



Key Stage 3 Curriculum Information Evening

Thursday 14th September 2023

Mrs Dean

Deputy Principal

edean@thequestacademy.org.uk

Intended outcomes for tonight

1

- To gain an insight into the 'Key Stage 3 Quest Learning Journey'

2

- To build an awareness of the subject specific learning journeys

3

- To share top tips in how best to support your child at home with their studies



LEARNING CHANGES LIVES

Whole School Curriculum Vision & Values

- **Raising aspirations:** promoting future careers and academic study so students are confident & ready for the next stage of life, through a challenging and ambitious learning journey through the Key Stages.

Ambitious & challenging



- **Developing key foundational knowledge and skills in the core curriculum,** to ensure the wider curriculum is fully accessible for all.
- **Developing reading, numeracy, and oracy skills** throughout their journey.

Developing foundational knowledge & skills



- **Maintaining a broad, balanced, and relevant curriculum at all times** to support student engagement with their learning journeys and empower students to change their lives through achieving **exceptional outcomes and qualifications.**

Broad & balanced curricular choices



- Opportunities are planned to develop the **confidence, resilience and creativity of students.**
- **Developing student independence** over time and engaging students with **varied experiences** outside of the classroom to develop **cultural capital and learning experiences.**

Holistic development & cultural capital building



- **Celebrating diversity** and promoting **respect and tolerance** of other learners in our TQA community whilst making valuable **contributions to modern British society.**
- **Developing important life skills** which enable students to become informed and eloquent citizens.
- Supporting students to make positive contributions to modern British society and to the TQA community.

Celebrating diversity & contributing to our community



LEARNING CHANGES LIVES

The Pastoral Team Structure

Making sure you have everything you need and are in the best frame of mind to learn when you get to your lesson.



Tutors
Houses



Ensuring your academic learning happens in the best possible way.



Subjects
Faculties

The House Teams

**Assistant Principal
Hillary**



**Assistant Principal
Livingstone**



**Assistant Principal
Shackleton**



How the curriculum is delivered

Key Stage 3 - Students follow a compulsory curriculum in Years 7, 8 and 9 consisting of:

Core	Humanities	Languages	Practical Subjects & Creative Arts	Student development
<ul style="list-style-type: none">✓ English✓ Mathematics✓ Science✓ Computer Science	<ul style="list-style-type: none">✓ Geography✓ History✓ Religious Studies	<ul style="list-style-type: none">✓ Frenchor✓ Spanish	<ul style="list-style-type: none">✓ Physical Education✓ Art✓ Music✓ Drama✓ Design & Technology	<ul style="list-style-type: none">✓ My Quest Journey✓ Professional Skills (Yr 9)✓ Guided Reading✓ Enrichment○ <i>Academy Days</i>○ <i>Activities Week</i>



KS3 English

Miss N. Khanan
English Coordinator
Email: nkhanan@thequestacademy.org.uk

Subject: English Curriculum Vision, Intent, Implementation & Impact

KS3 English Curriculum Intent

The English curriculum is designed to be sequential and cyclical.

This is to ensure they are armed with the tools/skills needed to critically analyse their GCSE texts and this is taught through the texts studied at KS3.

We pick our literature texts in KS3 because they engage with social, philosophical and cultural issues that are implied within the texts. Through this, we have a huge emphasis on the study of big ideas explored in each text.

KS3 English Curriculum Implementation

In KS3, the English lessons are split. The students will spend three lessons a week studying and analysing the literature text for the term. The next two lessons will be thematically linked to the literature text, exploring the bigger ideas and wider themes.

In the classroom, the lessons will typically have:

- *A silent starter*- critical thinking skills or retrieval practice.
- A form of *reading* and class *discussion and/or questioning*.
- *Written record* of what they have been learning and sometimes pushed towards extended writing.

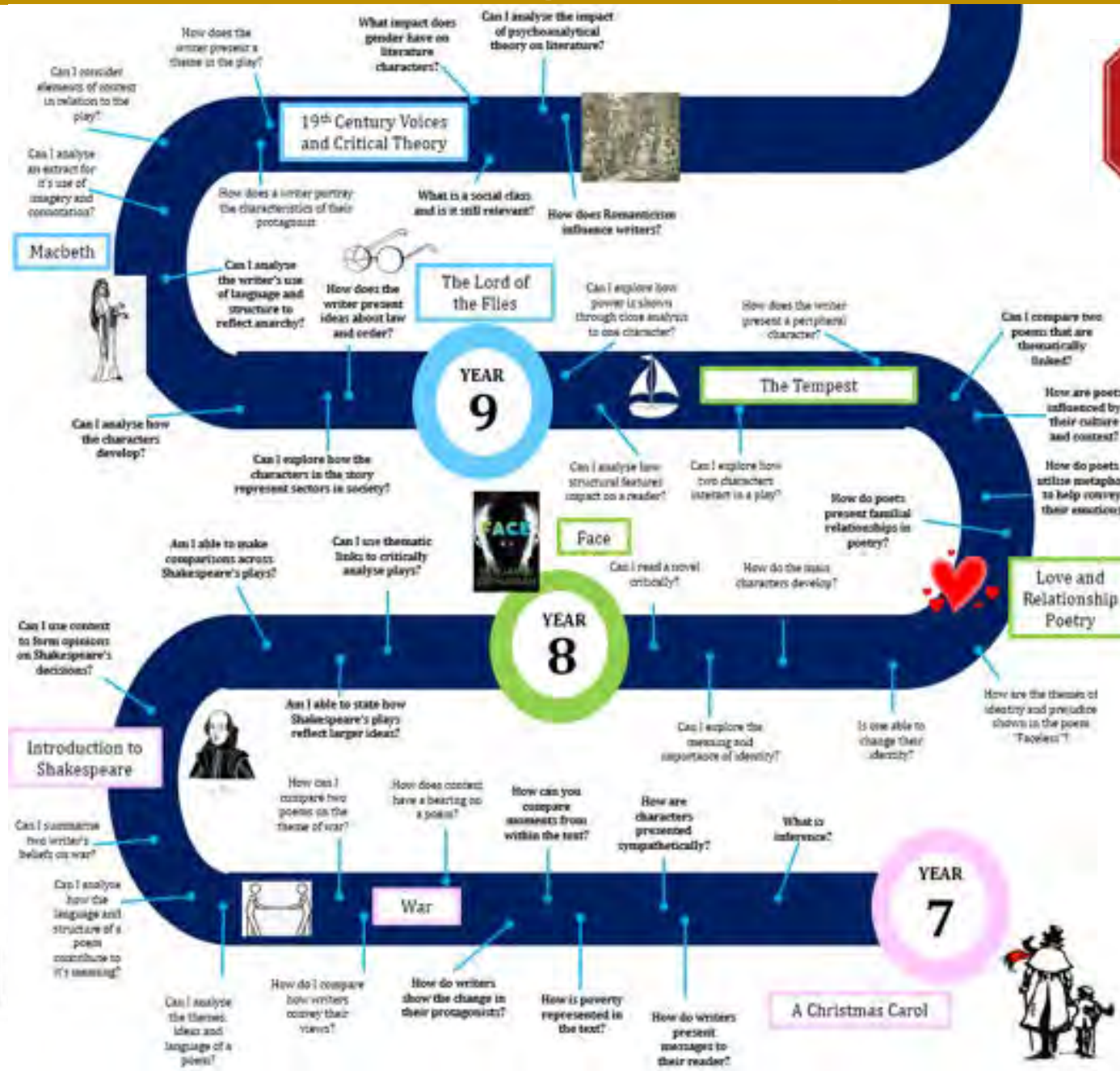
KS3 English Curriculum Impact

A successful English student at TQA will be...

- ✓ Curious
- ✓ Cultured
- ✓ Critical
- ✓ Confident

This will help students to prepare themselves for their GCSEs and the wider world. Some literature taught at KS3 will be difficult, but we encourage this because this is where the best learning takes place, and we will help to support them in class.

Subject: English KS3 Learning Journey



	Autumn Term	Spring Term	Summer Term
Literature Focus	A Christmas Carol	War Poetry	Introduction to Shakespeare
Wider Ideas Focus	Comparing 19th and 21st century lives	Comparing different non-fictional sources about war	Considering generic links across plays
Assessments	Term 1a: Comparing two sources Term 1b: Essay about Scrooge	Term 2a: Comparing two sources Term 2b: Poetry analysis	Term 3a: Analysis of theme in a play Term 3b: End of Year Assessments

	Autumn Term	Spring Term	Summer Term
Literature Focus	Face	The Tempest	Love and Relationship Poetry
Wider Ideas Focus	Identity	Comparing non-fictional sources	Comparing sources about relationships
Assessments	Term 1a: Comparing sources Term 1b: Essay on Face character	Term 2a: Comparing perspectives Term 2b: Essay on The Tempest	Term 3a: Comparing two poems Term 3b: End of Year Assessments

	Autumn Term	Spring Term	Summer Term
Literature Focus	Lord of the Flies	2023-2024: My Sister Lives on the Mantelpiece 2024 onwards: Macbeth	19th Century Voices
Wider Ideas Focus	Good and evil, human nature	2023-2024: religious prejudice 2024: Ambition, good and evil	Exploration of literary theories
Assessments	Term 1a: Analysing fiction extract Term 1b: Essay on character or theme	Term 2a: Language analysis Term 2b: Extract based essay	Term 3a: Essay based on theme Term 3b: End of Year Assessments



English Top Tips:

- Engage in wider reading from different sources- articles, biographies, poems, fictional literature and non-fictional texts
- Re-read over notes, especially before assessments- for retrieval
- Research new terminology/ideas to encourage curiosity
- Practice spelling and grammar
- READ MORE!

Skills to practice:

- Finding and writing judicious quotations
- Analysis of language: method and connotations/inferences
- Making connections between context and literature
- Comparisons: similarities and differences
- Finding perspectives/viewpoints
- Exploring the intentions of writers

Useful Websites:

The British Library: [The British Library - The British Library \(bl.uk\)](https://www.bl.uk)

BBC Bitesize: [KS3 English - BBC Bitesize](https://www.bbc.com/bitesize)

Seneca: [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)



KS3 Maths

Mr R. Naidoo
Maths Coordinator
Email: rnaidoo@thequestacademy.org.uk

Subject: Maths Curriculum Vision, Intent, Implementation & Impact

Give students a high-quality mathematics education which provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and the power of mathematics and a sense of enjoyment and curiosity about the world.

1. Develop fluency

Topics sequenced incrementally throughout the year and cyclically year-on-year

10 min mixed practice starter recalling previous topics and skills

Loads of fluency-building practice "tasks" in the lessons + as homework

Teachers model clearly and address misconceptions verbally

2. Problem solving

Conceptual challenges require students to "think deeply"

Real-life applications require students to "think broadly"

Groupwork enables discussion and exam-style practice enables independent thinking

3. Purposeful assessment

End of topic tests tell students exactly what they need to improve on

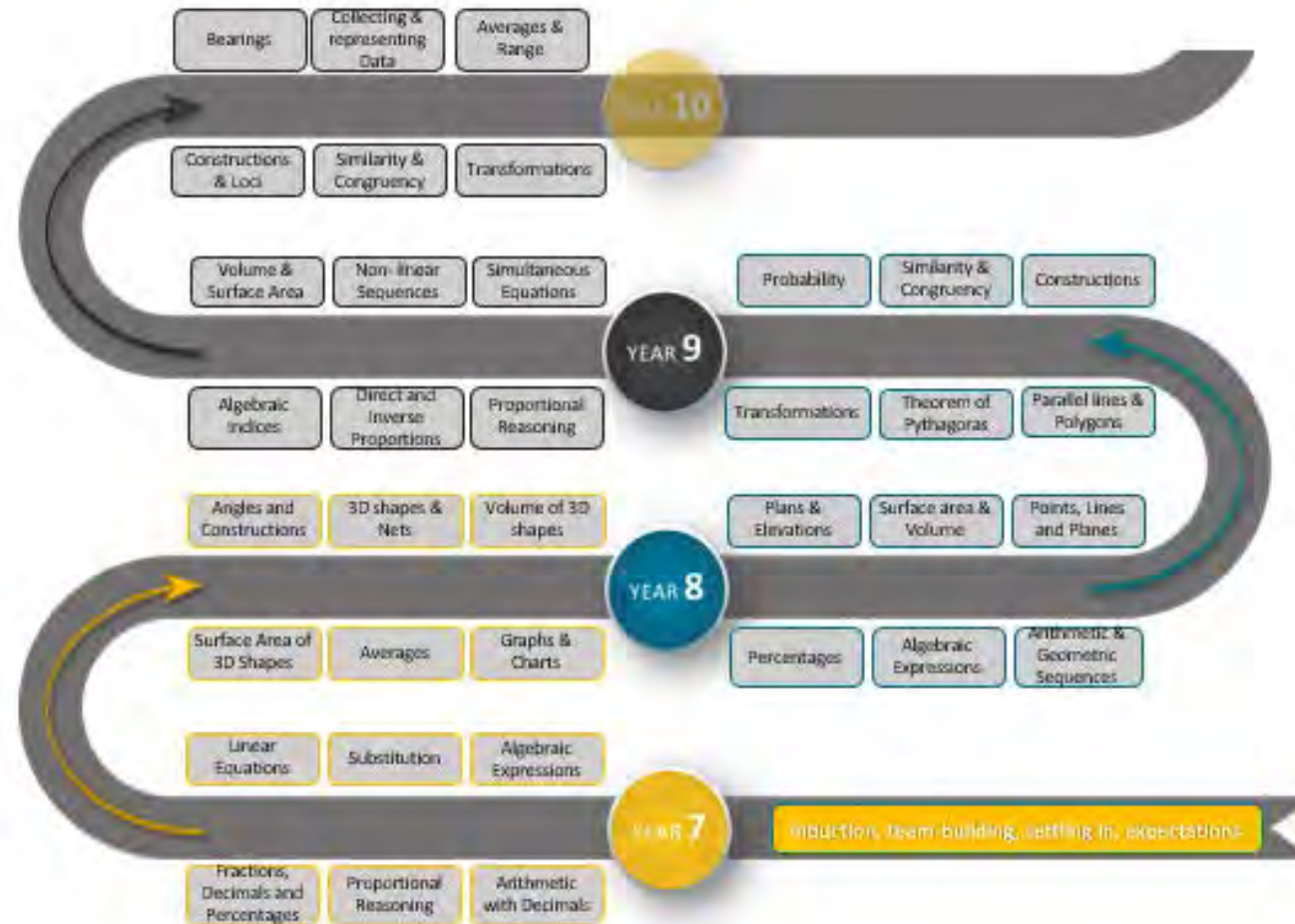
Teachers adapt lessons based on students' needs

