

REGENTS PARK



Community College

**KEY STAGE 3
CURRICULUM
BOOKLET**

Contents

- Creative Arts
Art
Drama
Music
- English Language
English Literature
- Geography
- History
- Information Communication Technology (ICT)
- Languages
- Maths
- Physical Education (PE)
- Physical, Social and Health Education (PSHE)
- Religious Studies (RS)
- Science
- Technology



CREATIVE ARTS



Art

YEAR 7		
Autumn Term	Spring Term	Summer Term
Manic Mark Making	African Clay Tiles	Graphic Pressa prints
Artistic Learning		
<ul style="list-style-type: none"> • Mark making, line, texture and tone skills • Van Gogh replication • Large mixed media tree 	<ul style="list-style-type: none"> • African patterns • Replica • Design work • Clay tiles 	<ul style="list-style-type: none"> • Designing letters using mark making • Pressa print repeated • Paint/glaze tiles
YEAR 8		
Colour theory and painting techniques	Development of Kandinsky	Selfie
Artistic Learning		
<ul style="list-style-type: none"> • Colour theory/wheel • Kandinsky/Klee artist studies • Design Kandinsky style painting using letters, colour theory, mixed media 	<ul style="list-style-type: none"> • Development of Kandinsky work 	<ul style="list-style-type: none"> • Realistic portraits drawing • Julien Opie/Chuck Close/ Andy Warhol • Taking self portraits • In the style of Opie (ideally acrylic/ gouache)
YEAR 9		
Urban Jungle	Day of the Dead	Mask Making
Artistic Learning		
<ul style="list-style-type: none"> • Observational drawings • Design work • Adigraf prints • Extending out from print, mixed media 	<ul style="list-style-type: none"> • Observational drawing of skulls • Research 'Day of the Dead' 	<ul style="list-style-type: none"> • Design mask from clay/papier-mâché • Making of masks • Painting and decorating masks

Extra-Curricular

The Art Department run a club specifically aimed at Key Stage 3 students, where they can attend and explore their own artistic interests or develop those areas studied within lessons. Attendance to this club can lead to students achieving recognition for their efforts through the Bronze and Gold Arts Award.

Drama

Curriculum

The Drama curriculum at Key Stage 3 is broad and varied providing students with the opportunity to explore and develop skills in many theatrical and dramatic genres. The drama explored in Year 7 will be linked to the importance of group co-operation and empathy. It will use performance conventions to aid understanding of how people communicate and resolve issues. Following on from Year 7, Year 8 will build on fostering clear communication and understanding of the performer/audience and Year 9 will be dedicated to skills based learning.

YEAR 7		
Autumn Term	Spring Term	Summer Term
Mystery Pictures	Rosa Parks	Musical Theatre
Dramatic Learning		
<ul style="list-style-type: none"> Developing understanding of the importance of conflict and tension in drama 	<ul style="list-style-type: none"> How to experiment with drama techniques to influence your audience 	<ul style="list-style-type: none"> To enable students to understand the differing roles within a musical production
YEAR 8		
Soap Opera	Commedia Dell'Arte	Script Work
Dramatic Learning		
<ul style="list-style-type: none"> Exploring the use of stock characters and storylines within soaps 	<ul style="list-style-type: none"> To learn how to play a character from CDA, they will be able to recognise the key character traits and exaggerate actions 	<ul style="list-style-type: none"> To enable students to use techniques in rehearsal that will create a scripted performance
YEAR 9		
Communication	Relationships	History of Theatre
Dramatic Learning		
<ul style="list-style-type: none"> To explore how body language, facial expression and voice are used to communicate a story 	<ul style="list-style-type: none"> To analyse how drama can be used to explore difficult issues. To consider parent-child relationships through improvisation 	<ul style="list-style-type: none"> To enable students to understand the growth of the theatre through history – breaking down the historical timeline of events

Extra-Curricular

Every year the Creative Arts Department prepare a production and this takes a great deal of preparation and effort by staff and students. The department run a Musical Theatre club where the preparations of rehearsals, set design, staging, lighting and sound for these annual productions take place. This Club is open to all students in both Key Stage 3 and 4, and always proves a popular choice amongst our students. This opportunity provides a fantastic social opportunity where students work towards a common goal creating a sense of community.

Music

Curriculum

Music at Key Stage 3 offers students the opportunity to explore and experience a range of musical genres from around the world and throughout history. Students develop their musicality through practice and theory, and also access the most up to date software for composing and developing their own musical ideas.

YEAR 7		
Autumn Term	Spring Term	Summer Term
Performance: Singing	Staff Notation	Musical Structures
Musical Learning		
<ul style="list-style-type: none"> • Melodic awareness • Dynamic contrast • Rhythmic awareness • Performing as part of an ensemble 	<ul style="list-style-type: none"> • Reading treble and bass clef • Major and minor • Keyboard skills 	<ul style="list-style-type: none"> • Learning how music is structured • Composition skills • Development of musical ideas
YEAR 8		
The Guitar	Caribbean Music	The Blues
Musical Learning		
<ul style="list-style-type: none"> • Reading tablature notation • Finger picking • Strumming chords • Performance techniques 	<ul style="list-style-type: none"> • History of Caribbean music • Musical genres within the Caribbean • Reggae ensemble performance 	<ul style="list-style-type: none"> • 12 bar Blues structure • The Blues scale • Lead and accompaniment roles • Improvisation
YEAR 9		
Minimalism	Dance Music	Independent Composition
Key Skills		
<ul style="list-style-type: none"> • Ostinato • Repetition • Instrumental timbre • Orchestration • Inversion and retrograde • Sibelius skills 	<ul style="list-style-type: none"> • History of dance music • Two dance music structures • Technological impact on dance music • Performance skills 	<ul style="list-style-type: none"> • Independent research • Rhythm • Form • Structure • Orchestration • Musical articulation

Peripatetic Lessons

In addition to classroom music students have the opportunity to access individual or group instrumental lessons in every family of instruments. Regents Park offers instrumental tuition on drum kit, upper strings, electric, bass and acoustic guitar, woodwind, brass and keyboards. The take up of instrumental lessons this year has been staggering from the new Year 7 intake and this is something we hope to build upon in future years.

