Urmston Grammar
Curriculum Overview

Curriculum Rationale

Our curriculum encompasses all the learning and teaching experiences that are planned for our students during their time at Urmston Grammar.

These experiences support the principle aim of our school to develop the full potential of our students so that they are able to take their place in society as mature, discerning and caring adults.

Our curriculum aims to:

- provide a broad and balanced education for all students;
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- develop successful learners who are challenged to enjoy learning, make progress and achieve;
- ensure students have high aspirations and self-esteem and accept responsibility for their learning;
- encourage the development of independence, confidence and resilience in our students so that they are able to live safe, healthy and fulfilling lives;
- ensure that students have access to support and guidance to make informed choices;
- support students' spiritual, moral, social and cultural development;
- support students' physical development and responsibility for their own health, and enable them to be active;
- equip students with the skills needed to participate in the technological, economic, social and cultural life of the country;
- ensure that our students become responsible citizens who make a positive contribution to society.

The curriculum supports the school's ethos by developing **pride**; encouraging **participation** and developing **empathy**.

The school operates through Curriculum Areas and Departments. The curriculum areas are:

- English;
- Mathematics;
- Science (Biology, Chemistry, Physics);
- Modern Languages (French, German);
- Humanities (Geography, History, Politics, Religious Studies);
- PE;
- Drama;
- Music;
- Social Sciences (Psychology, Sociology);
- Business Studies & Economics;
- Technology (Art/Photography, Computing, Design & Technology, Food Technology, Graphic Products).

The curriculum is organised around the Key Stages of learning:

Key Stage 3

Lower School: Years 7, 8 & 9.

Most subjects are based on the National Curriculum in part. In a small number of subjects GCSE content is taught at Year 9.

Key Stage 4

Upper School: Years 10 & 11.

Students are studying for GCSE qualifications. All students are expected to take the EBacc subjects; our Humanities option includes Religious Studies. All students take at least one language.

Key Stage 5,

Sixth Form: Years 12 & 13.

Students are studying for Advanced level GCE qualifications. Students also have the opportunity for enrichment through the EPQ, Independent Learning Modules, and short courses in a range of different subject areas, work experience and voluntary work.

Year 7 Curriculum 50 period 2 week timetable														
Subject	**Art/Tech**	**English**	**MFL (French or German)**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**5**	**2**	**2**	**7**	**2**	**2**	**7**	**1**	**5**	**2**	**2**	50
% of curriculum	**12**	**14**	**10**	**4**	**4**	**14**	**4**	**4**	**14**	**2**	**10**	**4**	**4**	100

Year 8 Curriculum 50 period 2 week timetable														
Subject	**Art/Tech**	**English**	**MFL (French & German)**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**6**	**2**	**2**	**7**	**2**	**2**	**7**	**1**	**4**	**2**	**2**	50
% of curriculum	**12**	**14**	**12**	**4**	**4**	**14**	**4**	**4**	**14**	**2**	**8**	**4**	**4**	100

Year 9 Curriculum 50 period 2 week timetable														
Subject	**Art/Tech**	**English**	**MFL (French & German)**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**6**	**2**	**2**	**7**	**2**	**2**	**6**	**1**	**5**	**2**	**2**	50
% of curriculum	**12**	**14**	**12**	**4**	**4**	**14**	**4**	**4**	**12**	**2**	**10**	**4**	**4**	100

Proposed curriculum Model B2 50 period 2 week timetable 2018/19														
Year 7 curriculum Subject	**Art/Tech**	**English**	**MFL**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**5**	**2**	**2**	**7**	**2**	**2**	**7**	**1**	**5**	**2**	**2**	50
Time (mins) - 2 weeks	**360**	**420**	**300**	**120**	**120**	**420**	**120**	**120**	**420**	**60**	**300**	**60**	**60**	2880
% of curriculum	**12**	**14**	**10**	**4**	**4**	**14**	**4**	**4**	**14**	**2**	**10**	**4**	**4**	100