Real GCSE exams from Y7 to Y11 mean that students know their actual maths grades and progress is evident

Subject: Maths KS3 Learning Journey

From Y7 to Y11, we following the following sequence:

Number, Ratio, Algebra, Geometry, Statistics and Probability



Year 7 aims to close the gaps from primary school and establishing the cornerstones (Number, Algebra and Geometry)

The aim of the Year 7 curriculum is to develop “secondary-school readiness” by: (i) establishing good habits of learning, both in terms of classwork and homework and (ii) close any knowledge gaps from primary school, particularly with regards to Number and Geometry (which form the bulk of the Y7 curriculum).

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Titles:	Number	Number (continued) Ratio Proportion	Geometry 1	Geometry 2	Statistics	Probability
Topics covered:	<div>✓ Unit 1. Place value</div> <div>✓ Unit 2. Factors, multiples, prime, triangular, square and cube numbers</div> <div>✓ Unit 3. Arithmetic with rational numbers and estimation</div> <div>✓ Binary Project</div>	<div>✓ Unit 4. Percentages</div> <div>✓ Unit 5. Proportional reasoning</div> <div>✓ Unit 6. Ratio</div>	<div>✓ Unit 7. Angles</div> <div>✓ Tessellation project</div> <div>✓ Unit 8. Introduction to Algebra</div>	<div>✓ Unit 9. Area and perimeter</div> <div>✓ Unit 10. 3D shapes</div>	<div>✓ Unit 11. Averages and data representation</div>	<div>✓ Unit 12. Probability and Venn diagrams</div>
Bringing learning to life:	Real-life applications of mathematical concepts and the application of logic and reasoning to real-life scenarios					

• **Year 8 aims to develop logical structures to problem-solving**

The aims of the Year 8 curriculum are: (i) to start identifying and supporting students who have maladjusted to secondary school (gaps between SATs and Y7 scores) in an attempt to help them achieve their Target grades, as well as (ii) continuing to establish the foundational knowledge required to access the GCSE curriculum, in particular with relation to developing problem-solving skills.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Number, Ratio & Statistics	Algebra	Geometry 1	Geometry 2	Statistics 1	Statistics 2
Topics covered:	✓ Unit 1. Decimals and Percentages ✓ Unit 2. Ratio ✓ Unit 3. Speed and real-life graphs (inc. conversion graphs)	✓ Unit 4. Algebraic Expressions ✓ Unit 5. Algebraic Equations ✓ Unit 6. Sequences	✓ Unit 7. Angles ✓ Unit 8. Constructions	✓ Unit 9. Perimeter and area (inc. arcs and sectors) ✓ Unit 10. Surface area and volume	✓ Unit 11. Averages from frequency ✓ Unit 12. Data representation (inc. pie charts and scatter graphs) ✓ Statistics Project	✓ Unit 13. Probability (recap) ✓ Probability Trees
Bringing learning to life:	Real-life applications of mathematical concepts and the application of logic and reasoning to real-life scenarios.					

- Year 9 beings to branch off into Higher (Sets 1 and 2) or Foundation (Sets 3 and 4) tiers and introduces official GCSE content, language and skills.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Number and Ratio	Algebra and Graphs	Geometry 1	Geometry 2	Geometry 3	Probability and Statistics
Topics covered:	<div>✓ Unit 1. Prime factorisation, HCF and LCM</div> <div>✓ Unit 2. Formal arithmetic methods, estimation, and bounds</div> <div>✓ Unit 3. Proportional reasoning</div> <div>✓ Unit 4. Ratio</div> <div>✓ Unit 5. Indices and standard form</div>	<div>✓ Unit 6. Substitution, expanding brackets and factorising (inc. simple quadratics)</div> <div>✓ Unit 7. Forming and solving equations (including quadratics and simultaneous) and re-arranging formula</div> <div>✓ Unit 8. Sequences (including quadratics, Fibonacci etc.) and linear Nth term</div> <div>✓ Unit 9. Graphs (including straight lines, quadratic, and real-life graphs)</div>	<div>✓ Unit 10. Loci, construction, scales, and maps</div> <div>✓ Unit 11. Units of measure and compound measures</div> <div>✓ Unit 12. Plans and elevations</div> <div>✓ Unit 13. Volume and surface area</div>	<div>✓ Unit 14. Congruence, similarity, and transformations</div> <div>✓ Unit 15. Angles, parallel lines, properties of shapes and angles in polygons</div>	<div>✓ Unit 16. Pythagoras' Theorem and trigonometry</div>	<div>✓ Unit 17. Averages and range</div> <div>✓ Unit 18. Probability and Venn diagrams</div> <div>✓ Unit 19. Statistical diagrams (bar charts, pie charts and stem-and-leaf)</div> <div>✓ Unit 20. Scatter graphs</div>
Bringing learning to life:	Real-life applications of mathematical concepts and the application of logic and reasoning to real-life scenarios					

Subject: Maths

How to best support learning at home

1. Ensure students have a proper scientific calculator



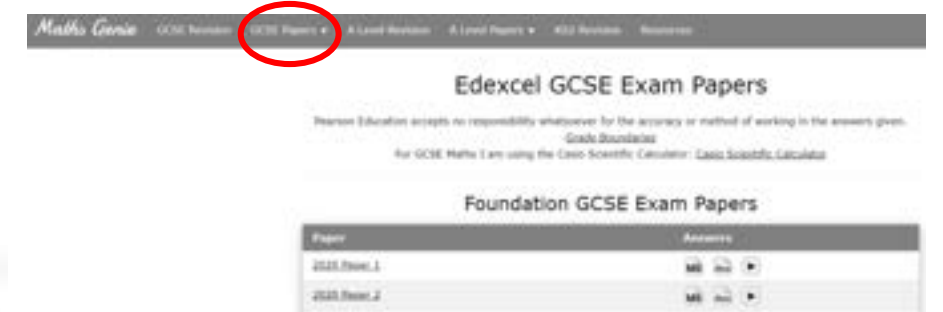
2. Ensure all homework is completed, to a high standard



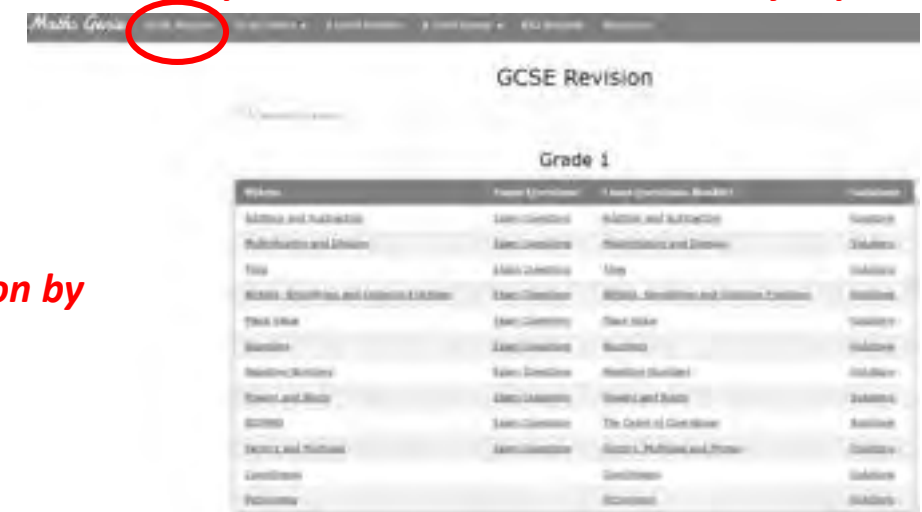
The website can also be used for independent revision by searching for topics or clicking MemRi or FixItUp5

3. Maths revision = practice, practice, practice!

Mathsgenie.co.uk for (Foundation) past papers + solutions



For videos, questions and solutions on every topic





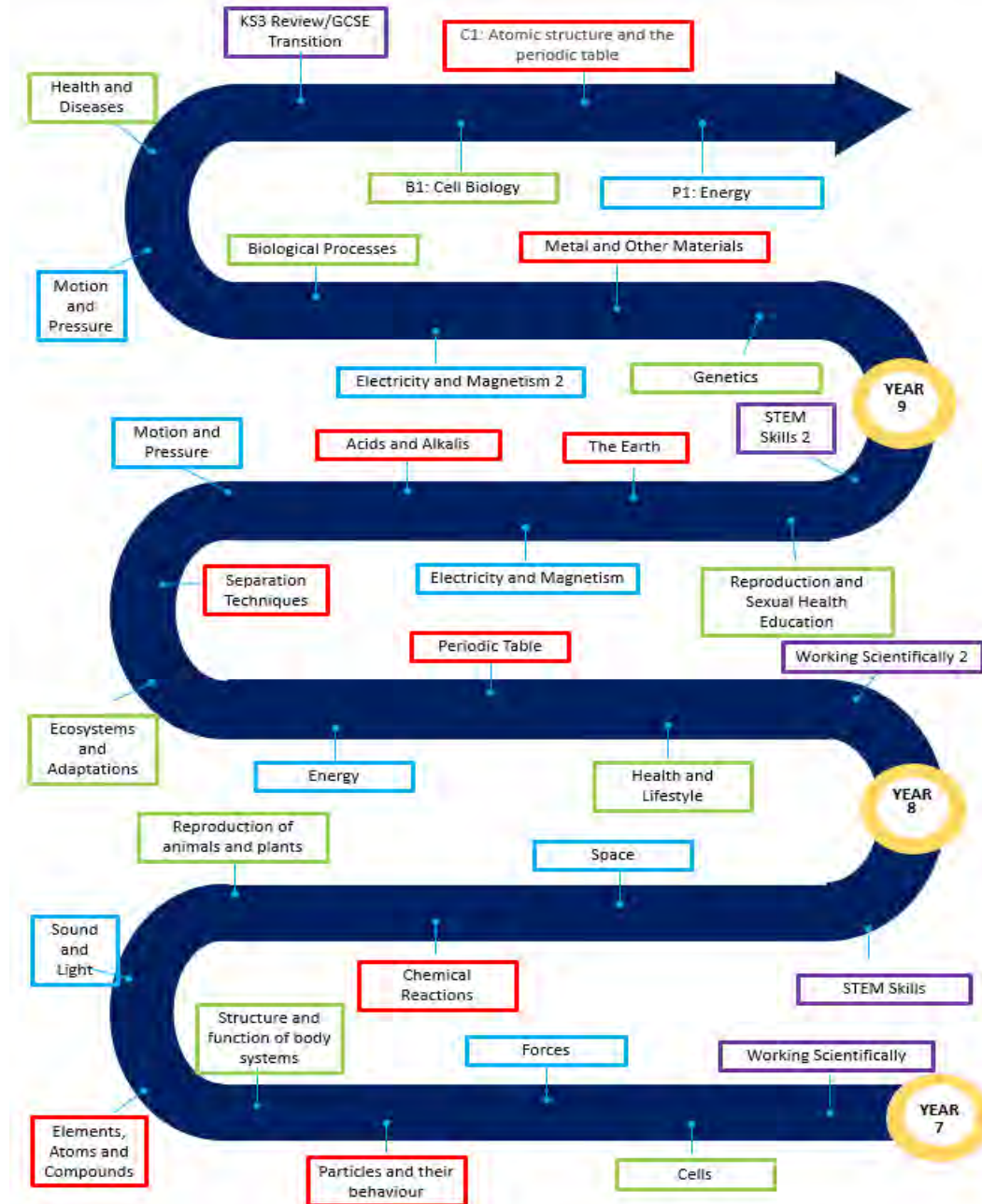
KS3 Science

Ms Erengwa (Team Leader)
kerengwa@thequestacademy.org.uk

Subject: Science Curriculum Vision, Intent, Implementation & Impact

KS3 Science Intent	KS3 Science Implementation	KS3 Science Impact
<ul style="list-style-type: none">• Developing scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.• To develop understanding of the nature, processes and methods of science through different types of science enquires that help them to answer scientific questions about the world around them.• Make predication using scientific knowledge and understanding.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.	<p>In KS3 Science, students have 5 lessons a week. A typical Science lesson will have:</p> <ul style="list-style-type: none">✓ Retrieval: Starter activity for every lesson overlapping and interleaving topics.✓ Effective questioning: regular discussions and exploration of the overarching 'enquiry questions'.✓ Modelling: clear modelling of extended writing and exam responses.✓ Explicit teaching of key vocabulary: Keywords are highlighted, and definitions kept in exercise books.✓ Challenge is embedded in planning and delivery of lessons; the curriculum is challenging, and all students are scaffolded to 'aim high'.✓ Sampling: is used to inform the progression of teaching and determine understanding of each lesson.	<p>What success looks like in KS3 Science:</p> <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Use their knowledge to explain how science is applicable to everyday life.✓ Interpret and analyse data.✓ Use key terminology appropriately.✓ Be able to write and plan an investigation.✓ Apply the knowledge learnt to careers associated with science.

