Content of curriculum:

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| English | |
| **Year 7** | Year 7 is designed to help students transition smoothly from KS2 to KS3. They will develop their English skills through the study of a wide range of fiction and non-fiction texts from different time periods. Throughout the year pupils will study: Mythology, War, Blogs and Vlogs, Poetry from Other Cultures, CSI Alsager (a crime unit including a study of Sherlock Holmes) and Twelfth Night. These schemes have been designed to build on knowledge and skills from KS2 and have been sequenced to ensure a gradual build in challenge throughout the year. Pupils will also follow a specific pathway of learning in and around Spelling, Punctuation and Grammar; ensuring key skills in English are maintained. Reading, writing and oracy will be explored throughout the year alongside a varied and vibrant curriculum. We actively promote reading for pleasure and pupils have the opportunity to spend one lesson per fortnight in our wonderful LRC. Our expert librarians are always on hand for book recommendations; based on pupil engagement as well as stretch and challenge. We are passionate about building pupils’ vocabulary and students will be set regular Homeworks through Bedrock Learning which specifically targets the expansion of pupil vocabulary. |
| **Year 8** | Pupils build on their successes in Year 7 by tackling a variety of challenging texts from a range of time periods, including the 19th, 20th and 21st Century. The year 8 curriculum includes: A class read (either ‘The Curious Incident of the Dog in the Night-time’, Maggot Moon’ or ‘Welcome to Nowhere’), Dystopian literature, Diversity in language and literature, The Gothic and Charles Dickens. Ensuring progress from year 7, our year 8 curriculum again builds in challenge; culminating in an exploration of the literary canon. A new Spelling, Punctuation and Grammar pathway is introduced, and pupils continue to master their expanding vocabulary and reading horizons through regular Bedrock Learning Homeworks and LRC lessons. |

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| Mathematics | |
| **Year 7** | Students will develop their ability to problem solve as Mathematicians. They will build on the basic number and algebra skills learnt previously, working through topics at a deeper level to build their reasoning skills and develop their conceptual understanding of how and why mathematics works. |
| **Year 8** | Students will further develop their ability to problem solve and to explain reasoning as Mathematicians. They will build on the deeper number and algebra skills learnt previously and Master more challenging skills which will provide them with the platform to embrace the challenges of GCSE mathematics.  They will also study areas such as: Constructing, solving equations and inequalities, and conjecturing and proving. |

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| Science | |
| **Year 7** | Students will complete a range of practical experiments and begin to develop their scientific thinking. They will study a mixture of Biology, Chemistry and Physics topics to build a skill set across the discipline areas, these include: Passport to science induction with the great hot chocolate experiment; Tissues and transplants; Sex & science; Ecology and dodos; Acids and alkalis; Bubbles, bangs & burning; What a waste; Energy & sustainable living; Electrical circuits; Forces & their effects & The Solar System & Beyond. |
| **Year 8** | Students will develop as scientists, planning and carrying out practical experiments. They will also study a mixture of Biology, Chemistry and Physics topics to build a skill set across the discipline areas, these include: Food, glorious food; Going for gold; Doctors & diseases; Water; Materials & recycling; All that glitters; Explaining Earth; Heat transfers; Forces and transport; Light fantastic & Sound & hearing. |

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| PE | |
| **Year 7** | Students will take part in a variety of sports through Year 7 which develop their skill level, knowledge and understanding across the range of sports. The sports that girls will cover are; gymnastics, dance, hockey, netball, swimming, athletics, rounders and tennis. Whilst the boys sports will cover; gymnastics, basketball, hockey, rugby, swimming, athletics, cricket and tennis. |
| **Year 8** | Students will further develop and build on their skills and knowledge in a variety of sports throughout Year 8 to a higher level. The sports that girls will cover are; gymnastics, dance, badminton, netball, swimming, athletics, rounders and tennis. Whilst the boys will cover; gymnastics, football, fitness, rugby, swimming, athletics, cricket and tennis. |