Extra-Curricular

Students also have the opportunity to access musical activities as part of the extra-curricular activities offered by the school. The school musical production runs every year and students wishing to be involved in this show meet every Thursday for either singing or acting rehearsals. The school also runs a band rehearsal where all students who are learning an instrument are welcome to attend.

English

Year 7

Autumn 1

1. Unseen poem
2. Poetry recital

Library –
Introduction to reading for pleasure/
Renaissance Reading

Introduction to Poetic Forms and Devices

Poet study

Poetry recital

Unseen poem

Haiku, limerick, rhyming couplets, sonnets, ballads, narrative

Autumn 2

1. Story writing
2. Practice responses: r & wr

Media Studies:

Animation:
The Sandman, Disney, Pixar.

Nonfiction – Survival

Range of extracts and texts including:

Touching the Void, Bear Grylls

Spring 1

1. Exam: reading and writing (novel).

Novel – teacher choice

Including poems linked to the character

Buddy

Ways to Live Forever

Tins

Cirque du Freak

Spring 2

1. Unseen writing task – exam style
2. S&L speech

Non Fiction Writing – animals

Speech writing and performing

Enrichment activity - Debate

Summer 1

1. Reading response- Shakespeare extract

History of English Language

Literary Heritage:

Chaucer

Beowulf

Shakespeare

Author Study

Enrichment activity – Shakespeare performance

Summer 2

1. C/Ass – text comparison
2. C/Ass - directed wr

Media Studies:

Computer Games - comparing texts

Summary Skills

Spelling Bee

Terminal exam (Edexcel)

There will be compulsory reading lessons in library once a week. As well as reading and grammar lessons in addition to core provision.

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none">1. Poetry unseen2. Poetry recital3. Media analysis	<ol style="list-style-type: none">1. Short stories2. Extract analysis3. Creative writing	<ol style="list-style-type: none">1. Exam: reading (whole text and extract) and writing	<ol style="list-style-type: none">1. Comparison2. Article writing3. S&L: newsroom	<ol style="list-style-type: none">1. Extract analysis2. Creative writing	<ol style="list-style-type: none">1. S&L drama2. Analysis – whole text3. Script-writing
<p>Poems of Culture:</p> <p>Comparison skills</p> <p>Writing poetry Poet Study</p> <p>Media Analysis: Advertising</p> <p>Enrichment activity: poetry slam</p>	<p>Mysteries!</p> <p>Short stories</p> <p>Non-fiction</p> <p>Mixture of fiction and non-fiction sources</p> <p>Develop comparison skills (GCSE Paper 2, section A)</p> <p>Creative writing</p>	<p>Novel:</p> <p>Whole text and extract questions</p> <p>Year 8 Assessment Week</p>	<p>Media Studies:</p> <p>Range of pathways to choose from</p> <p>Music, journalism, film,</p> <p>Comparison skills</p> <p>Summary skills</p>	<p>Science Fiction:</p> <p>Fiction, nonfiction and poetry</p>	<p>Drama Text</p> <p>Spelling Bee</p> <p><i>Terminal Exam (Edexcel)</i></p>

There will be compulsory reading lessons in library once a week. As well as reading and grammar lessons in addition to core provision.

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. Analysis of clip 2. Speaking and listening pitch	1. Extract analysis 2. Whole text question 3. Creative writing	1. Comparison of nonfiction texts	1. Transactional writing	1. Extract analysis 2. Whole text analysis	1. Unseen poetry
Films outside of Hollywood: Study of film trailers, short films, clips and whole text Group pitch of a film idea (AL)	Prose: Victorian Literature Writer's style Extract and whole text questions (GCSE Lang Paper 1, section A & B) Language Mock Paper 1	Non Fiction & Literary Non Fiction: Series of extracts on common theme: newspapers, blogs, bios or autobiographies <u>Comparison!</u> Features of nonfiction texts MUST INC. ONE N-F AND ONE LITERARY N-F	Transactional Writing: Nonfiction writing tasks (linked to theme from Spring 1) Structure (GCSE Lang Paper 2, section B) Lang Mock Paper 2	Shakespeare: Study of the whole play <i>Romeo and Juliet</i> Focus on the language of Shakespeare Study of the context Enrichment activity: Shakespeare Slam (GCSE Lit Paper 1, section A)	Poetry: Study of lyrics and unseen poetry Poetic techniques Tone and mood Themes (GCSE Lit Paper 1, section A)

A range of speaking and listening tasks will also be included throughout the schemes of work. These will contribute to a separate speaking and listening award.

Wider reading should be completed out of class using the book list provided.