Proposed curriculum Model B2 50 period 2 week timetable 2018/19														
Year 8 curriculum Subject	**Art/Tech**	**English**	**MFL**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**6**	**2**	**2**	**7**	**2**	**2**	**7**	**1**	**4**	**2**	**2**	50
Time (mins) - 2 weeks	**360**	**420**	**360**	**120**	**120**	**420**	**120**	**120**	**420**	**60**	**240**	**60**	**60**	2880
% of curriculum	**12**	**14**	**12**	**4**	**4**	**14**	**4**	**4**	**14**	**2**	**8**	**4**	**4**	100

Proposed curriculum Model B2 50 period 2 week timetable 2018/19														
Year 9 curriculum Subject	**Art/Tech**	**English**	**MFL**	**Geography**	**History**	**Maths**	**Music**	**RE**	**Science**	**Drama**	**PE**	**PSE**	**Enrichment**	**Total**
50 Period TT	**6**	**7**	**6**	**2**	**2**	**7**	**2**	**2**	**6**	**1**	**5**	**2**	**2**	50
Time (mins) - 2 weeks	**360**	**420**	**360**	**120**	**120**	**420**	**120**	**120**	**360**	**60**	**300**	**60**	**60**	2880
% of curriculum	**12**	**14**	**12**	**4**	**4**	**14**	**4**	**4**	**12**	**2**	**10**	**4**	**4**	100

Overview of KS3 English Curriculum

Head of Department: Mrs L Derby

	Year 7	Year 8	Year 9
Autumn Term	**Schemes of Work and Skills Assessed** **Transition (Reading)** Skills • Start to include subject terminology confidently when analysing and writing responses • Embed a range of quotes and references to support their ideas • Plan essays successfully to ensure that they are clearly explained • Structure a coherent and well-structured essay using the PEE technique. • Analyse the use of language and its impact on the reader • Explore the contextual background of a text and how that links with the ideas within that text. **Assessment** "Explore how the writer of your favourite story uses language for effect." **Hound of the Baskervilles (Writing)** **Skills** • Construct a story • Build characterisation • Use a variety of sentence and punctuation types for effect • Use a range of devices to create tension. • Incorporate linguistic devices into writing • Using • Develop a clear, structured narrative **Assessment** : Writing to describe: a piece of descriptive writing that uses some of the techniques that have been taught during this scheme of work. **Class Novel- either Call of the Wild or The Woman in Black (Reading)** **Skills**	**Schemes of Work and Skills Assessed** **Modern Novel- Animal Farm (Reading)** **Skills** • Explore the novel's concepts and themes • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the novel • Show an awareness of the writer's methods • Show an awareness of how the contexts in which the novel written and read contributes to Orwell's meaning. **Assessment task :** Students are asked to respond to the following statement: "Power Corrupts." Explore the methods that George Orwell uses to get across this idea in the novel. **Descriptive Writing (Reading and Writing)** **Skills** • Construct a story • Build characterisation • Incorporating linguistic devices into writing • Develop a clear, structured narrative • Develop the ability to analyse and evaluate a writer's use of devices for effect. **Writing Task Assessment:** Writing to describe **Reading Assessment :** Analyse and evaluate a writer's use of language and structural devices in an extract from a novel. **Debating (Speaking and Listening)**	**Schemes of Work And Skills Assessed** **Modern Novel- Of Mice and Men)-** **(Reading)** **Skills** • Explore the novel's concepts and themes • Explore the contextual background of a text and how that links with the ideas within that text. • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the novel • Show an awareness of the writer's methods **Assessment Task** Explore Steinbeck's presentation of the American Dream in the novel. **Gothic Literature (Writing and Reading)** **Skills** • Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact using a variety of texts and wider ideas as inspiration. **Assessment (Writing)** • Write a description based on a picture. **Skills** • Exploration of language and structure used for effect within a text • Analyse the use of language and structure and its impact on the reader**Assessment (Reading)**- Evaluate the language and structural devices used by a writer in what is GCSE a Paper 1- style Reading question. **Love Poetry (Reading)** **Skills**

	• Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support their ideas • Plan essays successfully to ensure that they are clearly explained • Structure a coherent and well-structured essay • Analyse the use of language and its impact on the reader • Consider the contextual background of a text and how that links with the ideas within that text. **Assessment :** Explore the methods that the writer uses to get across ideas in either "The Woman in Black" or "Call of the Wild"	**Skills** • Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. **Assessment** Deliver a cogent and persuasive speech, and respond to other students' arguments through concise rebuttal and Points of Information.	• Show an awareness of how to draw links between the poems • Show an awareness of the poets' methods • Analyse the use of language and structure in detail. • Compare the methods poets use to convey ideas. • Consider context and how this affects the ideas in a poem. **Assessment** Compare the presentation of love in two poems chosen by the teacher.
Spring Term	**Debating (Speaking and Listening)** **Skills** •Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. **Assessment** Deliver a cogent and persuasive speech, and respond to other students' arguments through concise rebuttal and Points of Information. **Persuasive Writing (Writing)** **Skills** •Develop an awareness of different styles of non- fiction texts and analyse the impact on the reader	**War Poetry (Reading)** **Skills** • Appreciate different styles and forms of poetry • Explore different eras and voices within a range of poems • Analyse the form and structure of poems and the deeper messages within these • Include subject terminology confidently when analysing and writing responses • Analyse the use of language and its impact on the reader • Embed a range of quotations to support their ideas. **Assessment (Reading)** Close analysis of a World War One poem- usually Dulce Et Decorum Est. **Persuasive Writing (Writing)** **Skills** • Develop persuasive writing skills • To explore their own 'voice' when writing non-fiction texts	**Victorian Novel- (Reading)** **Skills** • Exploring: Plot, Characterisation, Overarching themes, Social and historical context • The methods used by the writer to convey key ideas • Understand the context of the text and how that links with the ideas within that text – show deep understanding of the context of this play • Show an awareness of the writer's methods • Analyse the use of language and structure and its impact on the reader • Embed a range of quotes and references to support their ideas in essay responses to the play **Assessment (Reading)** Explore how a writer uses language to develop: Plot, Characterisation, Overarching themes, Social and historical context.

	•To explore their own 'voice' when writing non- fiction texts •Include linguistic devices to enhance arguments in written responses. •To present their own view on topics covered and present this convincingly both orally and through written work. **Assessment** Create piece of persuasive writing on a topic chosen by the teacher. **Nature Poetry (Reading)** **Skills** • Analyse the use of language and its impact on the reader • Embed a range of quotations to support their ideas • Appreciate different styles and forms of poetry • Explore different eras and voices within a range of poems • Analyse the form and structure of poems and the deeper messages within these • Include subject terminology confidently when analysing and writing responses • Plan essays successfully to ensure that they are clearly explained. **Assessment** Close analysis of a Romantic poem	• Include linguistic devices to enhance arguments in written responses. • To present their own view on topics covered and present this convincingly both orally and through written work. **Assessment** Create piece of persuasive writing on a topic chosen by the teacher. **American Literature (Reading)** **Skills** • Show an awareness of the writer's methods • Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support their ideas • Structure a coherent and well-structured essay • Analyse the use of language and its impact on the reader • Explore the contextual background of a text and how that links with the ideas within that text. **Assessment (Reading)** Close analysis of an extract from one of the classic American texts. Most teachers ask students to explore Fitzgerald's presentation of the American Dream in *The Great Gatsby.*	**Transformative Writing (Writing)** **Skills** • Show awareness of Purpose/Audience/Form • Show appreciation of writers' craft. **Assessment** A GCSE Paper 2 Writing task. **English Language Exam (Reading)** **Skills** • Exploration of language and structure used for effect within a range of texts • Analyse the use of language and structure and its impact on the reader. **Assessment** GCSE style paper 2 Reading
Summer Term	**Year 7 Exam- Descriptive Writing (Writing):** **Skills** • To develop their ability to write creatively.	**Shakespeare "A Midsummer Night's Dream" (Reading)** **Skills** • Explore the play's concepts and themes • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the play	**Shakespeare : "Much Ado About Nothing" or "Othello" (Reading):** • Explore the play's concepts and themes • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the play