Subject: Science KS3 Learning Journey



Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
1. Introduction to Science 2. Cells Baseline assessment	3. Forces 4. Energy 5. Particles and their behaviour	6. Structure and function of body systems 7. Elements, atoms and compounds	8. Sound 9. Light 10. Reproduction of animals and plants Science week activities	11. Chemical reactions 12. Space	Revision/EOY exam STEM Practicals (Working scientifically)

Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
1. Transition to Year 8 Science 2. Health and lifestyle	3. Periodic table 4. Energy	5. Ecosystems and Adaptations 6. Separating techniques	7. Motion and pressure 8. Science week activities 9. Acids and Alkalis	10. Electricity and Magnetism 11. The Earth	12. Sexual Health Education Revision/EOY exam STEM Practicals (Working scientifically)

Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
1. Genetics 2. Metals and other materials	3. Electricity and Magnetism 4. Biological Processes	5. Motion and Pressure 6. Health and Disease	7. KS3 Exams Key stage 3 fill in the gaps and practice Start GCSE (Combined Science B1, C1 and P1)	Continue GCSE (Combined Science B1, C1 and P1) STEM	

Encourage students to create knowledge maps to revise topics prior to the end of unit assessment.

Support your child in using Educake (online website).

Students are encouraged that making mistakes, is good. That's how we learn & grow into independent learners.

Talk to your child about what they had learned in Science that day. This will encourage retrieval and confidence in recall key concepts.

Encourage independent research on scientific questions at home. Students are encourage to bring this new knowledge into class discussions.

Useful websites:

BBC Bitesize- www.bbc.co.uk/bitesize

Educake (students have personal logins)- www.educake.co.uk



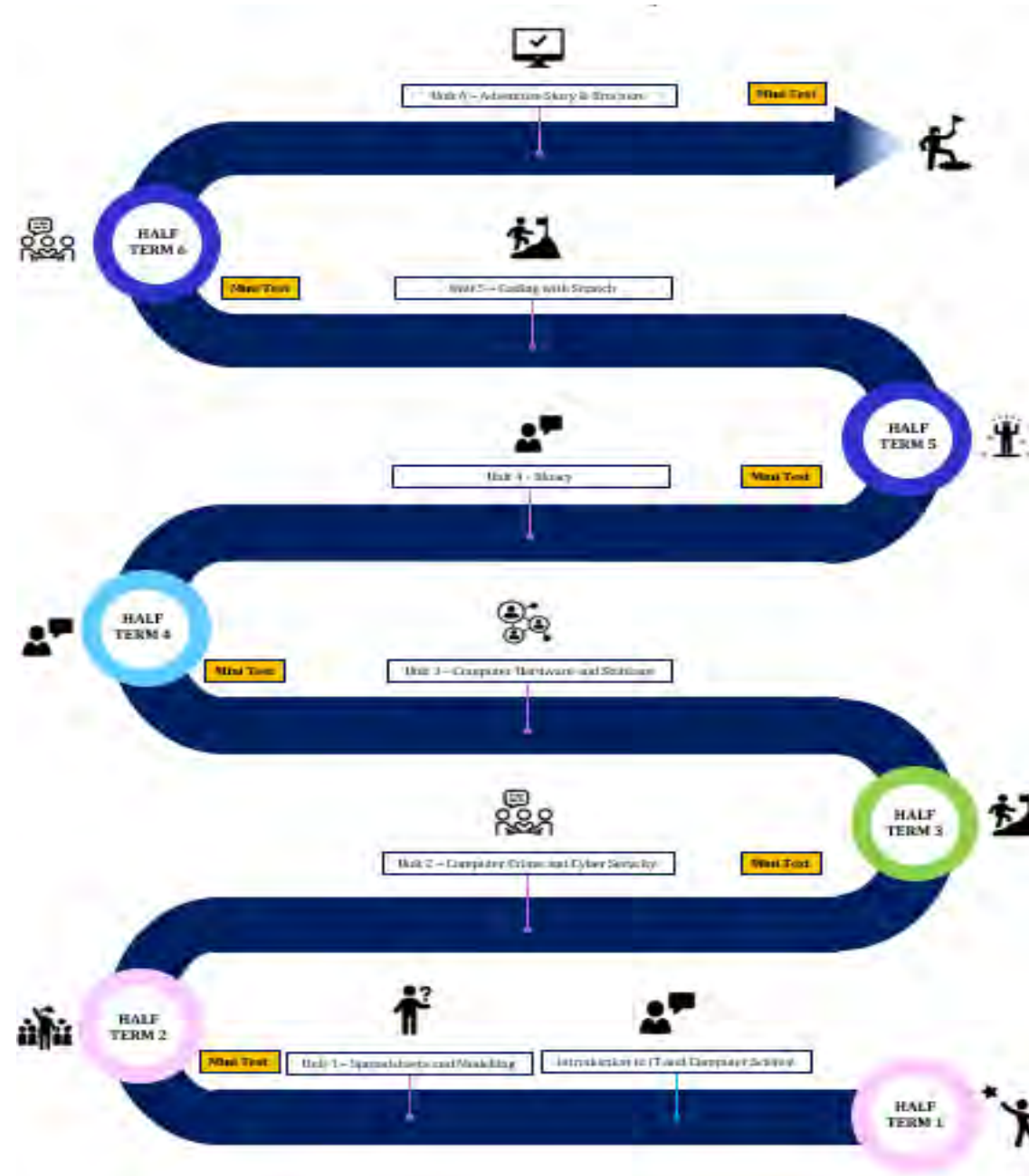
KS3 Computer Science

Mr N Rahman (Subject Leader)
nrahman@thequestacademy.org.uk

Subject: Computer Science Curriculum Vision, Intent, Implementation & Impact

KS3 Computer Science Intent	KS3 Computer Science Implementation	KS3 Computer Science Impact
<ul style="list-style-type: none">• Understand and know how to perform key skills in ICT that will help throughout their lives in using technology.• Confidently and safely use technology to aid in learning, life and to develop a lifelong love of technology.• Develop and apply analytic, problem-solving, design, and computational thinking skills.	<p>In KS3 Computer Science students have 1 lesson a week. A typical lesson will have:</p> <ul style="list-style-type: none">• Retrieval: Starter activity for every lesson overlapping, recalling and introducing new topics. A typical lesson will include retrieval practice of how the previous concepts learned can be linked to the current lesson and future lessons.✓ Effective questioning: regular discussions and exploration of topics and subject matters.✓ Modelling: clear modelling of work with writing and communication responses.✓ Explicit teaching of key vocabulary: Keywords are highlighted, and definitions kept in exercise books.✓ Challenge All topics create critical thinking and fit together in the bigger picture in completion of the year.✓ Sampling: is used to inform the progression of teaching and determine understanding of each lesson.	<p>What success looks like in KS3 Computer Science:</p> <p>Students should be able to:</p> <ul style="list-style-type: none">✓ Use their knowledge to explain how Computer Science is applicable to everyday life.✓ Interpret and analyse data.✓ Use key terminology appropriately.✓ Be able to understand, write and plan concepts.✓ Students can make links between key themes and concepts across the course, using real life examples through practical case studies.✓ Have an appreciation, passion and love for the subject.

Subject: Computer Science KS3 Learning Journey



Year	Autumn term 1 (7 weeks)	Autumn term 2 (6 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (6 weeks)
7, 8 & 9	✓ Introduction ✓ Spreadsheets & Modelling	✓ Computer Crime ✓ Cyber Security	✓ Computer Hardware ✓ Computer software	✓ Binary	✓ Coding	✓ Adventure Story & Brochure



Computer Science Top Tips

- Critically evaluate technology.
- Learn how to problem solve.
- Revise work done especially before assessments - for retrieval
- Using new terminology and ideas to encourage curiosity.
- Practice skills by using applications.

What makes it good?

- It is fun, structured and enjoyable.
- It's challenging and lots of knowledge.
- Subject passion and appreciation.
- Understanding of concepts – like how things work.
- Create links to real life examples.

Useful Websites:

Seneca: [senecalearning.com](https://www.senecalearning.com)

BBC Bitesize: [KS3 Computer Science - BBC Bitesize](https://www.bbc.com/bitesize)



DESIGN AND TECHNOLOGY

Mr Henry (Secondary Director of D&T)
Joshua.Henry@riddlesdown.org

Subject: D&T Curriculum Vision, Intent, Implementation & Impact

KS3 Design and Technology Curriculum Intent

Our aim at KS3 is to unlock pupil creativity through exploring four key areas:

- **Design**
- **Make**
- **Evaluate**
- **Technical Knowledge**

Our KS3 curriculum allows students to find hidden talents and build confidence. As well as developing practical skills and theoretical knowledge, it is also very important for students to have an understanding of (and appreciation for) local and diverse designers.

Throughout the 3 years, students will be manufacturing their products based on a specific theme:

- Year 7: Culture
- Year 8: Music
- Year 9: Designers and Brands

An imperative component of the curriculum is for students being able to outline the key Health and Safety rules, by identifying symbols and signs. Students will then have the opportunity to respond to a Design Brief and Design Specification. Through independent learning and primary research, a variety of design ideas will be created which will lead onto further developments to ensure all client needs are met.

KS3 Design and Technology Implementation

A practical outcome will be produced and will focus on the following materials and skills:

Year 7			
Rotation 1	Rotation 2	Rotation 3	Rotation 4
Wooden Picture Frame	Polymer Keyring	Textiles Exploration	Food & Nutrition

Year 8			
Rotation 1	Rotation 2	Rotation 3	Rotation 4
Wooden Theme Box	My Favourite Song	Metal Phone Stand	Food & Nutrition

Year 9			
Rotation 1	Rotation 2	Rotation 3	Rotation 4
Clock Project	Designer Notebook	Light Box Project	Food & Nutrition

KS3 Design and Technology Curriculum Impact

Through manufacturing a wide range of products, learning new life skills; students will document key processes using a Diary of Making and are able to demonstrate evaluative skills which will enable for future developments. All key sections will be assessed via the **CREATE STEPS**, Commencing, Rising, Evolving, Adept, Trained and Expert.

The KS3 Design and Technology experience allows all students understand theory and practical through both our Curriculum and Extra Curricular provision (if they choose). We want all students to develop their knowledge of materials and processes through our SoWs in order to understand the relationships between them.

We would like all students to experience a range of designing and making during their time at the Collegiate and be able and to show their appreciation of all iconic designers and movements.

Rotation 1	Rotation 2	Rotation 3	Rotation 4
Wooden Picture Frame	Polymer Keyring	Textiles Exploration	Food & Nutrition
✓ Understanding the Key Health and Safety Hazards in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards and rules in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards in the Textiles room.	✓ Understanding the Key Health and Safety Hazards and rules in Food Nutrition kitchen.
✓ To know what a Design Brief and Design Specification is?			
✓ The purpose of using a Mind Map in Design and Technology			
✓ To understand the expectations of completing a Design Idea in D&T			
✓ The importance of completing a final idea in Design and Technology			
✓ To Understand the properties and characteristics of Hardwoods and Softwoods	✓ To understand the properties and characteristics of Thermoforming & Thermoset Polymers	✓ To understand the properties and characteristics of Natural and Synthetic Fibers	✓ To understand the key components when exploring the eat-well guide .
✓ The purpose of evaluating our work in Design and Technology? Developing evaluation skills .			

Rotation 1	Rotation 2	Rotation 3	Rotation 4
Wooden Theme Box	My Favourite Song	Metal Phone Stand	Food & Nutrition
✓ Understanding the Key Health and Safety Hazards in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards and rules in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards in the Textiles room.	✓ Understanding the Key Health and Safety Hazards and rules in Food Nutrition kitchen.
✓ To know what a Design Brief and Design Specification is?			
✓ The purpose of using a Mind Map in Design and Technology			
✓ To understand the expectations of completing a Design Idea in D&T			
✓ The importance of completing a final idea in Design and Technology			
✓ To Understand the properties and characteristics of Hardwoods and Softwoods	✓ To understand the properties and characteristics of Thermoforming & Thermoset Polymers	✓ To understand the properties and characteristics of Natural and Synthetic Fibers	✓ To understand the key components when exploring the eat-well guide .
✓ The purpose of evaluating our work in Design and Technology? Developing evaluation skills .			