Geography

Geography is a dynamic, interesting and ever changing subject. The topics taught show a mix of human and physical geography and have been selected for their relevance to the world around us. They all encompass local, regional and global scales allowing the students to recognise their place in a seemingly gigantic world. In Key Stage 3 traditional topics such as population and plate tectonics stand alongside more contemporary topics such as Africa and China. All topics take a numeracy, literacy, citizenship and enterprise approach. This allows students to practice cross-curricular skills whilst learning how these can be applied to geography.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Passport to the World and Fantastic Places	Map Skills	Map Skills	Our City is Southampton Premier League Settlement (Local Field Work) comparing streets	Energy Wind Farm Debate	Rivers and Flooding River Studies (visit write up)

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weather and Climate Micro Climate Global Warming (including hurricanes and tornadoes)	Tectonics	Africa Water Kibera Etc. Comic Relief	Africa Water Kibera Etc. Comic Relief	Work and Industry Indian Shanty towns China Case Study (IBM) (Science Park)	Geography in the News.

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Population News Report on China One Child or Mexico Migrant issue	Development Trade (inc China)	Ecosystems Note Year (2014/15) Tropical Rain Forests, Reefs, Deserts Soil Deforestation/ Sustainability Game	Settlement and Services Inner City Problems Sharpe Point Flat	Coasts (including visit to a coastal site)	Contemporary Conflicts and Challenges Exam Question

History

Key Stage 3 History offers students a selective but challenging and entertaining journey through time from the days of the Medieval Kings through to the Assassination of Kennedy and the Fall of the Berlin Wall!

Study Units are organised around a series of key questions which students are encouraged to answer according to their ability. The key questions invite students to explore the main historical concepts and skills visiting and revisiting issues of change, cause and consequence, empathy and source evaluation.

The department is fully committed to meeting the needs of students with differing abilities.

We are proud of our wide range of teaching materials and strategies which, along with imaginative flexible and responsive teaching, are key weapons in the battle for students' interest and enthusiasm.

At GCSE level the department offers Modern World History which broadens knowledge and deepens understanding acquired at the end of Key Stage 3.

We aim to enhance our curriculum with a variety of off - site visits. These include Portchester Castle in Year 7, A Battlefields visit in Year 8, Amsterdam visit for Year 9 and KS4 have the opportunity to visit Berlin. All of these visits link to the curriculum and allow students to see history in action.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Norman conquest – 7 Lessons Battle of Stamford Bridge, Battle of Hastings 1066 and William the Conqueror.	The Black Death – 4 Lessons Causes and Consequences. <i>Assessment: 'The greatest cause of the Black Death was Trade'</i> <i>How far do you agree?</i>	The English Civil War – 7 Lessons Causes and Events. Why did Parliament win? Why was Charles I executed?	The Role of Cromwell – 6 Lessons Parliaments, his role in Ireland, personality, Protectorate. <i>Assessment: Hero/Villain</i>	The Slave Trade – 12 Lessons How did the slave trade start? What was the role of Britain in the slave trade? What were the effects of the slave trade? Why/how was slavery abolished? <i>Assessment: How accurate is Lord Ligonier?</i>	The British Empire – 6 lessons

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Indian Independence and the end of Empire – 6 Lessons</p> <p>Why did India fight for Independence? Was the independence of India the reason for the fall of the British Empire?</p>	<p>Medicine- 6 Lessons</p> <p>How did medicine change over time? Medieval to Modern-day</p> <p><i>Assessment: During which time did medicine advance the most?</i></p>	<p>Who was Jack the Ripper? – 6 lessons</p> <p>What was Whitechapel like in 1900s? Who was Jack the Ripper - suspects? Who were the victims?</p>	<p>The Great war and the Peace Settlement – 15 Lessons</p> <p>Why did the Great war start? How was the Great war fought? Why did the Lusitania sink? What was the consequence of this for Britain and America?</p> <p>What were the consequences of the Great War for the defeated nations and the victors?</p> <p><i>Assessment: Causes of the Great War</i></p>	<p>The Rise of the Dictators – 12 lessons</p> <p>How did the dictators rise to power in Europe after 1919?</p>	<p>Who were the Greatest Britons? – 12 Lessons</p> <p>A study in the roles of key individuals over the past 200 years. (Darwin, Newton, Nelson, Brunel, Florence Nightingale, Margaret Thatcher, Lennon, Princess Diana & Churchill)</p>
	<p>The Industrial Revolution – 7 Lessons</p> <p>How did Britain become an industrial nation? What was the impact on society?</p>				

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Presidents: Who was the greatest president of the 20th Century? 11 lessons</p> <p>A broad study of the 10 Presidents from 1932-2000</p> <p><i>Assessment: "Truman had the biggest impact on America during his presidency." How far is this statement true?</i></p>	<p>Causes of World war two – 10 Lessons</p> <p>Inter-war years, the great depression – how did this lead to the rise of the Dictators? Why did war break out in 1939? How did Churchill lead Britain to victory?</p>	<p>The attack on Pearl Harbour – 10 Lessons</p> <p>Why did America join WW2?</p>	<p>The end of WW2 – 5 Lessons</p> <p>Why did the Americans use the Atomic bomb? What was the significance of the use of this weapon?</p> <p><i>Assessment: Atomic Bomb</i></p>	<p>The Cuban Missile crisis – 5 Lessons</p> <p>How did America react to Castro's seizure of power in Cuba? What the events of the Cuban Missile crisis?</p>	<p>The Space Race – 6 lessons</p> <p>How did the Americans put a man on the moon? What impact did the space race have on cold war tensions?</p>
		<p>The Holocaust – 9 Lessons</p> <p>Why do some people deny the holocaust? Why did the Allies not prevent it?</p>	<p>The Cold War 1945-49 – 7 Lessons</p> <p>How did the relationship between America and Russia change after 1945?</p>	<p>The Cold War 1956-89 – 8 lessons</p> <p>What was the policy of détente? How did the election of Reagan affect the Cold War? How did the Cold War end?</p>	<p>The Assassination of JFK – 10 Lessons</p> <p>Why was JFK assassinated? What was the impact of this event on the world?</p> <p><i>Assessment: Was Lee Harvey Oswald guilty of killing JFK?</i></p>