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| SPIRIT Learning | |
| **Year 7** | Students will study a range of topics and issues following our schools Citizenship and PSHE programme. They will study: Issues of Identity, Identity and Values, Community, Health and Personal Wellbeing and Environment issues. |
| **Year 8** | Students will continue to be challenged through exploration of: Citizenship, International Relations, Options and Identity, Personal Finance and Enterprise. |

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| Modern Foreign Languages | |
| **Year 7** | In French, German and Spanish, pupils will develop their reading, writing, speaking and listening skills, with a focus on learning and retaining vocabulary and expressing their opinions on a variety of topics. By the end of the year, students will be able to use more than one tense in written tasks. Topics covered include talking about school, talking about hobbies, talking about the weather, talking about sports, describing their town, and describing themselves and other people. Students will also enjoy a cultural topic based on the countries who speak the language they are studying. Opportunities are made available for pupils to write and send letters to pupils in other countries, and we look at typical French, German and Spanish festivals. |
| **Year 8** | Students will develop their skills, looking at extracts from literary texts to enhance their reading skills, using translation to drill grammatical structures and writing spontaneously on a variety of topics. By the end of Year 8, pupils will be able to talk and write in the past, present and future tenses. Topics covered include food and drink, fashion, making suggestions for activities and giving excuses, talking about celebrities and talking about what I would like to do in the future. Students will also enjoy a cultural topic based on the countries who speak the language they are studying. You may also have the chance to take a trip to one of the countries who speak these languages to put it into practice. This year we have a trip planned to Cataluña. |

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| Geography | |
| **Year 7** | * ‘How have the Humanities changed the world?’ Pupils learn about the importance of plastic waste, human actions and will consider how they can also change the world. * Where are we in the World? Pupils learn where in the World we live and complete a Town Trail into Alsager. * Too many people. Pupils learn about the population of the UK and why people move from one country to another. * Map Skills. Pupils learn a range of map skills in preparation for their Independent Learning Assignment (ILA) in Geography. * Active Volcanoes. Pupils learn about different types of volcanoes, make models and complete experiments. * Geography of Sport. Pupils learn about links and connections through sport, sporting teams and the success of International sporting events such as Olympic redevelopment in Brazil. |
| **Year 8** | * Perilous Plate Tectonics. Pupils learn how the Earth’s plates move, about the different plate boundaries, contrasting earthquakes and mega disasters such as tsunami. * Ecosystems. Pupils learn about Tropical Rainforest environments and developments taking place in the Amazon. * Incredible India. Pupils learn about the Human and Physical Geography of India. * Raging Rivers. Pupils learn about famous rivers, flooding and how people respond to flooding in different parts of the World. * Rising Asia – Region Study. Pupils learn about the rise of Asia with a particular focus on China, the human and physical Geography of China, how it is changing now and how it will change in the future. * A Changing Climate. Pupils find-out how the Earth’s climate is changing and what the future holds for the Earth. |

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| History | |
| **Year 7** | Year 7 History is exciting! We study History in a series of breadth studies so that our students have an excellent understanding of change and continuity across time. We start with ‘How have the Humanities changed the world’ where students will study inventions and discoveries through time, ranging from chocolate to electricity. We then move onto study The Romans, The Middle Ages, The Tudors and Stuarts and the Industrial Revolution. |
| **Year 8** | In Year 8, students will study depth units, refining their historical skills such as dealing with sources and different interpretations of the past. We start by looking at the impact of the Slave Trade and link this to the development of Civil Rights in America. Students will go onto investigate the assassination of JFK and to develop their own theory by looking at a range of evidence. We also look at the History of terrorism, how people won the right to vote in Britain and finish with a WWI creativity project, where students will design their own museum. |