Rotation 1	Rotation 2	Rotation 3	Rotation 4
Clock Project	Designer Notebook	Light box Project	Food & Nutrition
✓ Understanding the Key Health and Safety Hazards in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards and rules in the Design and Technology Workshop.	✓ Understanding the Key Health and Safety Hazards in the Textiles room.	✓ Understanding the Key Health and Safety Hazards and rules in Food Nutrition kitchen.
✓ To know how to write a Design Brief and Design Specification .			
✓ The purpose of using a Mind Map in Design and Technology			
✓ To understand the expectations of completing a Design Idea in D&T			
✓ The importance of completing a final idea in Design and Technology			
✓ To research & understand at least 6 AQA Designers and Brands			✓ To research & understand at least 6 AQA chefs
✓ The purpose of evaluating and developing our work in Design and Technology? Engaging students in this process of evaluation & refinement.			

KS3 Design and Technology Top Tips:

- > Always be willing to retrieve feedback from a Peer. Do not take it personal if someone doesn't like the style of your work!
- > All Designs you draw require full colour, rendering and annotations.
- > You must always adhere to your Design Brief and Design Specification.
- > You must always avoid Design fixation when sketching out your ideas. The best designs are unique!

Why is Design and Technology so fun?

- > Show your Practical talents using a range of materials and food types
- > Learn a new practical skill every lesson!
- > Introduced to local and diverse designers / chefs
- > Explore new manufacturing processes and recipes!
- > Have a greater understanding of where Design and/or Food can take you in the future
- > Learn a new skill for life!



KS3 Humanities

Ms Macarthy (Team Leader)
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A Humanities
student is



Subject: Humanities Curriculum Vision, Intent, Implementation & Impact

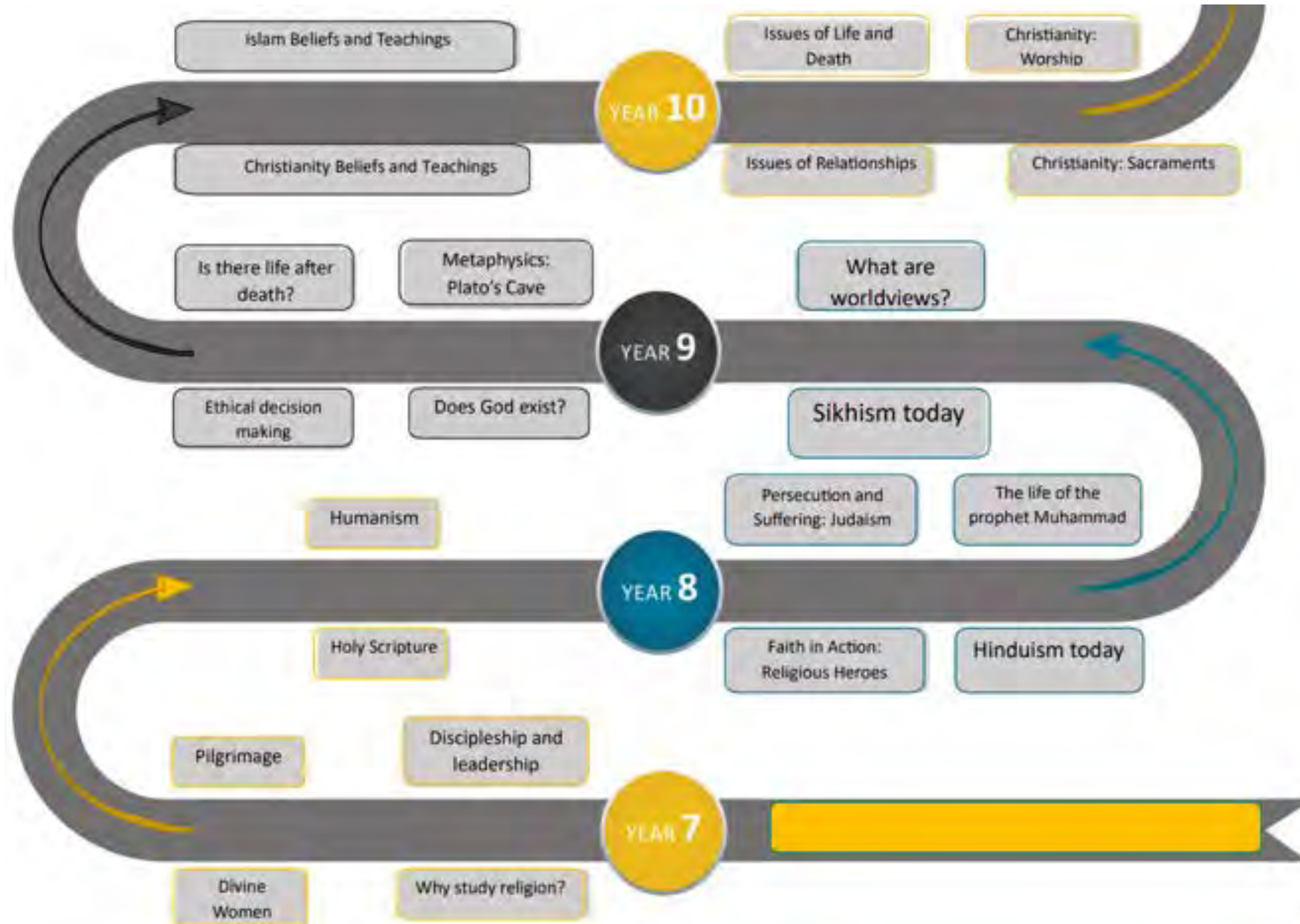
Subject	Intent	Implementation	Success in our subject is:
History	<ul style="list-style-type: none"> Understand key historical concepts, namely: change, continuity, similarity, difference, cause, consequence and significance. Allow students to reach evaluative judgement related to key historical concepts. Read critically through the ability to make inferences and question the provenance of documents. Know that History is predicated on interpretations based on a number of sources and authors preferences. Write evaluatively, to construct considered and balanced pieces of extended writing. Develop a lifelong love of History- of investigating and discovering the past. 	<ul style="list-style-type: none"> Enquiry based learning – asking the small questions to answer the big ones. Conceptually driven lessons and units that revisit and develop over time, linking students learning whilst also developing their skills. Key learning strategies are: <ul style="list-style-type: none"> Flipped learning Blended learning ERIC and retrieval starters Evaluation Keywords Oracy Scaffolding Learning Journeys 	<ul style="list-style-type: none"> Fulfilling our intent: A chronological understanding of events, similarity and difference, significance, change and continuity, cause and consequence. A critical thinker. Able to argue and evaluate. Understand different perspectives and competing interpretations. Students can understand the utility of sources. Students develop transferable skills. Students understand historiography.
Geography	<ul style="list-style-type: none"> What is Geography and what are the links between human and physical processes and their interactions with the environment Key geographical skills such as map skills, graph analysis and basic central tendency skills Students are able to ‘think geographically’ and making sense of more abstract concepts by making connections between different interactions globally Engage with questions about people, society, environment and the planet Space and place, scale and connection, proximity and distance and relational thinking Relational thinking (links to case study knowledge) 	<ul style="list-style-type: none"> Misconceptions in topics which are presented to students and addressed in the lessons Blended learning- in preparation for upcoming lessons Read like a Geographer Key words highlighted to ensure they are focused on and clearly explained in the lesson Challenge task which is focused on higher order thinking or synoptic links. Opportunities to use visuals (images, diagrams, models, multimedia) to explain a concept or idea and bring their learning to life Tasks are designed to be a range of independent, pair and group work to develop student's ability to learn in varied situations 	<ul style="list-style-type: none"> Students are more likely to be inquisitive and question the world as it is by asking ‘why’ and ‘how’ as they begin to think like a geographer. Students can make links between key themes and concepts across the course, using real life examples through case studies they have learnt Students can identify and correct common geographical misconceptions such as ‘Africa is a county’ or ‘deserts are always hot’ Students have developed a passion for Geography and enjoy learning about new places

Subject: Humanities Curriculum Vision, Intent, Implementation & Impact

Subject	Intent	Implementation	Success in our subject is:
Religious Studies	<ul style="list-style-type: none">Develop religious literacy: students can reflect, communicate and act in an informed, intelligent and sensitive manner towards religion and other worldviewsEngage, inspire and encourage dialogue between pupils about the views held by individuals and groups, and how these shape the wider worldDevelop students' cultural awarenessExplore religious, philosophical and social themes in the light of personal and institutional worldviews	<ul style="list-style-type: none">Short units (6-12 lessons) forming an overarching enquiryEach lesson built around a smaller enquiry question – success in the lesson entails being able to answer thisLesson level enquiry Qs build towards answering overarching enquiryDiverse methodology based on different disciplinary lensesSystematic use of retrieval practice to make learning 'sticky'Synopticity – links between units are made explicit	<ul style="list-style-type: none">Religious literacy: students can speak / write with maturity and sensitivity about diverse religions and worldviewsEvidence of critical thinkingStudents can explain different disciplinary lenses used in the subjectStudents have coherent, accurate schemas which they draw upon in discussions and writing



Subject: Humanities KS3 Learning Journey



		Autumn			Spring		Summer	
		1		2	1	2	1	2
History	Unit Title:	Ancient Civilisations (2 weeks)	Historical Skills	William the Conqueror	Medieval Life	King John	The Crusades	Tudors
	Topics covered:	Bridging and skills assessment Introduction of factors: Political, economic, social, religion, cultural	Understanding and developing the key skills you need to succeed in history. Causation, inferences, motive	Change/Legacy – affected life in modern sense Castles, Domesday Book, Harrying of the North, Battle of Hastings, Feudal System	What was life like in Medieval England? How far did life change in Medieval England? Towns, villages, Religion, Role of Women, Pastimes, Medicine, Black Death, Peasants Revolt, Crime and Punishment	What type of King was John? How do different historians view him? Life and Chronology of John, Barons, Magna Carta, Historiography, Interpretations	Interpretations on Richard the Lionheart and Saladin. Religious tension in Europe. Why was there conflict between Christians and Muslims? What did England gain from the Crusades?	What religious changes were there? To what extent was there change and continuity during this period? Why? Princes, War of Roses, Break with Rome, Dissolution of Monasteries, Edward VI, Bloody Mary, Religious Settlement
Geography	Unit Title:	What is Geography ? Where in the world are we?		Map Skills How can we locate places around the world?	What conflicts can arise with borders?	Discovering Asia How is Asia being transformed?	Hazards Can we ever know enough about earthquakes and volcanoes to live safely?	Send My Friend to School Campaign
	Topics covered:	•What is Geography? •Types of Geography •Mapping continents and oceans •The UK and London •Rural and Urban •UK Weather and Climate •Physical Britain •UK tourist destinations		•Different types of Maps • Direction •Longitude and Latitude •Distance and scale •Grid references (4 and 6 figure) •Contour lines •Map symbols •OS maps •Atlas skills	•The American dream •Mexican migration •North and South Korea •Natural borders and social borders •Mediterranean border •Refugee Crisis	•Intro to Asia and its countries •Japan’s physical and human characteristics •Globalisation •Pollution •Himalayas •Bangladesh	•Structure of the Earth •Plate tectonic theories •Plate boundaries •Earthquakes •Volcanoes •Tsunamis •Country examples	•Value of education •Education around the world Schools in African continent Malala’s story •Gender inequality in education •Persuasive writing
RS	Unit Title:	Foundation Building			Religious Founders		Holy Books	Sacred Places
	Topics covered:	• What are Philosophical Questions? • Introduction to the 6 World Religions • Understanding Culture and Religion			• Who are they? • What did they do? • What makes them special?		• What makes them special? • Why do religious people use them? • Who wrote them?	• What makes a building sacred? • What do sacred buildings have in common? • Do religious people have to go to sacred places?