ICT

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Intro Unit</p> <p>Classroom Expectations Rules Logging on and File Management</p> <p>The Internet and Legislation</p> <p>What is hardware? Input output & storage devices, peripherals, components, modelling for deeper understanding</p>	<p>Digital Christmas Software DL & WD</p> <p>What is software? - OS, app and utility SW</p> <p>SS - basic formatting & modelling SS - simple formulae pros and cons of SS</p> <p>WP - basic formatting WP - mail merge</p> <p>DTP - basic design skills DTP – audience and purpose File types, size, uploading</p>	<p>E-Safety presentation e-safety & PS</p> <p>What is e-Safety? Cyberbullying Sexting and grooming Social networking and online reputation</p> <p>Downloading and sharing files</p> <p>Presentation software - basic Powerpoint layouts, adding pictures and text</p> <p>PS - hyperlinks, transitions, entrance, exits and emphasis Motion paths and mouse over actions</p> <p>Presenting to an audience - PS to support public speaking</p>	<p>Algorithms</p> <p>What is an algorithm? Sequencing and pseudo code</p> <p>Adding images</p> <p>Loops and sub-routines Flow charts and symbolic representation</p> <p>Modelling to solve problems and efficiency planning, testing, reviewing and adapting.</p>	<p>Scratch Animation Visual Programming</p> <p>What is visual programming - pros and cons of using block programming</p> <p>Understanding block programming basics and software</p> <p>Control and motion blocks, sprites</p> <p>Looks, costumes and stages</p> <p>Broadcast and receive (planning and sequencing) sensing and variables (Higher ability)</p>	<p>New Unit TBC</p> <p>Websites What is a website HTML code</p> <p>Layout, house style, Audience and purpose</p> <p>Basic features - setting up a master page</p> <p>Developing web design software skills</p> <p>Creating a basic website for a given scenario</p>

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Internet and Legislation</p> <p>What is copyright? Who does it affect and how?</p> <p>What is the data protection act? Who does it affect and how?</p> <p>What is the health and safety at work act? How does it link to ICT?</p> <p>Search engines - What are they? How do they work?</p> <p>Advanced searching techniques Referencing images</p> <p>What is DTP? What tasks is it suitable for? DTP skills</p> <p>Image manipulation - Combining DTP and photo editing software Uploading files</p>	<p>Networks and Audio Visual</p> <p>How do computers communicate?</p> <p>Servers and routers and the internet</p> <p>Email and data packages</p> <p>Types of data transfer, Ethernet, coaxial, fibre optic, wifi</p> <p>Data speed, upload versus download, possible and actual</p> <p>Download versus streaming video</p> <p>Multimedia sound and vision - making videos file types, audio visual, transitions, effects,</p> <p>Exporting and uploading</p>	<p>Visual Prog - Scratch Game</p> <p>Recap programming using blocks (control, motion, sensing etc.)</p> <p>Guided programming using videos – Space Invaders (Key concepts)</p> <p>Planning for individual games - type, sprites, control, programming, pseudo code</p> <p>Creating individual games and logging progress and techniques</p>	<p>Text Based Prog – MSB</p> <p>What is text based programming? Language, code, syntax, MSSB</p> <p>Creating a variable, why, uses, text based (string), numeric based, differences creating a conditional, why (if, else, else if)</p> <p>Graphics window (simple drawing)</p> <p>Graphics window (printing messages)</p> <p>Iteration (loops and sub routines)</p> <p>Planning using pseudo code</p> <p>Programming to solve a given problem</p>	<p>Control Software</p> <p>Revise flow charts and algorithms - what are they? Why are they useful?</p> <p>What is control software - Where is it used in real life?</p> <p>Planning sequences and solutions - simple process - traffic Light</p> <p>Decisions - pathways in flow charts - light house sub routines - what are they and why - pelican crossing</p> <p>Assessment challenges using “Go Control Town ACE” pack</p>	<p>Data and Databases</p> <p>What is data and what is information? Qualitative and quantitative</p> <p>How is data collected, what is validity and reliability?</p> <p>How is data stored? Security. Database pros and cons</p> <p>Creating a questionnaire - effective questioning</p> <p>Creating a simple data base table - fields and data types</p> <p>Creating a form for data collection - customer needs and corp, ident.</p> <p>Creating a query - finding useful information</p>