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| RE | |
| **Year 7** | Year 7 RE is a varied look at religion in the world. After starting the year with a joint Humanities project called ‘How the Humanities Have Changed the World’ students begin look at what RE is and why we study it. This then leads into looking at three modules on Sikhism, Islam and the Abrahamic Religions. Towards the end of the year students have the opportunity to investigate ideas surrounding religion and art. |
| **Year 8** | In Year 8 students begin by looking at the beliefs and practices in Judaism, including Kosher food, festivals and beliefs about God. They then look at the Holocaust and the impact it had on Jewish lives. Students then take an in-depth look at both Buddhism and Hinduism and are able to look at different beliefs around their origins, beliefs and practices.  Around Easter students begin looking at a module which prepares them for starting the GCSE in Year 9, they look at important Christian and Muslim teachings, parables and people and how they have influenced the lives of believers. |

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| Art | |
| **Year 7** | Year 7 art students will investigate and learn the foundation skills of art.  They will creatively explore, colour theory, drawing for different purposes and needs and respond to the work of other artists to develop their own personal ideas.  We will support and guide students to skilfully use their sketchbook to creatively record and evaluate their art journey.  Year 7 Art Projects include: Kandinsky Drawing to Music, LEGO Portraits and My Year 7 Collage  Students in Year 7 can access their own KS3 Art Digital Hub via the Art Department page on the students KS3 + 4 SharePoint area.  The KS3 Hub contains the Sway presentations we use in lessons and examples of the exciting artwork students create. |
| **Year 8** | Year 8 art students will continue to work in their Year 7 sketchbook allowing them as artists to reflect upon the progression they have made.  We expand upon the key skills taught in Year 7 giving the Year 8 students the opportunity to develop thematic projects in preparation for the Year 9 GCSE course.  Students will explore different themes and art movements and will be taught how to develop their skills and understanding of a broad range of exciting techniques.  Year 8 Art Projects include: Fauvism and Colour, Experimental Drawing and Image and Text  Students in Year 8 can access their own KS3 Art Digital Hub via the Art Department page on the students KS3 + 4 SharePoint area.  The KS3 Hub contains the Sway presentations we use in lessons and examples of the exciting artwork students create. |

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| Music | |
| **KS3** | Pupils build on their previous knowledge and skills through performing, composing and listening. They develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They listen with increasing discrimination and awareness to inform their practice as musicians. They use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.  Pupils learn to:   * play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression * improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions * use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions * identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices * listen with increasing discrimination to a wide range of music from great composers and musicians * Develop a deepening understanding of the music that they perform and to which they listen, and its history. |
| **Year 7** | Projects include: African Music, Blues, Dance Music, Minimalism, Band skills 1 |
| **Year 8** | Projects include: Samba Music, Reggae, Sampling, Band skills 2 Taiko Drums |

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| Drama | |
| **Year 7** | **Intro to Drama**  **Wax works –**Students develop basic performance skills from characterisation to improvisation.  **Drama Techniques –**In this unit you will be looking at stage craft in order to create tension along with elements of technical theatre  **Greek Theatre**– Explore the traditions and history of theatre Greek Style!!!  **Darkwood Manor House**– Story telling unit focusing on creating mood, tension and atmosphere in a performance  **Silent movie**– Exploring movement, mime and gesture skills to create your very own silent movie!  **Guernica**– Explore how you can create drama from paintings and historical events in a stylised/ non-natural way, |
| **Year 8** | **Recap year 7 skills**  **Trestle**masks- You will develop your skills in the use movement mime and gesture to create the famous Trestle mask characters.  **Pantomime**– Exploring the tradition of Panto! Looking at the different characters and comedy which will equip you with the skills to produce your very own Panto  **Physical Theatre** –Working as a group to use your body to story tell by creating location and props.  **TIE**– Theatre in Education. You will become your very own theatre company create a piece of drama which is issue based – ie; Bullying, homeless – in order to educate an audience.  **Shakespeare Shorts**– Explore the greatest works of Shakespeare in a modern way! Each lesson focuses on a different play and the different conventions that Shakespeare used to write it!  **Tech theatre** – Learn about theatre design including lighting, set, costume and sound. Create your very own theatre set and explore all the tricks of the trade! |