Subject: Humanities		Autumn Spring Summer				Year 8	
		Autumn		Spring		Summer	
		1	2	1	2	1	2
History	Unit Title:	Who deserves a statue in Parliament Square: Charles I or Cromwell?	Just how revolutionary was Britain’s industrial transformation 1750-1900?	‘The British Empire was a force for good’ How far do you agree?	World War One	Inter-War Period	How can I develop an Independent Enquiry on the Second World War?
	Topics covered:	Role of King Charles and reason for challenges to power. Key battles/events of Civil War The Trial of Charles and execution Cromwell and the New Model Army The character and attributes of Cromwell	Revolutions around the world Agricultural Change The Factory System Growth of Towns an Cities Changes in transportation Invention and innovation Changes to policing Moral changes	Reasons for empire Countries experiences of empire India Benefits of empire Consequences of Empire The broader context of empires	The Context of Europe Causes of the FWW Why are there different interpretations Local History – Croydon in WW1 Chronological overview of WW1 The end of WW1 Developing and undertaking an independent enquiry.	International Relations after the War Impact of WW1 Communism Fascism Manchuria & Abyssinia Hitler’s challenge to the ToV	Outbreak and the phoney war Early failures Turning points The end of the war Analytical narrative of the war BAME experiences. Developing and undertaking an independent enquiry.
Geography	Unit Title:	Development What is development?	Biomes and Environmental Concerns What is the future for the planet?	Globalisation How are we all connected?	Weather and Climate Why is weather and climate becoming so extreme?	Russia Is the geography of Russia a curse or benefit?	Discovering Africa What are the challenges and opportunities facing Africa?
	Topics covered:	Development indicators, How to measure development, The global development gap, Poverty, Gender inequalities, Uneven development, Aid, Sustainable development goals	Biomes (tropical rainforests, tundra, hot deserts, Mediterranean), Climate change (causes, evidence and impact), Animals under threat, Deforestation, Impacts of climate change (UK and worldwide), Climate change and development	Defining globalisation, Local and global economies, Farming in the UK, Manufacturing, Tertiary sector in the UK, Superpowers, Trade and containerisation, Transnational corporations e.g. Coca – cola, Sustainability	Weather and climate, Measuring and recording weather, Cloud formation and rainfall types, Air pressures, Tropical storms and formation, Climate of the UK, UK extreme weather	Russia’s history, Physical landscape, Climate, Population, Economy, Russia and their flag on the seabed, Chernobyl	Misconceptions about Africa, Opportunities and challenges, Africa’s past, Africa’s physical landscape, The development of African countries, Sudan and conflict, Opportunities and challenges of urbanisation, Ghana- an economic success story, Desertification
Religious Studies	Unit Title:	The Abrahamic Traditions	The Exodus	Buddhism – Suffering and Enlightenment	Christianity: Who is Jesus?	Islam: Who is Prophet Muhammad?	Ethics
	Topics covered:	<ul style="list-style-type: none"> What links Judaism, Christianity and Islam? Features of Abrahamic religions The Abrahamic Covenant Perspectives on the binding of Isaac 	<ul style="list-style-type: none"> What was it? Why is it important to Jews? Who was Moses? What is Passover? 	<ul style="list-style-type: none"> What is Suffering? Why do we suffer? What is Enlightenment? How do Buddhists achieve Enlightenment? 	<ul style="list-style-type: none"> Who was Jesus? What made him special? How does belief in Jesus affect Christians today? 	<ul style="list-style-type: none"> Who was Muhammad? What was his life like before he was a prophet and after? What makes him special for Muslims today? 	<ul style="list-style-type: none"> How should we treat the environment? How do religious individuals treat the environment? Why is the environment important

Subject: Humanities		Autumn Spring Summer				Year 9	
		Autumn		Spring		Summer	
		1	2	1	2	1	2
History	Unit Title:	Holocaust and Genocide	LGBTQ+ , Women, Ethnic minorities	Crime and punishment 1000-1500	Crime and Punishment 1500-1700	Crime and Punishment 1700-1900	Crime and Punishment 1900-current day
	Topics covered:	The Holocaust Genocide in Rwanda, Cambodia, Myanmar, Rwanda, South Sudan, China	Suffrage Immigration Windrush Brixton Section 28 Legislative change	C William I’s Forest Laws. Tithings, The hue and cry Deterrence and retribution, corporal and capital punishment. The Saxon Wergild.	heresy and treason. vagabondage and witchcraft. town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.	highway robbery, poaching witchcraft prosecutions Tolpuddle Martyrs. the Fielding brothers. transportation, public execution Bloody Code Prison reform	new forms of theft and smuggling. driving offences, race crimes and drug crimes. of Neighbourhood Watch. Changes within the police force: The abolition of the death penalty; the development of non-custodial alternatives to prison.
Geography	Unit title	Cold environments How does ice change the world?	Population issues How are populations changing?	Rivers and Flooding How do rvers shape the landscape?	Middle East Why is the Middle East an important world region?	Coasts What happens when the land meets the sea?	Geography of Crime How do perceptions of crime levels compare to actual crime patterns in Croydon?
	Topics covered	Formation of glaciers Glacial processes Glacial landforms Antarctica Cold climates Animal adaptations and tourism Enquiry research on the Antarctica	7 Billion and counting Population distribution Population pyramids Migration trends Urbanisation and refugees India’s booming population, - China’s One Child policy	How do rivers flood? Why do rivers flood? Storm hydrographs Infiltration rates fieldwork River Management Bangladesh case study	Physical Geography Climate in the ME Major economic hub How has the UAE developed? On-going conflicts in the ME - Resources and conflicts	What shapes our coastlines? Erosion and weathering Rocks and soils Landforms created by erosion Case study: Holderness -Coastal management	North/South divide for crime rates GIS and Graph skills Local/regional/national crime Patterns of crime Maths skills -Crime reporting
Religious Studies	Unit Title:	The nature of God (including the Problem of Evil)	Moral decision making	Christianity: Beliefs		Islam: Beliefs	
	Topics covered:	<ul style="list-style-type: none"> What do Christians and Muslims believe about God? Characteristics of God The Problem of Evil 	<ul style="list-style-type: none"> How do different ethical theories affect our decision making? Are our decisions our own or predetermined? 	<ul style="list-style-type: none"> What do Christians believe? How do these beliefs influence them? Creation Incarnation Crucifixion Resurrection and Ascension Salvation Afterlife 		<ul style="list-style-type: none"> What do Muslims believe? How do these beliefs influence them? Prophethood Prophet Muhammad Angels Predestination and human responsibility Heaven and Hell Foundations of faith Islamic Attitudes towards other scriptures 	

Be curious

Ask them questions about their learning and what they are studying.

Be a reader and get them reading too.

Be facilitating

Create the space and time for them to study independently.

Be firm

Ask them 'why?'

Don't be afraid to say, 'I don't know'

We are here to deliver the best outcomes for your child, if they ask you for help and you are unsure, contact us and we will support.



KS3 Physical Education

Mr Bevan
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Subject: PE Curriculum Vision, Intent, Implementation & Impact

Intent	Implementation	Impact
<ul style="list-style-type: none"> To build upon and develop fundamental skills taught in key stage 2. Deliver a balanced and varied curriculum covering invasion, net, striking and fielding, aesthetics, OAA, fitness and athletics. Use technical terminology with confidence accurately and precisely, building up an extended specialist vocabulary. Understand the importance of a healthy, active lifestyle. Students will have opportunities to develop personal and social skills such as; communication, co-operation, leadership, tolerance, respect and the ability to solve problems and evaluate themselves and others. Students are encouraged to develop knowledge and appreciation of rules and regulations, as well as the awareness of safety considerations when exercising. Students are prepared to transition from KS3 to KS4 with the skills, knowledge, character and leadership to excel in KS4. Promoting underlying themes/components of Edexcel GCSE PE and OCR Cambridge Technical Sport Studies so students are prepared for further study at KS4. Students are assessed using the ASPIRE framework 	<ul style="list-style-type: none"> ✓ Enquiry based learning ✓ Consistent lesson structure ✓ High levels of active time ✓ High expectations regarding attitude and activity levels ✓ Theme based learning in mixed groups ✓ Assessment via the ASPIRE framework ✓ Deep questioning ✓ Application of skills/knowledge 	<ul style="list-style-type: none"> ✓ Students have a passion of PE and sport ✓ An appreciation of the importance of healthy, active lifestyles ✓ High levels of physical literacy ✓ High numbers in options at KS4 ✓ High numbers representing the academy in sports teams

Physical, mental and
social wellbeing



Sportsmanship

A

Attitude

S

Skills

P

Performance

I

Intelligence

R

Roles

E

Evaluate

Lifelong healthy and
active lifestyle

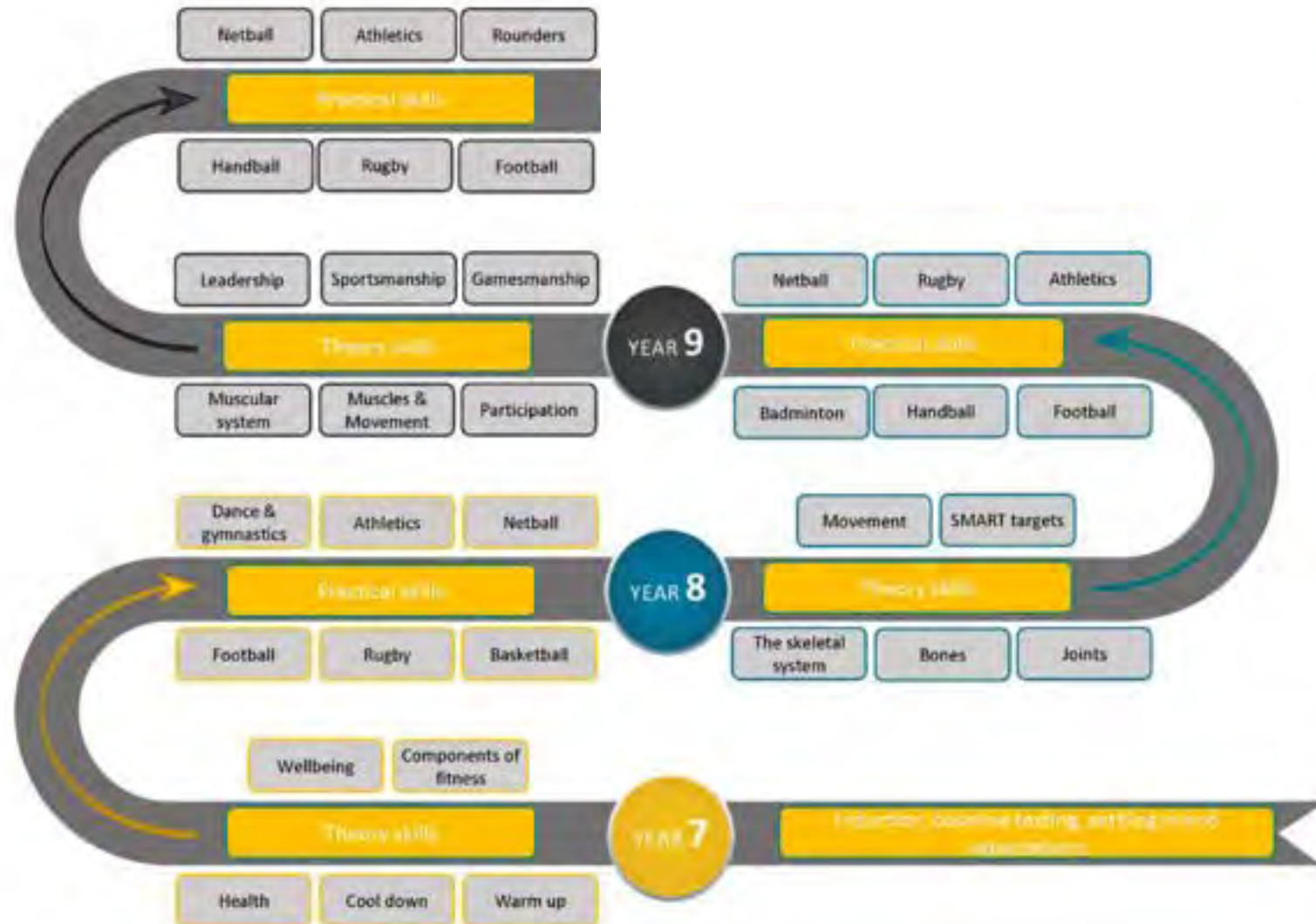


- Igniting a passion for movement
- Inspiring lifelong healthy habits
- Introducing exciting sports & physical activities
- Developing inter and intra-personal skills
- Unlocking adventure & fulfilment