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hardware Peripherals recap Components recap Modelling Specification Storage media Revision End of unit assessment	Trends Trends over time Impact on society Social issues Legal issues Ethical issues Presentation skills Independent projects Final presentations	Logic Sequencing and flow charts Logic gates Combining logic gates and truth tables Binary recap - Ascii Binary counting Binary conversion Binary addition End of unit assessment	Text Prog. Solving Problems Syntax and MS small basic recap Variables - numeric and strings Conditionals Conditionals extended Loops and sub routines Modelling and debugging Scenarios for final skills assessment	Vis. Prog. Retro Game Unit Programming - linking text to drag and drop blocks Basics recap Simple practice Variables, conditionals and advanced scratch skills Space Invaders – practice Independent game creation End of unit TA	Data and Databases What is data and what is information? Qualitative and quantitative How is data collected, what is validity and reliability? How is data stored? Security. Database pros and cons Creating a questionnaire - effective questioning Creating a simple data base table - fields and data types Creating a form for data collection - customer needs and corp, ident. Creating a query - finding useful information

Modern Foreign Languages



Introduction

We want you to know that languages are fun as well as being very useful both for your future career and if you have a desire to see the world. Did you know that many top universities like you to have a GCSE in a foreign language even if you decide not to study it at A level?

Our school is very proud to offer French and Spanish, which are studied from Year 7, and are available as a GCSE choice.

Students with second languages from across the world are actively encouraged to consider taking the GCSE to demonstrate their skill if there is a qualification available in their home language.

We will encourage students to develop their knowledge of the French/Spanish-speaking world by using a variety of exciting and authentic sources. We aim to teach students a range of vocabulary and grammatical structures and encourage them to improve their spelling and pronunciation in order to express their ideas in the assessed language. The students will also be taught to translate sentences and paragraphs from English to French/Spanish and from French/Spanish to English.

We are keen to arrange educational visits to enable the students to practice their skills. We currently visit Lille and Boulogne and are looking at adding an educational visit to Spain.

We plan to develop some more on-line activities for you. Currently we are permitted to access some games and language activities at <http://www.linguascope.com>

Curriculum Outline and Assessment

Year 7

Students are studying either French or Spanish. French students currently follow the “Studio” series of publications and Spanish students use “¡Mira!” publications to support their study of the language. Students are assessed at the end of each theme in the skills of listening, speaking, reading and writing which includes simple translations both into and out of the target language.

French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme The basics	Theme Describing yourself and others	Theme School	Theme Free time	Theme Local area	Theme Holidays
Skills Greetings, alphabet, numbers, age, dates, classroom language, simple problems, dictionary skills.	Skills Express likes and dislikes, describing looks and personality.	Skills Discussing school subjects, asking questions about timetables, Justifying opinions. Explaining the time and describing the school routine. Food eaten at canteen.	Skills How to use technology, explaining sports and hobbies undertaken and giving opinions about them.	Skills Giving directions and instructions. Describing the local area. Creating/ writing invitations to go places. What can be done in the student’s town?	Skills Discussing what is needed to get ready for a holiday. Ordering food and drinks. Using future tense to explain what students will do on holiday or would like to do. (conditional).

Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Let’s Go!	Theme At School	Theme My Family	Theme At Home	Theme Free Time	Theme In the Town
Skills Introduction, numbers up to 31, dates, birthdays, ages, classroom instructions, dictionary skills and simple role plays.	Skills Describing what subjects students learn and opinions. Justifications. What things students do in class (or not). Explaining what students eat in school.	Skills Explaining the student’s family, Describing student’s pets using adjectives. Student’s appearance, character, and that of others.	Skills What types of house students live in and where it is situated. Using a variety of verbs to describe a routine. Describing a room using prepositions Where would students like to live?	Skills Describing what students do in their free time. How to tell the time in Spanish. Explaining what sports students play. Describing what students are going to do soon.	Skills What is your town like? Giving directions. Inviting friends out. Use 2 tenses to say what you do in town.

Year 8

Students again study either French or Spanish and the curriculum is designed to enhance and develop language skills acquired in Year 7. Year 8 French students use the “Studio 2” support books, which are differentiated to two levels to cater for different abilities. Spanish students use “¡Mira! 2 Express”. Students are assessed at the end of each theme in the skills of listening, speaking, reading and writing which includes translations both into and out of the target language.

French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Holidays (Studio 1)	Theme Media	Theme Paris – A City Visit	Theme My Identity	Theme My house or yours?	Theme My Talents!
Skills	Skills	Skills	Skills	Skills	Skills
Discussing what you need to get ready for a holiday. Ordering food and drinks. Using future tense to explain what students will do on holiday or would like to do (conditional).	Discussing opinions about TV, cinema, how students use the internet. What you do in different weather.	Talking about what there is to do in Paris. Giving opinions, asking questions about tourist venues. Describing a visit in past tense.	Describing others' personality. What you do with your friends. Your opinions on music and clothing. Describing your last weekend.	What type of house you live in or would like to live in. Using prepositions to describe location. What students eat at mealtimes, what students need to be for a special occasion.	Describing hopes for the future. Using commands. Describing people using a variety of adjectives.

Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Personal ID	Theme Media – TV, Films and going out	Theme Holidays	Theme Food	Theme Fashion	Theme Health
Skills	Skills	Skills	Skills	Skills	Skills
Write in paragraphs and revisit extended sentences. Speed-dating, lonely hearts, wanted posters, personal profile – including hobbies, ID and basic routine.	Take part in debates and surveys on TV programmes and films. To role play arranging to meet a friend.	Plan an itinerary for a holiday abroad. Role play to reserve accommodation. Create an advert for a hotel.	To role play ordering food in a market / restaurant. To reserve a table by phone. To follow a recipe.	Create a fashion magazine and perform a catwalk in the TL. To make complaints in a shop and return products.	Create a keep-fit video and a health issue poster. Doctor / pharmacy role play.