	• To think carefully about blending their devices and maintaining the interest of the reader throughout. • To develop their ability to consciously craft a piece of creative writing. **Assessment (Writing)** Writing to describe **<u>Shakespeare- (Speaking and Listening and Reading)</u>** **<u>Skills</u>** Create own performance poetry linking to the theme of the soliloquy **Assessment- Speaking and Listening :** **<u>Skills</u>** To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished soliloquies to their peers. Explain and then perform a soliloquy from a Shakespeare play. **Assessment- Reading** Close analysis of a soliloquy chosen by the teacher.	• Show an awareness of Shakespeare's methods • Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support ideas • Structure a coherent and well-structured essay • Analyse the use of language and its impact on the audience. • Explore the contextual background of the play and how that links with the ideas within that text. **<u>Assessment</u>** How does Shakespeare use language to develop a theme, character or concept? **<u>Year 8 Exam (Reading)</u>** **<u>Skills</u>** • Develop an awareness of different styles of fiction texts and analyse the impact on the reader • To select and retrieve relevant information from a text • To synthesise pertinent information • To use evidence to ensure arguments are developed and secure **Assessment** Narrative Reading Analysis	• Show an awareness of Shakespeare's methods • Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support ideas • Structure a coherent and well-structured essay • Analyse the use of language and its impact on the audience. • Explore the contextual background of the play and how that links with the ideas within that text/ **<u>Assessment Reading</u>** Close analysis of an extract from a Shakespeare play; this is similar to the extract based question they are asked to do at GCSE. **<u>Talk (Speaking and Listening</u>**<u>):</u> **<u>Skills</u>** • Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. **Assessment** Deliver a paired talk, followed by answering questions in a speaking and listening task that is designed to prepare students for the individual talk they have to do at GCSE.

Overview of KS3 Maths Curriculum			
Head of Department: Mrs E Parker			
	Year 7	**Year 8**	**Year 9**
Autumn Term	Equivalence Adding and subtracting with integers, negatives, decimals, fractions, algebra, applications The number system Multiplying with integers, negatives, decimals, fractions, algebra, applications	Working with numbers Algebra Geometry Probability Percentages Congruent shapes Surface area and volume of prisms Graphs Number	Percentages Equations and formulae Polygons Using data Surds Applications of graphs Pythagoras' theorem Fractions Algebra Decimal numbers
Spring Term	Division with integers, negatives, decimals, fractions, algebra, applications Order of operations Rounding and estimation	Shape and ratio Fractions and decimals Proportion Circles Interpreting data Equations and formulae	Surface area and volume of cylinders Solving equations graphically Compound units Right-angled triangles Algebraic proof Number work – recurring decimals
Summer	Geometry – perimeter and area Equations and inequalities? Statistical project	Comparing data Circle theorems Surds Simultaneous equations Pythagoras' theorem	Quadratic sequences Graphs – parallel and perpendicular lines Graphs – circles Changing the subject Functions
Please note that, although we anticipate all classes covering the stated content during the year, differing week patterns, shared classes and school events might mean that we do not keep strictly to the suggested timescales. The new scheme of work for year 7 is based upon the DfE funded 'Teaching for Mastery' style and therefore, timings may be subject to variation.			