Enriching lives

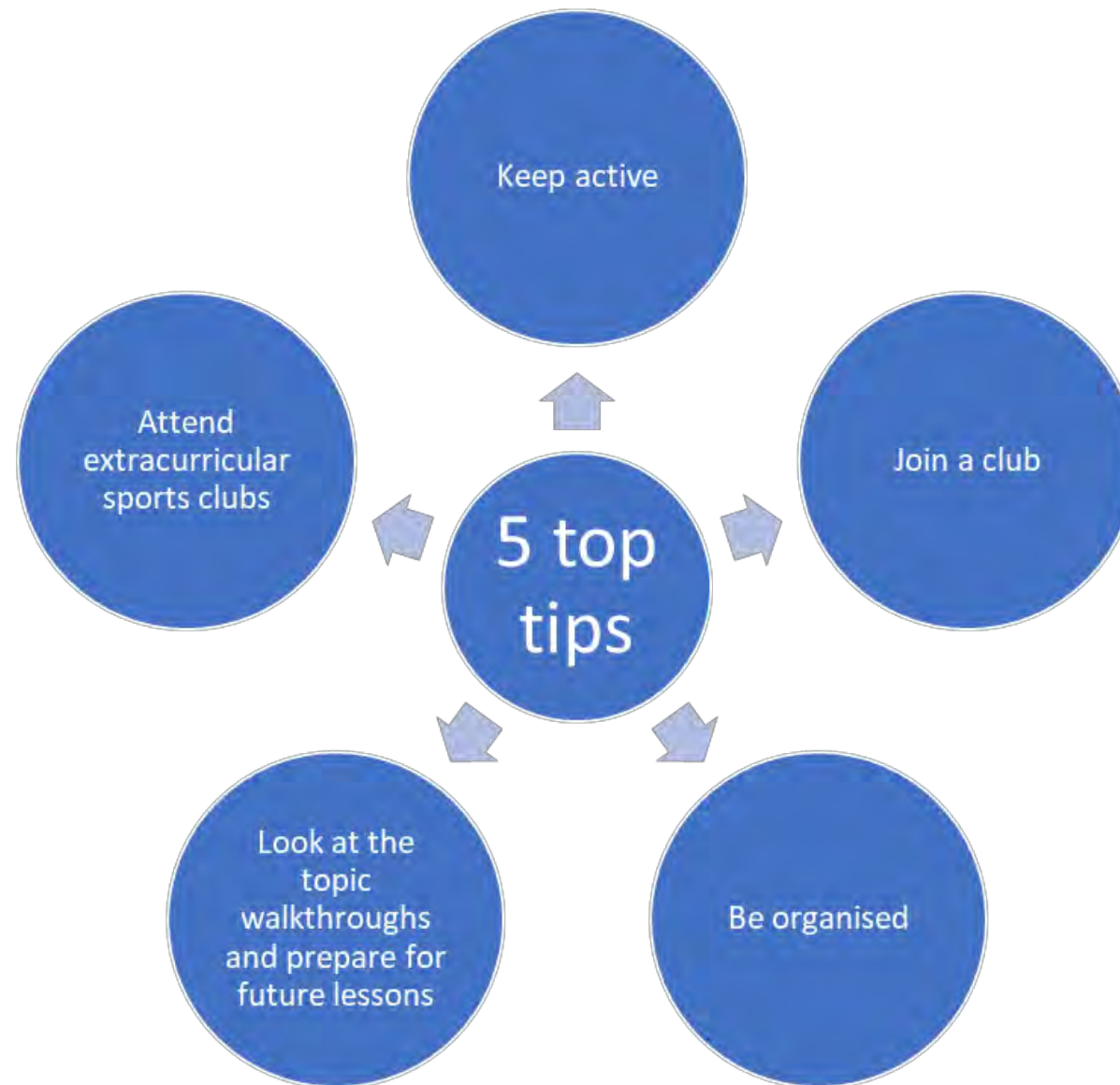
Subject: PE KS3 Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	✓ Netball ✓ Rugby ✓ Teamwork & communication	✓ Tag Rugby ✓ Football ✓ Leadership	✓ Gym/Dance ✓ Volleyball ✓ Resilience	✓ Football ✓ Table Tennis ✓ Healthy, active lifestyles	✓ Athletics ✓ Athletics ✓ Fundamental movement skills	✓ Rounders ✓ Cricket ✓ Problem solving
Topics covered:	<p>Passing. Footwork. Defending. Developing attacking skills. Positioning. Game Application.</p> <p>Basics of passing. Intro to passing backwards. Principles of attack & offside. Developing attacking skills. Introduction of tackling. Introduce rucking.</p> <p>Ball familiarisation. Passing & Footwork. Dribbling. Shooting. Game Application.</p>	<p>Basics of passing. Intro to passing backwards. Principles of attack & offside. Developing attacking skills. Defensive set up. Application of skills in game scenario.</p> <p>Side foot passing. Dribbling, control and turning. Passing and movement. Shooting. Attacking/outing an opponent. Defensive tackling techniques.</p> <p>Grip & Backhand Push. Forehand & Backhand serve. Forehand Push. Forehand/backhand push. Footwork & applying rules. Game play/outwitting an opponent.</p>	<p>Timings & starts. Levels & Pathways. Adapting Motifs. Formations. Finishes. Performance</p> <p>Set shot. Application of SS into game. Dig. Set. Use of 3 touches. Outwitting the opposition.</p> <p>Ball familiarisation. Attacking Principles. Outwitting an opponent. Small side application. Full Game application.</p>	<p>Side foot passing. Dribbling, control and turning. Passing and movement. Shooting. Attacking/outing an opponent. Defensive tackling techniques.</p> <p>Grip & Backhand Push. Forehand & Backhand serve. Forehand Push. Forehand/backhand push. Footwork & applying rules. Game play/outwitting an opponent.</p> <p>Grip/holding the club. Stance. Chipping, putting. Scoring. Application to game scenario.</p>	<p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p> <p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p> <p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p>	<p>Throwing & catching. Fielding. Batting. Bowling. Game application. Scoring.</p> <p>Ball familiarisation. Fielding. Bowling. Batting. Game Situations. Assessment.</p> <p>Throwing & catching. Fielding. Batting. Bowling. Game application. Scoring.</p>

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	✓ Netball ✓ Rugby ✓ Basketball	✓ Tag Rugby ✓ Football ✓ Table Tennis	✓ Gym/Dance ✓ Volleyball ✓ Invasion Games	✓ Football ✓ Table Tennis ✓ Volleyball	✓ Athletics ✓ Athletics ✓ Athletics	✓ Rounders ✓ Cricket ✓ Striking & Fielding Games
Topics covered:	<p>Passing. Footwork. Defending. Developing attacking skills. Positioning. Game Application.</p> <p>Basics of passing. Intro to passing backwards. Principles of attack & offside. Developing attacking skills. Introduction of tackling. Introduce rucking.</p> <p>Ball familiarisation. Passing & Footwork. Dribbling. Shooting. Game Application.</p>	<p>Basics of passing. Intro to passing backwards. Principles of attack & offside. Developing attacking skills. Defensive set up. Application of skills in game scenario.</p> <p>Side foot passing. Dribbling, control and turning. Passing and movement. Shooting. Attacking/outing an opponent. Defensive tackling techniques.</p> <p>Grip & Backhand Push. Forehand & Backhand serve. Forehand Push. Forehand/backhand push. Footwork & applying rules. Game play/outwitting an opponent.</p>	<p>Timings & starts. Levels & Pathways. Adapting Motifs. Formations. Finishes. Performance</p> <p>Set shot. Application of SS into game. Dig. Set. Use of 3 touches. Outwitting the opposition.</p> <p>Ball familiarisation. Attacking Principles. Outwitting an opponent. Small side application. Full Game application.</p>	<p>Side foot passing. Dribbling, control and turning. Passing and movement. Shooting. Attacking/outing an opponent. Defensive tackling techniques.</p> <p>Grip & Backhand Push. Forehand & Backhand serve. Forehand Push. Forehand/backhand push. Footwork & applying rules. Game play/outwitting an opponent.</p> <p>Set, dig, serve, spike, tactics. Application in games</p>	<p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p> <p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p> <p>Shot put. Javelin. Discus. 100m. 400m. Relay. 800.</p>	<p>Throwing & catching. Fielding. Batting. Bowling. Game application. Scoring.</p> <p>Ball familiarisation. Fielding. Bowling. Batting. Game Situations. Assessment.</p> <p>Throwing & catching. Fielding. Batting. Bowling. Game application. Scoring.</p>

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	✓ Netball ✓ Rugby ✓ Basketball	✓ Tag Rugby ✓ Football ✓ Table Tennis	✓ Gym/Dance ✓ Volleyball ✓ Invasion Games	✓ Football ✓ Table Tennis ✓ Volleyball	✓ Athletics ✓ Athletics ✓ Athletics	✓ Rounders ✓ Cricket ✓ Striking & Fielding Games
Topics covered:	Passing. Footwork. Attacking and shooting, defending, attacking set plays, half court games, game application Introduce the scrum, Decoy Runners and switch in play, introduce the lineout, Attacking from set pieces, Introduce the kick off, application of skills in competition Outwitting an opponent, developing shooting, Zone defence, attacking, tactics, game play – application of skills	Passing, passing backwards. Principles of attack & offside. Developing attacking skills. Defensive set up. Application of skills in game scenario. Passing to outwit an opponent, control and turning, beating an opponent in attack, shooting, defensive tactics, set plays Identifying strengths and weaknesses, performance specific practice 1, performance specific practice 2, peer analysis, doubles tactics, doubles match play	Intro to contemporary dance and balances, space and balances, leaps and jumps, turns and spins, formations, performance Ball familiarisation, applying fundamental skills, goalkeeping basics, peer learning, create a session, delivery of session, application of skills in competition Passing, passing backwards. Principles of attack & offside. Developing attacking skills. Defensive set up. Application of skills in game scenario.	Passing to outwit an opponent, control and turning, beating an opponent in attack, shooting, defensive tactics, set plays Identifying strengths and weaknesses, performance specific practice 1, performance specific practice 2, peer analysis, doubles tactics, doubles match play Grip/holding the club. Stance. Chipping, putting. Scoring. Application to game scenario.	Sprinting, Middle distance, Jumping, shot putt, Javelin, High jump Sprinting, middle distance, jumping, shot putt, javelin, high jump Sprinting, middle distance, jumping, shot putt, javelin, high jump	Sprinting, Middle distance, Jumping, shot putt, Javelin, High jump Intro to fielding, Batting defensive, batting the cut shot, Bowling intro spin/pace, wicket keeping, Assessment Ball familiarisation - throwing and catching, fielding, batting, bowling, gameplay, assessment



Useful websites:

BBC Sport

Brianmac

Youth Sport Trust

Active kids



KS3 MFL

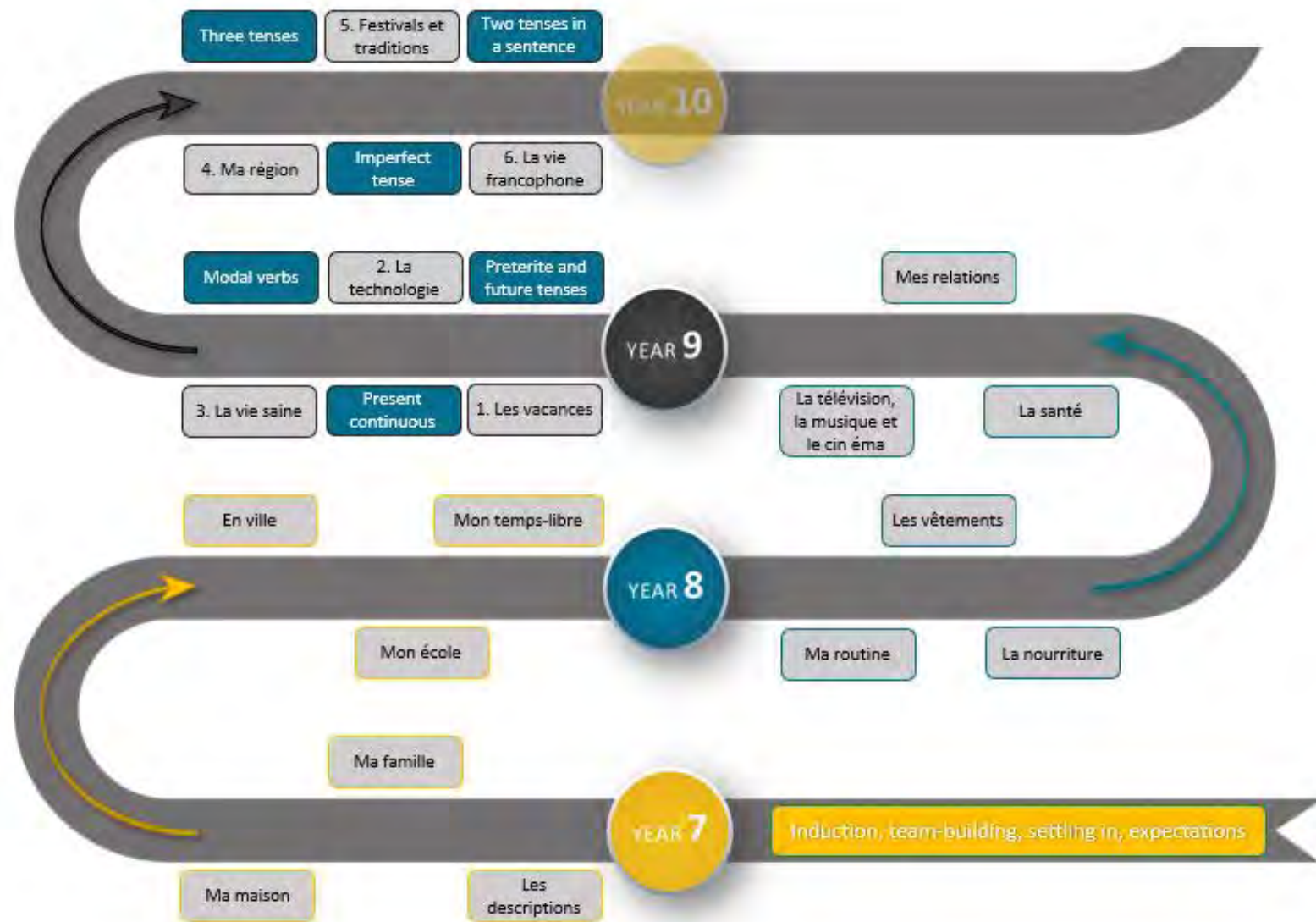
Ms Makiza Team Leader of MFL

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Subject: MFL Curriculum Vision, Intent, Implementation & Impact