Year 9

Students have studied French since Year 7 and this year group will be the first year group of the new style of GCSE, which will differ to the previous exam by including translation tasks and comprehension of authentic texts. Our curriculum structure is based on the WJEC ("Eduqas" in England) exam board's expectations. Students are taught this curriculum using a variety of resources including "Studio 3", "Expo 3" and "Expo GCSE Foundation" books. They are assessed at the end of each unit in the skills of listening, speaking, reading, and writing (including translation).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Culture, self and relationships	Theme Technology, media and social media	Theme Health and fitness	Theme Sport and lifestyle	Theme Where I live	Theme Holidays
Skills Giving personal information; revising likes and dislikes; how students get on with others; what student's parents do; opinions on different relationships using the 3 rd person; description of home and what makes students happy.	Skills How one uses ICT, describing events, the language of social media /technology giving opinions on TV / music / cinema / books; understanding the language of film reviews.	Skills Identifying body parts and what hurts; making recommendations on how to be fit; healthy eating; understanding the language of addictions; making resolutions; understanding the language of health problems.	Skills Understanding the language of invitations; what sports you and others do. Increase cultural awareness, identifying names of shops, buying clothes, using transactional language for shopping, describing special occasions.	Skills Describing student's town, comparing it to other towns, explaining problems that exist within the town, how it was 50 years ago and what it will be like in the future.	Skills Describing weather, holiday destination, arranging accommodation, complaint letters, using past tense to describe what happened on holiday.

In Year 9 this year, we have offered a one-year Spanish course to give students, who might not otherwise continue with French into GCSE, a taste of another language. Students are assessed at the end of each unit in the skills of listening, speaking, reading, and writing (including translation of simple sentences).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Relationships, family, friends	Theme School and education	Theme Leisure	Theme Food and drink	Theme Healthy lifestyle	Theme Holidays and travel
Skills Using knowledge of language to understand simple sentences. Descriptions using first and third person.	Skills Understanding short paragraphs including descriptions of subjects, uniform, opinions and justifications.	Skills Making plans to go out, activities including media. Extending sentences using connectives.	Skills Describing diets, what students eat at different times. Extending sentences with connectives. Understanding an authentic recipe. What is a Mediterranean diet?	Skills Describing illnesses and what people do to be healthy.	Skills Paragraphs in two or three tenses about holidays which have taken place (destinations activities and opinions).

Maths

Curriculum Outline and Assessment

In its simplest form, Maths is the means of looking at the patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. Numeracy is the means of making that knowledge useful. It is our vision that the students leave Regents Park Community College with the numerical skills to help them realise their potential in their futures.

The Maths department comprises of six full time teachers and three other members of staff devoted to providing intervention for our students requiring additional support in Maths. There are eight class rooms in the Maths department all equipped with interactive white boards and access to a suite of laptops.

At Key Stage 3 we provide invaluable support both within and outside of Maths lessons to support students arriving at Regents Park with low levels of numeracy as well as those highlighted as not making sufficient progress. In addition we provide a Maths Clinic on Wednesdays after school for students requiring additional guidance for particular areas of Maths or with their homework.

Clubs and Activities

Maths Clinic – Mrs Crookes is available on Wednesdays 2.40 - 3.30pm in room 36 to support students who may need further guidance to help them with class or homework

Physical Education

Curriculum Outline

In the Physical Education department at Regents Park Community College we are aiming to build on established success to raise standards further in PE and sport. It will harness the motivating power of sport to engage all its students, to promote social inclusion and develop leadership qualities.

Physical Education is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of Physical Education at Regents Park Community College is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This is achieved through a tenacious approach to ensure outstanding; leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare and outcomes for children and learners are at the forefront of the curriculum areas planning, rigorous monitoring and review and implementation of creative approach to providing positive experience for learners.

Year 7 Physical Education Programme of Study 2014 – 2015

(B-Side) Week 1 Monday period 1 & 2, Week 1 Tuesday period 5 & 6

(G- Side) Week 2 Wednesday period1 & 2, Week 2 Friday period 1 & 2

		Autumn			Spring		Summer				
	Group	Term 1		Term 2	Term 1	Term 2	Term 1		Term 2		
		3	4.5 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	4 Weeks	2.5 Weeks
Green & blue side	All Girls Group Miss Croud	Baseline Setting	Netball Courts	Swimming Pool	Trampolining Gym	Table Tennis Hall	GFU Field	Last two weeks of half term: athletics prep	1 st Week back: athletics prep	Dance Gym	Option Weeks
	All Boys Group Mr Sinclair		GFU Field	Trampolining Gym	Table Tennis Hall	Fitness Gym	Swimming Pool			S&F Field	
	Mixed Group Mr Brandford		Trampolining Hall	Fitness Field	Swimming Pool	GFU Field	Table Tennis Hall			Swimming Pool	

Year 8 Physical Education Programme of Study 2015 – 2016 - G - Side Week 1 Thursday Period 3 & 4, Week 2 Thursday period 3 & 4

