • Algebra - developing number relationships; square and triangle numbers; • Patterns in coordinates; graphing and mapping; • Geometry and measures – angles and constructions; constructing triangles; the properties of quadrilaterals. 	<ul style="list-style-type: none"> • Geometry and measures - symmetry and transformations; • Percentages, ratio and proportion; • Statistics- statistical diagrams; working with averages; • Number relationships; the four rules of decimals; divisibility methods; multiples and factors; developing percentages; • Polygons & tessellations; nets and constructing solids; • Statistics – sets; set notation; Venn diagrams; simple set problems.

Science	Students learn how to work scientifically, planning investigations and recording and analysing data through the year but they also study the following topics:		
	<ul style="list-style-type: none"> • Cells (biology) • Particles and their behaviour (chemistry) • Forces (physics) • Light (physics) 	<ul style="list-style-type: none"> • The structure and function of body systems (biology) • Elements, atoms and compounds (chemistry) • Reactions (chemistry) • Sound (physics) 	<ul style="list-style-type: none"> • Reproduction (biology) • Acids and alkalis (chemistry) • Space (physics)
RE	<p>Introduction to RE Who am I? Where am I going? How will I get there?</p> <p>Religion and the Arts : How does religion affect the world of the arts</p>	<p>The impact of Jesus upon the world : Looking at Incarnation, Salvation and the Redemption</p> <p>Religion and the Environment : What are we doing to our world?</p>	<p>Hinduism Religion and its application</p>
Art	Drawing skills. Students are encouraged to experiment with a variety of materials and to take risks with their approach	African based sculpture	This is a design based activity which also looks at more contemporary artists and objects for inspiration
Computing	<p>Using the school system: Students are shown how to use the school network and access the different drives and files. This unit is designed to teach the students good practice in file management.</p> <p>Being safe: Students examine and discuss the dangers people face when using the internet and digital systems, using real case studies. They explore a range of issues from paedophiles to keeping personal data safe. This unit is designed to help individuals stay safe and to use digital systems safely</p>	<p>Programming with Logo: an introductory unit to programming. Students learn how to control and use efficient commands to control a digital “turtle”. They learn how to create and use ‘variables’, ‘repeat’, ‘if else then’, and ‘loop’ procedures. This unit is designed to help students to think in logically and introduce the ideas of programming.</p> <p>Graphics: This unit introduces the world of graphics and the wide variety of software available from vector to bitmap to photographic editors. Students learn how to use a range of tools in these programs to edit and create a range of their own graphical images.</p>	<p>Programming with Scratch: Introduces the program, <i>scratch</i>. Students learn to control a range of “sprites” to create classic games including <i>Pong</i>. An introduction to object oriented programming: students will learn to create their own code and use coding blocks.</p> <p>Website Design: Introduction to website design using <i>Serif WebPlus</i>. Students are taught what makes a good and a bad website; how to design websites using efficient design such as master pages and templates and are introduced to basic aspects of HTML coding. At the end of each unit students will sit a test to assess their learning. These tests are used to inform teachers and students on areas of improvement and proficiency.</p>