Intent	Implementation	Impact
<ul style="list-style-type: none">• Our curriculum sets out to develop students knowledge and communication skills.• We want to equip them with the needed skills to be successful in their learning journey. We aim to achieve this by having well-thought out and planned scheme of works that are regularly reviewed and improved.• We want our students to be confident and effective communicators that have a good understanding of how the language works and how they can manipulate it to suit their needs.	<p>A typical MFL lesson will have:</p> <ul style="list-style-type: none">• Silent tarter– previous learning or essential vocabulary/grammar that will help support the rest of the lesson• Challenge tasks to ensure every student can be pushed• Lots of modelling• Clear expectations• Targeted questioning• Mix of skills (reading/writing/listening/speaking) – not every skills features all lesson but it is important to cycle through all of them during the week• Conti method in Y7 and Y8, sentence builders	<p>What success looks like in MFL; students are:</p> <ul style="list-style-type: none">• engaged and on task• confident and independent – know where to look when they need help• complete challenging tasks head on• not afraid to participate or to make a mistake

Subject: MFL KS3 Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Describing myself	Describing myself and family	Where I live	Going to town	My school	My free time
Topics covered:	Greetings Age Numbers Months Birthday	Family members Personality adjectives Physical adjectives Colours Introduction to opinions	Saying where they live What is or not in their town Type of houses Describing their house Opinions and justifications	What can they do in town Near future tense Recap of where I live	Subjects Opinions on subjects Telling the time	Sports I do vs I play Time phrases Instruments Weather
Keywords & phrases		Adjective agreements		Near future tense	Present tense er/ar verbs	How to use the negative Recap near future tense
Assessment opportunities:	Small writing, reading (including translation) and listening	Writing and speaking	Listening, Reading and Writing	Listening, Reading and Writing	Speaking, Reading and Writing	Speaking, reading, writing and listening

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	My daily routine	Clothes	Food	Health	My relationships	TV, music and cinema
Topics covered:	Morning routine Evening routine Sequencing words	Types of clothes Opinions Comparative Superlative Weather recap	Food type Opinions At the market / restaurant Role play	Healthy eating Body parts Aches and illnesses Solutions and remedies Where to get help	Family members Physical and personality description Relationship Jobs Places of work Where family members live	Types Opinions Frequency adverbs
Keywords & phrases:	Present tense of all verbs Reflexive verbs	Adjective agreements Near future tense Modal verbs	Present tense Comparative / Superlative	Modal verbs Comparative	Present tense Comparative / Superlative <u>Desde hace / depuis</u>	Complex opinions Near future Cultural aspect
Assessment opportunities:	Speaking, Listening, Writing and Reading	Speaking, listening and reading	Writing and Listening	Writing and Reading	Listening and Reading	Writing, Listening and Reading

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Holidays	Holidays	Technology	Healthy living	My region	Festivals and traditions
Topics covered:	Countries Description of the journey Opinions in the past Holiday activities How to make a reservation	Activities on holidays How to write a 90-word answer How to translate Reasons to go back (or not) on holidays	What they do online Social media Advantages / Disadvantages of social media and new technology What they used to do online	Types of food Benefits of eating well Sports Benefits of sports How to lead a healthy life (stress, no smoking / alcohol / drugs)	Describing your town Activities to do in town Living in the countryside vs living in town Dream town Comparing life here vs over there	French / Hispanic celebrations Cultural exploration Festivals French / Hispanic food
Keywords & phrases:	Comparative / Superlative	y pronoun Past tense Near future	present tense Past tense	opinions Modal verbs pour + infinitive	comparative Cultural aspect (students research and present about a region)	present / past / future tense Y pronoun Speaking skills
Assessment opportunities:	Speaking and Reading	Past tense test Writing: 90-word question, translation	Listening Speaking: photocard	Listening Reading	Reading Writing – 90 words	Writing – 90 words Grammar test recapping key points of the year

Make flashcards/post-it notes of key vocabulary and test yourself on a daily basis

Listen to French/Spanish music to expose yourself to new words/pronunciation



Ask family members/friends to test you on new phrases/key vocabulary. Doing a little bit a day makes a big difference!



Download 'Duolingo' and complete daily tasks on your phone.

When watching a TV show or movie put French/Spanish subtitles on, or even better watch the film in the target language with English subtitles on Youtube or Netflix

Change the language of your phone into French/Spanish to immerse yourself in the language more

Useful websites

[Language Gym - Home \(language-gym.com\)](https://www.language-gym.com)

[French AQA GCSE Vocabulary - by TheQuestMFL - Memrise](#)

[Spanish GCSE vocabulary - by TheQuestMFL - Memrise](#)

[GCSE French - AQA - BBC Bitesize](#)

[GCSE Spanish - AQA - BBC Bitesize](#)

[Learn Languages with Music Videos, Lyrics and Karaoke! \(lyricstraining.com\)](https://www.lyricstraining.com)



KS3 Creative Arts

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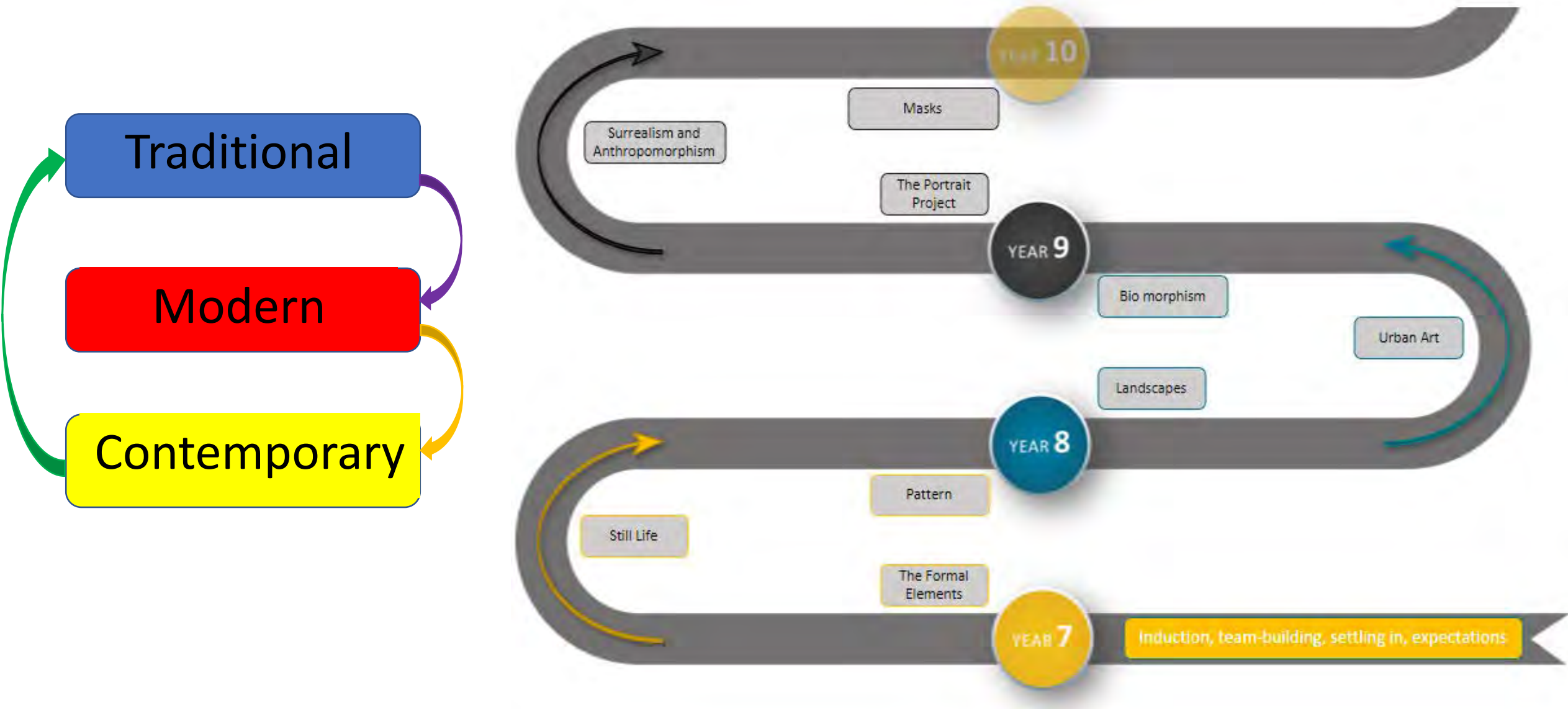
Subject: Creative Arts Curriculum Vision, Intent, Implementation & Impact

To **engage**, **empower** and **inspire** students to develop their creative potential and practitioner expertise



Intent	Implementation	Impact
<ul style="list-style-type: none">✓ Develop deep & critical thinking: exploring the ‘why’, ‘how’ & value of ‘The CA’✓ Creative thinking: exploring levels of imagination, curiosity & creativity✓ Increased perception (CC): understanding community, history and society around the students.✓ Creative Arts to be used as a way of engaging with students cultural identity, and as a tool to facilitate their understanding of their community and wider society. This will allow our students to define who they are in this world.	<p>Part One– Skill Practice / Recall / Introduction to new skill</p> <p>Part Two – New skill/Vocabulary is taught through teacher exposition. Practice is then facilitated.</p> <p>Part Three – Students practice new skill/vocabulary through teacher differentiation.</p> <p>Part Four – Opportunity for student Performance/Gallery/Reflection time.</p>	<ul style="list-style-type: none">✓ Re-call & use subject specific vocabulary in the right context✓ To create their own & original work✓ To critically analyse and evaluate own work & the work of others.