		Autumn		Spring		Summer				
	Group	Term 1	Term 2	Term 1	Term 2	Term 1		Term 2		
		7.5 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	4 Weeks	2.5 Weeks
G-Side	All Girls Group Miss Croud	Netball Courts	Swimming Pool	Trampolining Gym	Table Tennis Hall	GFU Field	Last two weeks of half term: athletics prep	1 st Week back: athletics prep	Dance Gym	Option Weeks
	All Boys Group Mr Sinclair	GFU Field	Trampolining Gym	Table Tennis Hall	Fitness Gym	Swimming Pool			S&F Field	
	Mixed Group Mrs Anibaba	Trampolining Hall	Fitness Field	Swimming Pool	GFU Field	Table Tennis Hall			Swimming Pool	

Year 8 Physical Education Programme of Study 2015 – 2016 - B - Side Week 1 Monday period 3 & 4, Week 2 Thursday period 1 & 2

		Autumn		Spring		Summer				
	Group	Term 1	Term 2	Term 1	Term 2	Term 1		Term 2		
		7.5 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	4 Weeks	2.5 Weeks
B-Side	All Girls Group Miss Croud	Netball Courts	Swimming Pool	Trampolining Gym	Table Tennis Hall	GFU Field	Last two weeks of half term: athletics prep	1 st Week back: athletics prep	Dance Gym	Option Weeks
	All Boys Group Mr Brandford	Trampolining Hall	Football / Rugby Field	Swimming Pool	GFU Field	Table Tennis Hall			Swimming Pool	
	Mixed Group Mr Sinclair	GFU Field	Trampolining Gym	Table Tennis Hall	Fitness Gym	Swimming Pool			S&F Field	

Year 9 Physical Education Programme of Study 2015 – 2016 G-Side Week 1 Wednesday period 1 & 2, Week 2 Friday period 3 & 4

		Autumn		Spring		Summer				
	Group	Term 1	Term 2	Term 1	Term 2	Term 1		Term 2		
		7.5 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	3 Weeks	
G-Side	All Girls Group Miss Croud	Netball Courts	Swimming Pool	Trampolining Gym	Table Tennis Hall	GFU Field	Last two weeks of half term: athletics prep	1 st Week back: athletics prep	Dance Gym	Option Weeks (2 Weeks)
	All Boys Group Mr Branford	Trampolining Gym	Football / Rugby Field	Swimming Pool	GFU Field	Table Tennis Hall			Swimming Pool	

Year 9 Physical Education Programme of Study 2015 – 2016 (B5 – B6) Week 1 Monday period 5 & 6, Week 1 Thursday period 1 & 2

		Autumn		Spring		Summer				
	Group	Term 1	Term 2	Term 1	Term 2	Term 1		Term 2		
		7.5 weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	3 Weeks	2 Weeks
B-Side	All Girls Group Miss Croud This is a split class Mr Branford – Thurs 1 & 2 Miss Croud – Mon 5 & 6	Trampolining Gym	Swimming Pool	Mixed Group – Option 1 Table Tennis Hall	Mixed Group – Option 1 Netball Courts	Mixed Group Option 1 Gymnastics Gym	Last two weeks of half term: athletics prep	1 st Week back: athletics preparation	Striking and Fielding Courts	Option Weeks
	All Boys Group Mr Sinclair	Swimming Pool	Football Field	Mixed Group – Option 2 GFU Field	Mixed Group – Option 2 Rugby Field	Mixed Group – Option 2 Fitness Field / Hall			Striking and Fielding Field	

Year 9 Physical Education Programme of Study 2015 – 2016 (B 1 – 3) Week 1 Tuesday period 3 & 4, Week 2 Monday period 3 & 4

NB – Fitness will be integrated into all units of work.

		Autumn		Spring		Summer				
	Group	Term 1	Term 2	Term 1	Term 2	Term 1		Term 2		
		7.5 weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	2 Weeks	1 Week	4 Weeks	2.5Weeks
B-Side	All Girls Group Miss Croud (20)	Netball Courts	Swimming Pool	Trampolining Gym	Table Tennis Hall	GFU Field	Last two weeks of half term: athletics prep	1 st Week back: athletics prep	Dance Gym	Option Weeks (2 Weeks)
	All Boys Group Mr Sinclair (21)	GFU Field	Trampolining Gym	Table Tennis Hall	Fitness Field	Swimming Pool			S&F Courts	
	Leadership Group Mr Branford	Leadership Skills Gym, Dance, Trampolining Focus Gym	Leadership Skills GFU Focus – Field	Leadership Skills - Primary School Visiting – Gym / Kick-about	Leadership Skills Fitness and Table Tennis – Hall	Striking and Fielding Courts			Swimming Pool	

PSHE

PSHE in KS3 promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life. PSHE education is essential to such a curriculum and to meeting the school's requirement to promote the students' wellbeing.

The key areas that KS3 lessons fall into include:

1. **Identity** -their personal qualities, attitudes, skills, attributes and achievements and what influences these.
2. **Relationships** - including different types and in different settings.
3. **A healthy balanced lifestyle** - including physically, emotionally and socially. As well as within relationships, work-life, exercise and rest, spending, saving and diet.
4. **Risk** - identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others and **safety** - including behaviour and strategies to employ in different settings
5. **Diversity and equality** - in all its forms.
6. **Rights** - including the notion of universal human rights. **Responsibilities** - including fairness and justice and **consent** - in different contexts
7. **Change** - as something to be managed and **resilience** - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8. **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes.
9. **Career**- including enterprise, employability and economic understanding.

Religious Education

Religious Education studied during Key Stage 3 follows the guidelines laid down by the local Agreed Syllabus. During Year 7 students are introduced to religion from an outsider's point of view and are encouraged to investigate important questions like: "*what is religion?*", "*is it dangerous?*" and "*how can we recognise beliefs in society?*". Year 8 is more issue based covering questions on how religion interacts with nature and with society as a whole. We finish by investigating the future of religion in the 21st Century.