Design Technology	<p>Students are taught food, graphics, systems & electronics, and resistant materials on a rotation across the year. Each unit last for approximately 9 weeks. Topics include:</p> <ul style="list-style-type: none"> • Typography: students learn different drawing techniques such as orthographic, isometric and perspective drawing. They learn how to make models and prototypes. • Toy project: this combines resistant materials with systems and electronics as students learn how to design and make a mechanical toy which includes a simple electronic circuit. • Food: students learn about the safe preparation of food and how to cook nutritious meals using a variety of ingredients. They will learn to prepare and cook: cottage pie, apple crumble, pizza, pasta in sauce 					
French	<p>In French we follow a creative curriculum in years 7 and 8 to build on the students' previous KS2 knowledge of French and to enable those who have never studied French to catch up with others.</p> <table border="1" data-bbox="282 549 2042 791"> <tr> <td data-bbox="282 549 813 791"> <p>Developing language learning skills, exploring cultural differences, study some Latin to see how this dead language still affects us today. They learn how to give information about themselves and make playdough monsters in the process!</p> </td> <td data-bbox="813 549 1415 791"> <p>Developing language skills through the study of French Art: colours, shapes and artists are discussed as part of building language and grammar knowledge.</p> </td> <td data-bbox="1415 549 2042 791"> <ul style="list-style-type: none"> • School and routines in France and in other French speaking countries. Students especially look at routines in developing countries and compare and contrast it with their own. • Chocolate and chocolate history in French! </td> </tr> </table>			<p>Developing language learning skills, exploring cultural differences, study some Latin to see how this dead language still affects us today. They learn how to give information about themselves and make playdough monsters in the process!</p>	<p>Developing language skills through the study of French Art: colours, shapes and artists are discussed as part of building language and grammar knowledge.</p>	<ul style="list-style-type: none"> • School and routines in France and in other French speaking countries. Students especially look at routines in developing countries and compare and contrast it with their own. • Chocolate and chocolate history in French!
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Geography	<table border="1" data-bbox="282 791 2042 1396"> <tr> <td data-bbox="282 791 813 1396"> <p><u>Where are we in the world?</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • atlas skills, • map skills, • communication skills (including literacy) • group work skills, • thinking skills </td> <td data-bbox="813 791 1415 1396"> <p><u>From Weymouth to Nairobi (Urban Studies)</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • thinking skills - comparing different urban environments • problem solving skills - looking for solutions to problems in urban environments <p><u>Changing coasts</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy)group work skills • map skills • problem solving skills - design a local coastal management scheme </td> <td data-bbox="1415 791 2042 1396"> <p><u>Wonderful weather</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • fieldwork skills • numeracy skills <p><u>Remarkable rainforests</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • map and atlas skills • GIS skills • communication skills (including literacy) </td> </tr> </table>			<p><u>Where are we in the world?</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • atlas skills, • map skills, • communication skills (including literacy) • group work skills, • thinking skills 	<p><u>From Weymouth to Nairobi (Urban Studies)</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • thinking skills - comparing different urban environments • problem solving skills - looking for solutions to problems in urban environments <p><u>Changing coasts</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy)group work skills • map skills • problem solving skills - design a local coastal management scheme 	<p><u>Wonderful weather</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • fieldwork skills • numeracy skills <p><u>Remarkable rainforests</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • map and atlas skills • GIS skills • communication skills (including literacy)
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German	<p>In Year 7 and 8 there are 3 lessons per fortnight and one homework every two weeks. In Year 7, students learn phrases and questions so that they can speak as much German in class as possible! In lessons, they will learn:</p> <ul style="list-style-type: none"> • To introduce themselves and others in German • To describe themselves and other people • To give opinions on school subjects and uniform! Some students will be able to give reasons for their opinions as well. 		
History	<ul style="list-style-type: none"> • Why were people willing to fight in 1066? • Could you survive in the Middle Ages? 	<ul style="list-style-type: none"> • How powerful were medieval monarchs? • When was it most dangerous to speak your mind in the 16th Century? 	<ul style="list-style-type: none"> • Why was the world turned upside down in the 1640s? • How did Dorset fortifications change over time?
Music	<ul style="list-style-type: none"> • What makes a good song? Students listen to and perform songs in a variety of styles and then write their own songs to perform to the class • Latin beat: The study and performance of Latin American music 	<ul style="list-style-type: none"> • The folk tradition: Performing folk music from lots of different countries • Rhythms of the Nile: Egyptian music composition and performance 	<ul style="list-style-type: none"> • Medieval music: Preparing a musical composition inspired by the musical techniques developed in medieval times • Impressionism: We look at impressionist composing techniques and the music of Claude Debussy
PE	<p>PE lessons are set according using baseline tests at the beginning of the year involving games, fitness, striking and fielding skills, gymnastics, team building skills, dance and net games. Progress is monitored and sets changed accordingly. We operate a very healthy inter House sports system where every pupil will usually represent their House each term or 1/2 term in a variety of sports.</p>		
	<p>Baseline tests Boys: Rugby; football; basketball Girls: Hockey; netball; outdoor education</p>	<p>Boys: Rugby; football; badminton; gymnastics; fitness Girls: Badminton; dance; fitness; football</p>	<p>Boys: Athletics; cricket Girls: Athletics; rounders; tennis</p>

<p style="text-align: center;">PSHE</p>	<p><u>Me, Myself and All Saints</u> Working on the following areas:</p> <ul style="list-style-type: none"> • Introduction to PSHE & All Saints (the school community and expectations) • Team building as a tutor group • Self esteem <p><u>Rights & Responsibilities</u> Working on the following areas:</p> <ul style="list-style-type: none"> • Understanding the consequences of our actions • Diversity in Britain • Human rights and discrimination • How the language we use can be discriminatory 	<p><u>Friends</u> Working on the following areas:</p> <ul style="list-style-type: none"> • Developing and maintaining positive relationships and friendships <p><u>Health Matters</u> Working on the following areas:</p> <ul style="list-style-type: none"> • Keeping our bodies healthy • Keeping our minds healthy • Changes in our bodies in puberty 	<p><u>Risk & Smoking</u> Working on the following areas:</p> <ul style="list-style-type: none"> • Why we take risks • Smoking • E-cigarettes • E-safety <p><u>Money and the World</u> Working on the following areas:</p> <ul style="list-style-type: none"> • The difference between what we want and what we need • What influences how we spend our money • Fairtrade
<p style="text-align: center;">Spanish</p>	<p>In Year 7 and 8 there are 3 lessons per fortnight and one homework every two weeks. In Year 7, students learn phrases and questions so that they can speak as much Spanish in class as possible! In lessons, they will learn:</p> <ul style="list-style-type: none"> • To introduce themselves and others in Spanish • To describe themselves and other people • To give opinions on school subjects and uniform! Some students will be able to give reasons for their opinions as well. 		