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| ICT & Computing | |
| **Year 7** | Our aim is to prepare students for a future in a world where the use of technology is fully embedded. We want students to develop a love of learning for the subject and the belief that there are no limits to their own development in programming and IT.  Year 7 students will study a variety of topics covering both computing and information technology. We start with ‘Digital Literacy’ which builds on their real-world experience of technology; students are taught how to stay safe online and to protect their personal information. We have introduced a topic on ethics and security in order to prepare students to use technology in their everyday life. Students will also have the opportunity to study spreadsheets and the history of computing, culminating with an introduction to programming and coding. |
| **Year 8** | Year 8 students continue to develop their knowledge of Digital Literacy, Information Technology and Computing.  Students will study in depth units on databases, web design and networks before building on year 7 programming skills. Students also have the opportunity to further develop their coding skills, as well as following a step-by-step process which can be applied to everyday life. It is our intention to prepare students to study further and take advantage of the UK’s knowledge economy which is a significant employer. |
|  | Pupils have to opportunity to enter the following competitions;   * BAFTA young games designer * Animation with Manchester University * Cyber Discovery |

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| Design and Technology – Tech RM | |
| **Year 7** | Year 7 Students complete an induction task on Health and Safety during the first two weeks in the department and then go on to complete two tasks in Resistant Materials and Graphic Products focussing on garden tools and Fair Trade cartons. During the garden tool project, they are introduced to hand tools and machinery working in mild steel and pine. Throughout this project, students will learn about the characteristics of woods and metals and why they are used in specific products. They will also develop their 3D drawing skills so that they can communicate design ideas.  In Graphic Products they design and manufacture a Fair Trade drinks carton. This project develops their design drawing skills and modelling in card with opportunities to use CAD/CAM through laser cutting and stika cutting. Through the evaluation of past and present design and technology involving Electronics and Control pupils develop a critical understanding during focus tasks of its impact on daily life and the wider world. The Year 7 Disassembly ILA asks students to take a product to pieces to investigate materials, manufacturing processes and design. They also look at simple mechanisms and electronic components. |
| **Year 8** | Year 8 In Resistant Materials students develop teamwork skills by designing and building, in a team of two, a structure in wood using conventional wood joints. The students will use more advanced 3D drawing techniques to design their structure. The structure is then tested in a competition to see which one will hold the most weight. During this task, pupils learn to manufacture housing, cross halving, bridle, corner lap and half lap joints. In this project, we also revisit mechanisms where the students will use of a ratchet and pawl system.  The Graphic Products project sees students designing and making a swatch watch with all its packaging. Students work with card, foam board and plastic to produce a watch prototype and again experience more advanced graphic skills, including CAD/CAM giving them a good foundation for KS4 courses. The Year 8 Structures ILA requires that students complete an investigation on a structure or building that focuses on design, materials, cost and model making. |

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| Design and Technology – Food and Textiles | |
| **Year 7** | Students complete an induction task on Health and Safety during the first two weeks in the department and then go on to follow courses at KS3 in Food Technology and Textiles Technology. In Food Technology students complete a range of food practical’s which introduce cooking, baking and preparation skills including; fruit salad, oat biscuits and spaghetti bolognese. Students also learn about and investigate nutrition and healthy lifestyles, making appropriate links to GCSE. In Textiles, the students have the opportunity to design and make their own drawstring bag based on the theme of graffiti. We study influential design movements and artists such as Banksy. Students learn about the design and make process, are taught key skills as well as beginning to build their knowledge of the design and technology industry. Students have the chance to work on a sewing machine and can develop their confidence and skills with practical skills such as hand embroidery. |
| **Year 8** | Year 8 In Food Technology students develop and build upon their practical knowledge and skills by cooking dishes such as chicken curry, pizza, vegetable soup and cookies. At the same, time they will study safety and hygiene as well as exploring micronutrients and different/special diets including the vegetarian diet. In Textiles the students apply their skills and design and make their own felt monster, being wacky and creative with their ideas. Students make their own pattern templates and focus on decorative techniques, especially those using the sewing machine that can be applied to their monster product. Students also look into relevant research and development of their design ideas as part of the iterative design process. |