The course of study recognises that religions have had a significant influence on the way people view their lives, whether or not they adopt one particular religion as their own personal creed. We have a range of different faith communities represented at Regents Park and are proud of our record of respectful inquiry into religious beliefs. We believe every child should be informed about belief and free to follow their own path.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is religion? Is football a religion? Written assessment	Is religion dangerous? Evaluation of a hypothesis of causes of violence	Religion around the World Explanation and evaluation of key features of 6 world religions	Myths and Legends Interpretation of religious stories	Religion and Art Web page and evaluation of art as a medium for belief	Protest and Social Justice Presentation on a campaign

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Animal Rights? Written assessment	Authority "Nobody has the right to tell me what to do"	Why is it sometimes hard to believe in God? Evaluation: "Is suffering a good reason to deny God?"	Why do people believe in God? Analysis of arguments for and against God	Religion in the 21 st Century Presentation on own NRM

Year 9

Autumn 1	Autumn 2	Spring 1 & 2	Summer 1 & 2
Introduction to Ethics and Religion Code for living task	What do Christians and Hindus believe? GCSE questions	Religion and Life Origins of the universe and life. Medical issues relating to life e.g. abortion and euthanasia GCSE Unit Paper	Crime and Punishment GCSE Unit Paper

Science

Curriculum Outline and Assessment

In each year through Key Stage 3 science, students will study a combination of biology, chemistry and physics units in order to gain a thorough understanding of all the different facets of science.

Year 7 and 8 students are invited to join Science club – a fun after school club where there are many exciting experiments and projects to take part in! We also take part in National Science Week every year, with a variety of experiments, experiences and activities to try out.

Year 7:

Students study topics such as cells, chemical reactions, electricity and forces. Students will alternate between biology, chemistry and physics based units.

Every topic is assessed through an assessed task or a test. Students get the opportunity to get feedback on all assessments to review strengths and targets for improvement.

Year 7 will sit tests in December, February and in summer to assess overall progress in science.

Year 7 students also have the opportunity to visit Intech Science Centre and Planetarium!

Year 8:

Students study topics such as ecosystems, genetics, the periodic table and motion. Students will alternate between biology, chemistry and physics based units.

Every topic is assessed through an assessed task or a test. Students get the opportunity to get feedback on all assessments to review strengths and targets for improvement.

Year 8 will sit tests in February and in summer to assess overall progress in science.

Year 8 students also have the opportunity to go to the Science Museum in London to explore the amazing exhibits and visit the IMAX cinema!

Year 9:

Students in Year 9 will start by studying an introductory topic to GCSE Science, which will begin after the winter break. Year 9 students also have the opportunity to take part in an exciting project on health and the body called LifeLab, which is run in conjunction with the University of Southampton and Southampton General Hospital.

Students will be assessed using end of unit and end of year tests and will receive feedback to review strengths and areas to target in order to improve their progress.

Year 9 students also have the opportunity to go to the Natural History Museum in London to explore the fantastic exhibits!

Design and Technology

Students in key stage 3 rotate around key subjects within specific technology disciplines. Each area covers a range of practical and theory elements related to the discipline they are completing as well as more general design technology concepts.

Although all students will complete all disciplines they will each start at a separate stage of the rotation calendar. As such the table below will reflect the areas covered annually but this may not reflect the order in which they complete them.

Please see the details below for a summary of the main projects each year completes.

Year 7	Year 8	Year 9 (Design Technology Award)
<p>Textiles – Ugly Doll Project</p> <p>Research and design ideas Use of sewing machines Working with fabrics Decorating and joining materials Analysing aesthetics</p>	<p>Textiles – Patchwork Quilt</p> <p>Batique skills Tie dye skills Applique skills Exploring sewing machine techniques Combining multiple techniques in creating a textiles product</p>	<p>Textiles – Cruise Ship Project</p> <p>Exploring uniforms and designs Analysing product requirements Industry needs and patterns Combining, refining and applying textiles skills Produce an aesthetically pleasing product</p>
<p>Food Technology – Introduction to Food Technology</p> <p>Health and safety Cutting techniques Combining ingredients Fruit salads and healthy eating</p>	<p>Food Technology – Pastry Products</p> <p>Risk assessments Exploring recipes and techniques Adapting recipes to suit consumers Different types of pastry Creating pastry products</p>	<p>Food Technology – Main Meals</p> <p>Creating white sauces Creating brown sauces Exploring recipe variations Designing food for different consumers Produce healthy products Compare and contrast similar products Evaluating their own and others' products</p>
<p>Resistant Materials – Moisture Sensor</p> <p>Creating a design brief Isometric drawing Electronics Soldering Packaging design</p>	<p>Graphic Design – Pop Up Books</p> <p>Generating a range of ideas around a concept. Creativity and imagination in planning Analysing products Using modelling tools effectively Quality control and creating a finished product Evaluating finished products</p>	<p>Resistant Materials – Pinball Games</p> <p>Analyse existing products Finding inspiration from themes Gathering information from others Cutting, joining and manipulating materials Using levers/mechanism to create a fully functioning game</p>
<p>Graphic Design and CAD</p> <p>Consumer needs Developing ideas Using desk top publishing software Creating quality products Top Trumps & Glass Painting products</p>		