The Year 8 Programme of Study

	Term 1	Term 2	Term 3
English	<ul style="list-style-type: none"> Grammar unit (9 lessons/3 weeks) Newspapers (4 week unit) Assessment –part 1: reading non-fiction/newspaper Victorian ghost stories (5 weeks) Assessment –part 2: text transformation – ghost story to newspaper report. <p>Free choice time (2 weeks maximum). This time is used to consolidate progress for individual classes based on the learning needs of the students.</p>	<ul style="list-style-type: none"> Poetry – narrative poems (Lady of Shallot, poems inspired by Victorian narrative painting; perspectives (4 weeks/12 lessons). Assessment – poetry comparison (2 weeks to include explicit teaching of comparative skills and writing comparisons) Beowulf – language study (5 weeks) <p>Assessment – extract from <i>Beowulf</i> for analysis of writer’s use of language</p>	<ul style="list-style-type: none"> Writing to explain (3-4 weeks) Novel study – students study one from the following: <i>Private Peaceful</i> by Michael Morpurgo, <i>Stone Cold</i> by Robert Swindells, <i>A Monster Calls</i>, by Patrick Ness. End of Year 8 assessment
Maths	<ul style="list-style-type: none"> Number and algebra Statistics Geometry and measures – the angle and line properties of quadrilaterals; finding the area and circumference of a circle 	<ul style="list-style-type: none"> Number and algebra Geometry and measures – transformations Statistics – measures of average and spread; summary statistics and using graphs 	<ul style="list-style-type: none"> Geometry and measures Algebra – solving equations Solving problems
Science	<p>Students learn how to work scientifically, planning investigations and recording and analysing data through the year but they also study the following topics:</p>		
	<ul style="list-style-type: none"> Health and Lifestyle (biology); The periodic table (chemistry); Separation techniques (chemistry) 	<ul style="list-style-type: none"> Energy (physics); Metals and acids (chemistry); Ecosystem processes (biology) 	<ul style="list-style-type: none"> Electricity and magnetism (physics); The earth (chemistry); Adaptation and inheritance (biology)

RE	<ul style="list-style-type: none"> • Religion, peace and conflict • Beliefs (What is a belief?) 	<ul style="list-style-type: none"> • Religion and Science (Philosophy) • Religion and Science (Ethics) 	<ul style="list-style-type: none"> • Buddhism (Religion and its application)
Art	<p>Ideas in text and image. Students explore the themes of identity and making meaning through visual language. Collage and mixed media will be an exciting part of this project.</p>	<p>The art of Picasso, looking at his throw away sculptures and his ability to transform the ordinary into the extraordinary...challenging our perceptions.</p>	<p>Landscape painting. Students research a variety of artistic traditions from Aboriginal art to the Impressionists.</p>
Computing	<p>Databases: Students create a holiday database and learn how to create tables, forms, queries and report. They explore a range of validation and verification methods and examine how to create efficient systems for querying, sorting and presenting data. They will also be introduced to the three S's (Store, Search, and Sort).</p> <p>Spreadsheets: Students use and create a range of spreadsheets to model different scenarios. They learn how to format and present tabular data effectively, use formulas and functions to explore models, sort and filter data, create charts and use multiple sheets.</p>	<p>Programming using Macros: This unit builds on the work completed in the previous term and explores the use of macros and how they can make systems more effective. The main part of the unit involves the creation of a game using macros. More able students will have the opportunity to explore how to write macro codes</p>	<p>Introducing Control Technology: Students use flow diagrams (programming blocks) using a program called Logicator to investigate a range of control systems. They create their own soft system burglar alarm. The unit examines the efficient use of programming using loops, subroutines and procedures.</p> <p>Programming with Python: This unit introduces Python coding and explores some of Python's simpler programs. Students explore variables, if statements, iteration, subroutines and error handling</p>