Overview of KS3 Science Curriculum		
Head of Department: Dr O. G. Richards		
	Year 7	**Year 8**
Autumn Term	**C1 Particles, Atoms and Elements** **The particulate nature of matter** • the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure • changes of state in terms of the particle model. **Atoms, elements and compounds** • a simple (Dalton) atomic model • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass changes of state and chemical reactions. **Physical changes** • conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving • similarities and differences, including density differences, between solids, liquids and gases • Brownian motion in gases • diffusion in liquids and gases driven by differences in concentration • the difference between chemical and physical changes **Particle model** • the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition	**B4 Food, Digestion and Healthy Eating** **Nutrition and digestion** • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • calculations of energy requirements in a healthy daily diet • the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) • the importance of bacteria in the human digestive system • plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. **P5 Waves (Sound, Light & Energy)** **Observed waves** • waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. **Sound waves** • frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound • sound needs a medium to travel, the speed of sound in air, in water, in solids • sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal • auditory range of humans and animals. **Energy and waves** • pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.

	• atoms and molecules as particles. **Energy in matter** • changes with temperature in motion and spacing of particles • internal energy stored in materials. **B2 Cells, Tissues and Organ Systems** **Cells and organisation** • cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope • the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts • the similarities and differences between plant and animal cells • the role of diffusion in the movement of materials in and between cells • the structural adaptations of some unicellular organisms • the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. **The skeletal and muscular systems** • the structure and functions of the human skeleton, to include support, protection, movement and making blood cells • biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles • the function of muscles and examples of antagonistic muscles. **Gas exchange systems**	**Light waves** • the similarities and differences between light waves and waves in matter • light waves travelling through a vacuum; speed of light • the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras • colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection. **P4 Space** **Space physics** • gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) • our Sun as a star, other stars in our galaxy, other galaxies • the seasons and the Earth's tilt, day length at different times of year, in different hemispheres • the light year as a unit of astronomical distance. **C4 The Periodic Table and Metal Extraction** **The Periodic Table** • the varying physical and chemical properties of different elements • the principles underpinning the Mendeleev Periodic Table • the Periodic Table: periods and groups; metals and non-metals • how patterns in reactions can be predicted with reference to Periodic Table • the properties of metals and non-metals • the chemical properties of metal and non-metal oxides with respect to acidity. **Materials** • the order of metals and carbon in the reactivity series

	• the structure and functions of the gas exchange system in humans, including adaptations to function • the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume • the impact of exercise, asthma and smoking on the human gas exchange system the role of leaf stomata in gas exchange in plants.	• the use of carbon in obtaining metals from metal oxides • properties of ceramics, polymers and composites (qualitative).
Spring Term	**B1 Plant and Animal Reproduction** **Reproduction** • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. **P1 Domestic Energy, Energy Transfer and Energy Resources** **Calculation of fuel uses and costs in the domestic context** • comparing energy values of different foods (from labels) (kJ) • comparing power ratings of appliances in watts (W, kW) • comparing amounts of energy transferred (J, kJ, kW hour) • domestic fuel bills, fuel use and costs.	**B6 Photosynthesis and Respiration** **Photosynthesis** • the reactants in, and products of, photosynthesis, and a word summary for photosynthesis • the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere • the adaptations of leaves for photosynthesis. **Cellular respiration** • aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life • a word summary for aerobic respiration • the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration • the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism. **P3 Forces, Motion and Effects** **Describing motion** • speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) • the representation of a journey on a distance-time graph • relative motion: trains and cars passing one another.

	Energy changes and transfers • simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged • heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators • other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.	**Forces** • forces as pushes or pulls, arising from the interaction between two objects • using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces • moment as the turning effect of a force • forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water • forces measured in Newtons, measurements of stretch or compression as force is changed • force-extension linear relation; Hooke's Law as a special case • work done and energy changes on deformation • non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. **Pressure in fluids** • atmospheric pressure, decreases with increase of height as weight of air above decreases with height • pressure in liquids, increasing with depth; upthrust effects, floating and sinking • pressure measured by ratio of force over area – acting normal to any surface. **Balanced forces** • opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. **Forces and motion** • forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only) • change depending on direction of force and its size.
Summer Term	**P2 Electricity, Magnetism and Electromagnets** **Current electricity** • electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge	**C3 Chemical Reactions with Acids and Alkalis** • defining acids and alkalis in terms of neutralisation reactions • the pH scale for measuring acidity/alkalinity; and indicators • reactions of acids with metals to produce a salt plus hydrogen • reactions of acids with alkalis to produce a salt plus water • what catalysts do.

	• potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • differences in resistance between conducting and insulating components (quantitative). **Static electricity** • separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects • the idea of electric field, forces acting across the space between objects not in contact. **Magnetism** • magnetic poles, attraction and repulsion • magnetic fields by plotting with compass, representation by field lines • Earth's magnetism, compass and navigation • the magnetic effect of a current, electromagnets, D.C. motors (principles only). **C2 Chemical Reactions with Compounds and Mixtures** **Chemical reactions** • chemical reactions as the rearrangement of atoms • representing chemical reactions using formulae and using equations • combustion, thermal decomposition, oxidation and displacement reactions **Energetics** • energy changes on changes of state (qualitative) • exothermic and endothermic chemical reactions (qualitative).	**Pure and impure substances** • the concept of a pure substance • mixtures, including dissolving • diffusion in terms of the particle model • simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography • the identification of pure substances. **B5 Health, Microbes and Drugs** **Health** • micro-organisms • defense against disease • vaccines and antibiotics • drugs used to treat disease • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes. **C5 Earth and Atmosphere** **Earth and atmosphere** • the composition of the Earth • the structure of the Earth • the rock cycle and the formation of igneous, sedimentary and metamorphic rocks • Earth as a source of limited resources and the efficacy of recycling • the carbon cycle • the composition of the atmosphere • the production of carbon dioxide by human activity and the impact on climate.

- ***Year 9 is part of the KS4 Curriculum**

Overview of KS3 FRENCH Curriculum			
Head of Department: Mr A. Elston			
	Year 7	**Year 8**	**Year 9**
Autumn Term	<u>Main textbook: Allez 1</u> Introductions Pronunciation Classroom language Personal descriptions Family	<u>Main textbook: Allez 1</u> Revision of Year 7 topics What you can do and where Dream holidays and next year Festivals including Christmas	<u>Main textbook: Allez 2</u> Reinforcement of past, present and future TV/film/book preferences Explaining opinions Musical genres
Spring Term	School subjects Opinions and reasons Time Free time activities Verbs – present tense Descriptions of animals	Past holidays Activities in past, present and future Invitations using modal verbs Chores using modal verbs Grocery shopping	How things used to be Technology Pocket money and family relationships Healthy eating
Summer Term	Weather Food and drink Verbs – near future Area Going out Holidays	Clothes shopping Sport and leisure Daily routines Life in francophone countries Consolidation of past, present and future	Home and area Further reinforcement of tenses Justifying responses Cultural focus – French films especially about WW2

Overview of KS3 GERMAN Curriculum			
Head of Department: Mrs A. Rogers			
	Year 7	**Year 8**	**Year 9**
Autumn Term	**Main textbook: Zoom 1** • Introductions • Pronunciation • Classroom language phrases • Basic greetings • Basic personal information: name/age/birthdays etc • Learning the sounds of the alphabet • Numbers 1-50 • **Grammar: Ich und du forms of haben and sein** • Learning about which other countries have German as mother tongue • Describing family and friends • **Grammar: Using basic link words and qualifiers** • Colours • **Christmas in German speaking countries**	Main textbook: Zoom 1 • Revision of Year 7 topics • Giving opinions on food and drink, including healthy options and what one "ought" to be eating • **Grammar: modal verbs (sollen)** • **Reinforcement of verb "2nd idea" rule** • Ordering food and buying food – quantities etc • Naming places in your town • Which buildings and facilities there are in your town (and which ones are not) • Talking about things to do in your town • **Grammar: introduce the perfect tense in more detail (including short list of "sein" verbs)**	Main textbook: Zoom 2 Talking about daily routine Revision of telling the time **Grammar: Using separable verbs** Talking about what we did yesterday Giving our opinions about the day we have just had **Grammar: Revision of perfect tense (introduction of separable verbs in the perfect tense)** Talking about what we did last weekend Organising a party Accepting and declining invitations Describing a past tense event we attended.