Subject: KS3 Art Journey



Subject: KS3 Drama Journey

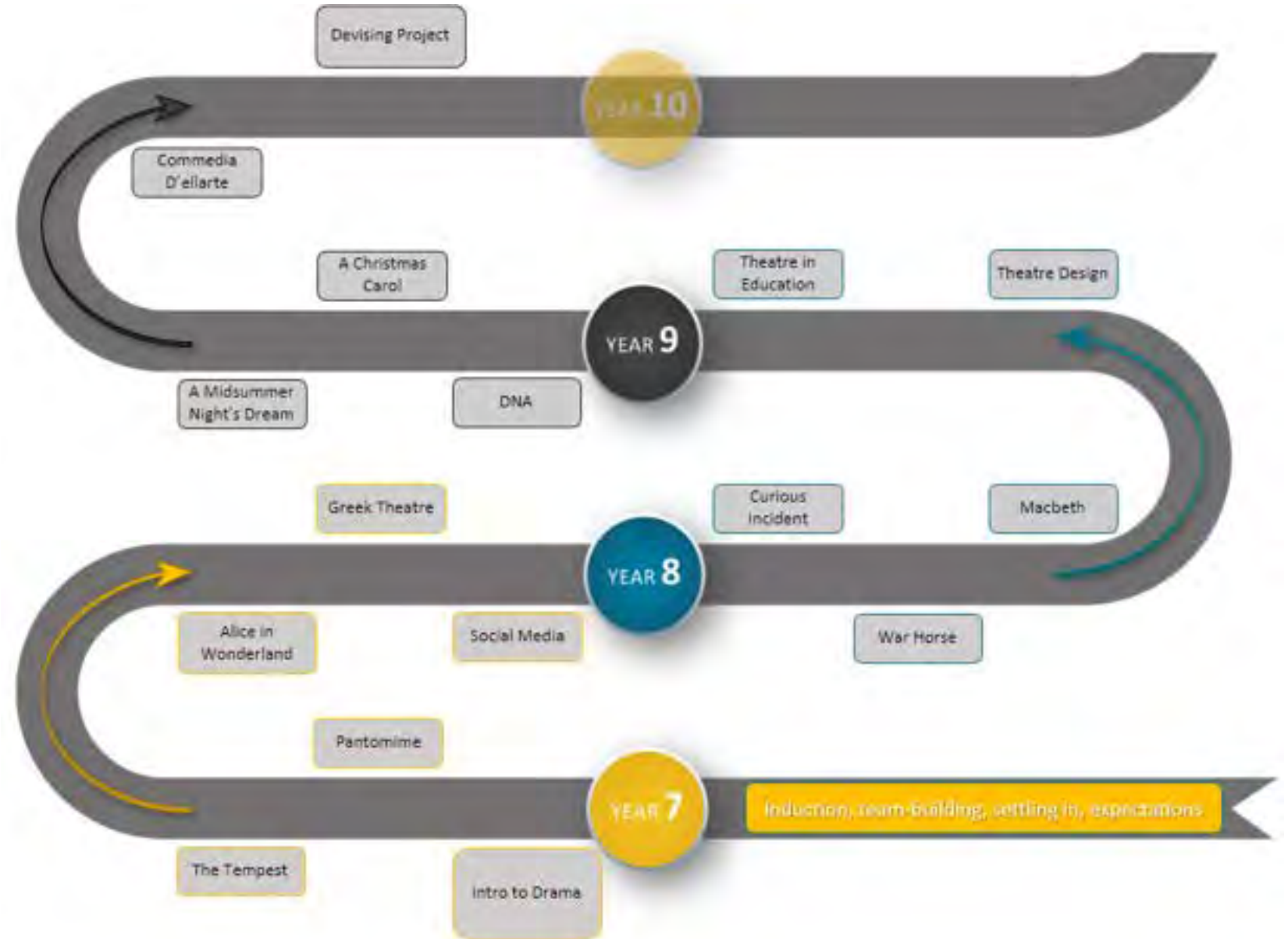
Improvisation

3 Shakespeare

7 Scripted Plays

7 Devised Plays

Performances



Subject: KS3 Music Journey

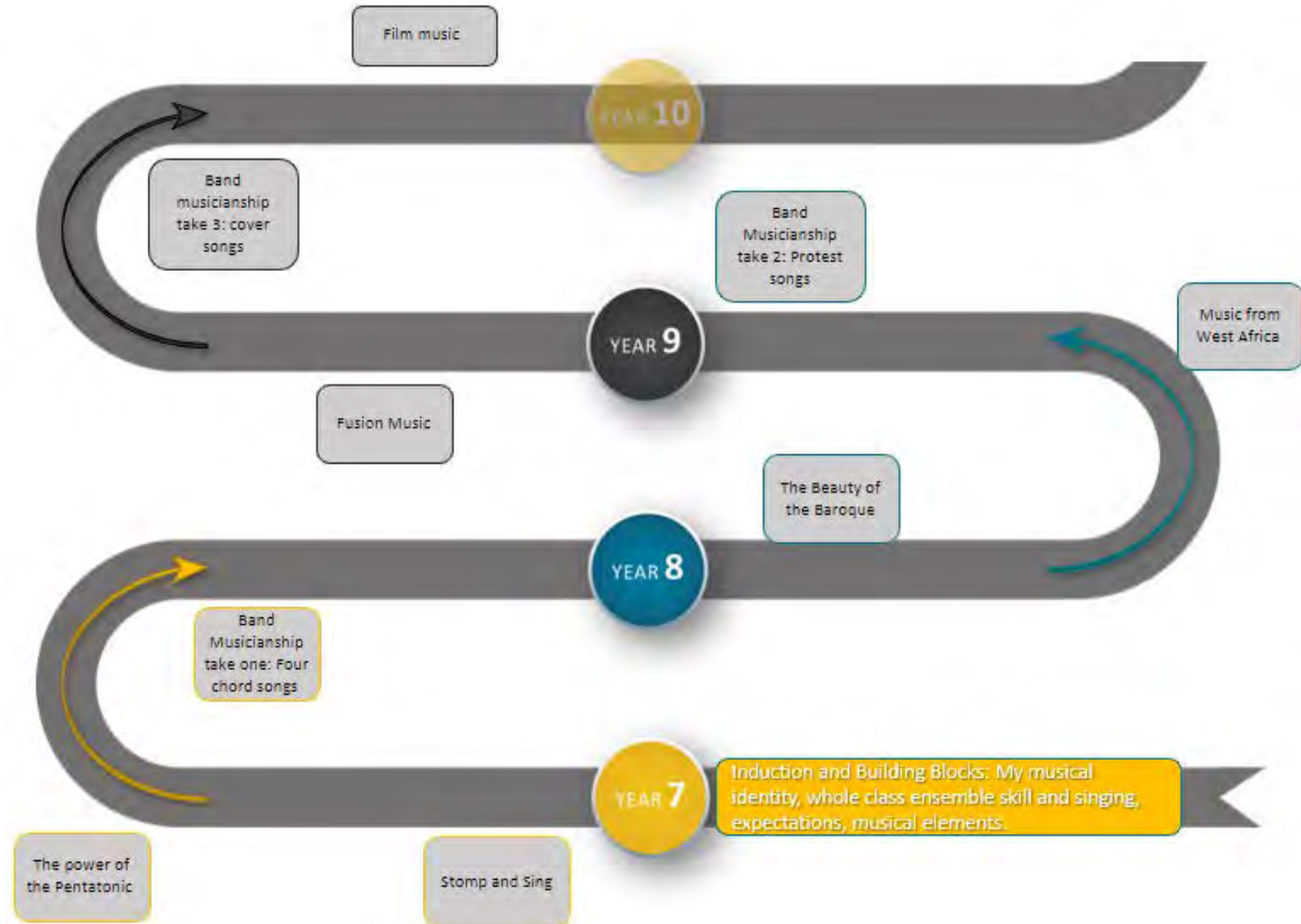
4 Instruments

Composition

Notation

Songwriters

Performances



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Art	Formal elements in art and design		Still Life		Pattern	
Drama	Introduction to Drama	Pantomime	The Tempest	Alice in Wonderland	Greek Theatre	Social Media
Music	Stomp & Sing		The Power of Pentatonic		Band Musicianship – 4 chord songs	

Subject: Creative Arts		Autumn Spring Summer				Year 8	
	Autumn		Spring		Summer		
	1	2	1	2	1	2	
Art	Landscape		Urban Art		Bio Morphism		
Drama	Curious Incident of the Dog in the Night Time	War Horse	Macbeth	Theatre Design	Theatre in Education		
Music	Beauty of Baroque		Music from West Africa		Band Musicianship: Protest Songs		

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Art	The Portrait Project		Surrealism and Anthropomorphism		Masks	
Drama	DNA - Text Exploration	A Christmas Carol	A Midsummer Night's Dream	Commedia Dell'arte	Devising Project	
Music	Fusion Music		Band Musicianship: Cover Songs		Film Music	



KS3 My Quest Journey & RSHE

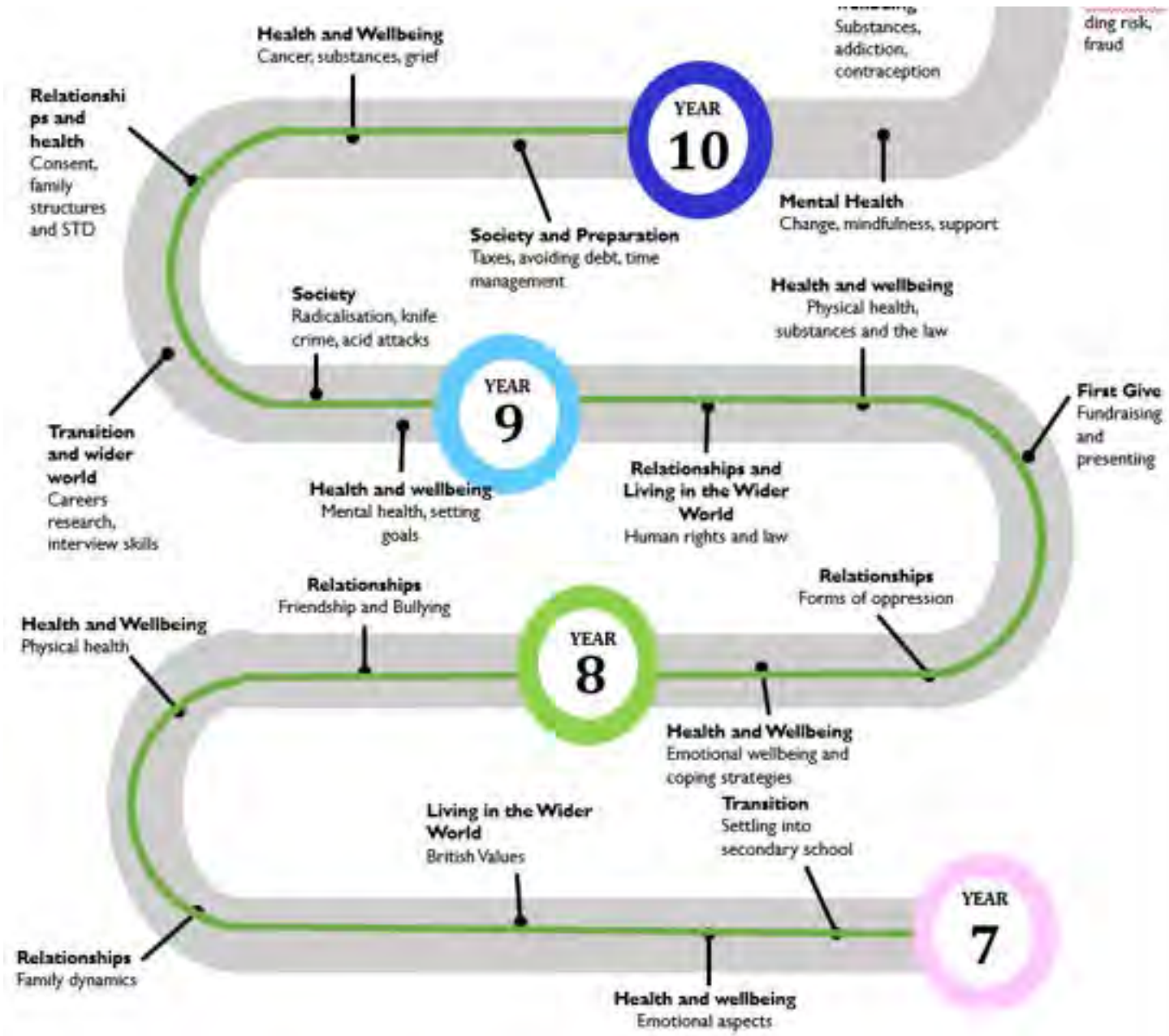
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Subject: MQJ Curriculum Vision, Intent, Implementation & Impact

Intent	Implementation	Success in our subject is:
<ul style="list-style-type: none">• Meet the statutory RSHE guidance set out by the government.• Meet any growing concerns within the school community and help develop students understanding of wider issues within society.• Overall design of 3 main strands that are broken down further and revisited throughout the years.• To get the students to think culturally.	<ul style="list-style-type: none">• Keywords – provide the students with deeper understanding.• Initial understanding – provides teacher with any misunderstandings the students already have.• Oracy and questioning – Linked with discussion, a way to develop the student's language, ensure they are using the correct terminology.• Discussion time – Provide the students time to articulate and develop their own thoughts and feelings.• Anonymous questions – Safe space for students to ask questions without feeling pressure that may come from peers.	<ul style="list-style-type: none">• Have a clear understanding of wider societal issues and how this may link to what goes on in the local area.• Critical thinker – a student who is able to consider perspectives and make a sustained judgement.• Orator – public speaking skills and are able to articulate their thoughts.

Subject: MQJ KS3 Learning Journey



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Transition	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships
Topics covered:	<ul style="list-style-type: none"> Settling into secondary school Developing positive friendships Emotional wellbeing Personal safety, including first aid Study skills 	<ul style="list-style-type: none"> Power of knowledge Positive role models Perseverance Leadership qualities Social media and self esteem 	<ul style="list-style-type: none"> British values Democracy Voting system UK Parliament LGBT+ history and its impact Civil Rights and Impact 	<ul style="list-style-type: none"> Family dynamics Healthy relationships Peer pressure Consent LGBT+ Online safety 	<ul style="list-style-type: none"> Importance of physical health Healthy brain Changes in puberty and how to manage emotions Addictive substances Vaping 	<ul style="list-style-type: none"> Understanding the value of friendship Introduction to prejudice and discrimination Why diversity should be celebrated Bullying Cyberbullying

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health and Wellbeing	Relationships	Living in the Wider World – First Give	Living in the Wider World – First Give	Health and Wellbeing	Relationships and Living in the Wider World
Topics covered:	<ul style="list-style-type: none"> Emotional wellbeing Mental health misconceptions Digital resilience Unhealthy coping strategies, including self harm and eating disorders Healthy coping strategies Sharing explicit images 	<ul style="list-style-type: none"> Racism Colourism Sexism Homophobia, biphobia and transphobia Religious discrimination Ageism Challenging discrimination 	<ul style="list-style-type: none"> Researching a social issue Designing and carrying out a social action campaign Fundraising Presentation 	<ul style="list-style-type: none"> Researching a social issue Designing and carrying out a social action campaign Fundraising Presentation 	<ul style="list-style-type: none"> Physical health refresher Understanding addiction The legal and personal consequences of drugs County lines Sexual pressure (including consent and FGM) 	<ul style="list-style-type: none"> Human rights Individual Liberty Rule of Law Effective money management Mastering memory (revision focus) Campaigning Disability

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health and Wellbeing	Society	Transition and wider world	Relationships and Health	Health and Wellbeing	Society and preparing for GCSE
Topics covered:	<ul style="list-style-type: none">Emotional wellbeing revisitedDealing with stressSetting goalsChanging healthAccessing supportBlood Donation and Vaccinations	<ul style="list-style-type: none">RadicalisationKnife CrimeAcid AttacksDiverse communitiesRace CommissionYoung Offenders	<ul style="list-style-type: none">Careers researchInterview SkillsCreating a CVOrganisationLetter/Email Writing	<ul style="list-style-type: none">ConsentCommunication (Gaslighting)Family structuresSexual HarassmentIntroduction to contraceptionHIV and AIDS	<ul style="list-style-type: none">Cancer – how to check yourselfBinge drinkingDrugsMental IllnessGrief and BereavementFirst Aid	<ul style="list-style-type: none">Tax and pensionsAvoiding DebtPersonal SkillsComputer SkillsTime management



Top tips
5 to-dos

Useful links? Websites? Key
skills to practice?



Be a reader and get them reading around different topics. Discussing news events as they happen.

Don't be afraid to say, 'I don't know'
We are here to deliver the best outcomes for your child, if they ask you for help and you are unsure, contact us and we will support.



Thank you for coming