Design Technology	<p>Students are taught food, graphics, systems & electronics, and resistant materials on a rotation across the year. Each unit last for approximately 10 weeks. Topic include:</p> <ul style="list-style-type: none"> • Electronic Products– design and make an angle poise lamp. Students investigate the history of the angle poise lamp and design their own lamp frame, developing skills in the use of the strip heater and vacuum former in order to work and shape acrylic. Students learn how to sequence a light sensing circuit and incorporate this into their angle poise lamp. • Resistant Materials – clock project and phone holder project. Students develop their design and make skills, including the safe use of drills, saws and thermoset plastics. • Food and Nutrition – students learn how to plan and cook a variety of foodstuffs. They will prepare and cook: vegetarian chilli con carne; frittata or quiche; fairy cakes; cheese scones • 		
French	<p>In year 8, the programme of study aims to build grammatical knowledge and to support students to become more independent in speaking and writing in French.</p>		
	<ul style="list-style-type: none"> • Sports. • Parts of the body (more monsters!) and health. In the process, students have a look at tattoos, body art and piercings, something which everyone always has a lot to talk about. 	<ul style="list-style-type: none"> • French stories: <i>The 3 Little Pigs</i>. Writing stories using the past tense. • French comic book heroes: Asterix and Tintin. As well as reading extracts of the books in French, students explore Parc Asterix and look at other famous French comics 	<ul style="list-style-type: none"> • Clothes and fashion in France

Geography	<p><u>Our changing population</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • numeracy skills • communication skills (including literacy) • problem solving skills - looking for ways to resolve population issues <p><u>Why are some countries rich while others are so poor?</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • enquiry skills • communication skills (including literacy) • group work skills 	<p><u>Our changing planet – exploring earthquakes and volcanoes</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • group work skills • problem solving skills – looking for ways to reduce damage from these hazards <p><u>Our changing planet – exploring our changing climate</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • numeracy skills • enquiry skills • problem solving skills – suggesting ways to reduce the impacts of climate change 	<p><u>Understanding flood risk – an investigation</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • communication skills (including literacy) • numeracy skills • enquiry skills <p><u>Exploring extreme environments – Cold Places</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • map and atlas skills • GIS skills • communication skills (including literacy) <p><u>Where can our school environment be improved?</u> Skills focused on in this unit include;</p> <ul style="list-style-type: none"> • fieldwork skills • map skills • GIS skills • communication skills (inc literacy)
German	<p>In Year 8, students will continue to learn and use German in class and also learn:</p> <ul style="list-style-type: none"> • To talk to the doctor and tell him what is wrong • To ask for and give directions • To talk about healthy foods and lifestyles • To talk about where they live including their house and rooms • To talk about their hobbies and weekend plans • A country study on Namibia; geography, customs, weather, comparisons 		
History	<ul style="list-style-type: none"> • How did Britain change between 1700 and 1900? • Was there justice in 18th and 19th century Dorset? • Why was the slave trade abolished? 	<ul style="list-style-type: none"> • Was the Edwardian era a golden age? • What was the impact of the First World War? 	<ul style="list-style-type: none"> • What impact did dictatorships have on Europe between the world wars? • How has the USA shaped our modern world?

Music	<ul style="list-style-type: none"> • Reggae: Listening to, performing and composing music in a Caribbean style • Making connections: Explore and improvise in African, Indian and Blues styles 	<ul style="list-style-type: none"> • Going solo: Develop confidence in performing as a soloist • Jazz Improvisation: Study the Jazz style through listening and practical activities 	<ul style="list-style-type: none"> • Night Music: Look at different varieties of night music - lullabies, programme music, nocturnes • Film Music: Compose and perform leitmotif and write soundtracks to film clips
PE	Boys: Rugby; dance; football; basketball, Girls: Football; netball; rugby	Boys: Football; badminton; fitness; outdoor education, Girls: Badminton; basketball; fitness; gymnastics	Boys: Athletics; cricket, Girls: Athletics; rounders; tennis
PSHE	<u>New Year; New Me</u> Working on the following areas: <ul style="list-style-type: none"> • Strengthening our tutor teams • Involvement in school life • Study Skills (Organisation & Homework) <u>Avoiding Stereotypes</u> Working on the following areas: <ul style="list-style-type: none"> • Building and Maintaining Healthy Friendships • Building confidence and self-esteem • Preventing discrimination & bullying 	<u>Careers and Options</u> Working on the following areas: <ul style="list-style-type: none"> • Preparation for making options 	<u>Respect Yourself</u> Working on the following areas: <ul style="list-style-type: none"> • Understanding the difference between healthy and unhealthy relationships • Protecting ourselves from exploitation • Online safety <u>Alcohol</u> Working on the following areas: <ul style="list-style-type: none"> • Understanding the effects of alcohol on the brain & liver • Peer pressure • Ways to say NO!
RE	<ul style="list-style-type: none"> • Religion, peace and conflict • Beliefs (What is a belief?) 	<ul style="list-style-type: none"> • Religion and Science (Philosophy) • Religion and Science (Ethics) 	<ul style="list-style-type: none"> • Buddhism (Religion and its application)
Spanish	In Year 8 students continue to learn and use Spanish in class as much as they can and also learn:		
	<ul style="list-style-type: none"> • To buy things in shops • To ask for and give directions • To talk about hobbies and weekend plans • A country study on Cuba; geography, customs, weather, comparisons 		