Spring Term	School subjects Giving basic opinions Items of school equipment **Grammar: Verb-subject inversion rule (verb 2nd idea)** Opinions and reasons Time Saying when you have certain lessons	Asking for and giving directions **Grammar: Use both formal and informal imperative** Talking about clothes and what we like to wear Talking about problems with clothes **Grammar: Accusative direct object/adjectival endings**	Talking about our T.V. viewing habits Expressing opinions Comparing old and new technologies Talking about music Describing our favourite genres Talking about films and reading habits **Grammar: Revision of perfect tense and reinforcement of regular and irregular verbs in the present tense**
Summer Term	Free time activities **Grammar: Verbs – present tense** **Basic TMP rule/adverbial time phrases** Talking about your house and where you live	Talking about holidays What type of activities we do on holiday Saying what we did on holiday **Grammar: Revision of perfect tense** **Introduction of the future tense** – where we will go on holiday	Hobbies and seasons – what we do in winter/summer etc. **Grammar: verb, comma, verb rule** Talking about our plans for next weekend Naming parts of the body Illness and injury Talking about sports and fitness **Grammar: using "um…..zu" to express purpose**

Overview of KS3 History Curriculum			
Head of Department: Dr M McPartland			
	Year 7	**Year 8**	**Year 9**
Autumn Term	A local study of the Urmston area using maps as evidence of change Who are the English – an overview of immigration to Britain over 1000s of years! The Norman Invasion of England	Henry VIII and the reasons for the English Reformation The impact of the Reformation – the Tudors, Stuarts and the British Civil Wars	The causes of the First World War Living in the Trenches The Battle of the Somme – triumph or disaster
Spring Term	How powerful were Kings of England? The impact of the Norman invasion The power of the Church in the Middle Ages King John and the Magna Carta	The Industrial Revolution and its impact on the British working class. Living and working conditions in the 19th century? How fair was the political system in the 19th century and how did people try to change it? What happened at Peterloo in 1819?	Civil Rights in the USA – How did African Americans fight for equality in the 19th and 20th centuries? The Treaty of Versailles and the causes of the Second World War
Summer Term	The Black Death and its impact The causes and significance of the Peasants' Revolt How did Scotland and Wales challenge the power of English King? The Crusades – why did people fight in the Crusades?	The impact of the British Empire? How did the British come to rule India? What lay behind the horrors of the slave trade?	The rise of Hitler. Why did the German people elect Hitler in 1933? The Second World War. What was the impact of the Second World War on Britain? What were the key turning points of the Second World War?

Overview of KS3 Geography Curriculum			
Head of Department: Mrs C Bramwell			
	Year 7	**Year 8**	**Year 9**
Autumn Term	**Geography Skills** Including grid references, compass directions, symbol use and scale **Seatown – environmental Geography** Considering human impacts on an imaginary place and how we might protect places in the future.	**Distinctive landscapes** **Rivers & Coasts** Studying processes such as erosion, transfers and deposition in order to consider how these combine to create landscapes.	**Oceans** Including the importance of oceans, uses of our oceans, ocean trade, over fishing, pollution and sustainable use of oceans. **Resource misuse** Including minerals we are running out of, fuel over use, food waste and brownfield sites.
Spring Term	**Rainforests** Including location, climate & structure, goods & services, threats and sustainability.	**Migration** Studying patterns of movement, impacts on origin & destination places, causes & effects of migration. Addressing misconceptions. **UK in 21st C** Investigating the reasons behind the current characteristics of the UK. Asking questions such as 'are we still a super-power ?'	**Development** **including Conflict diamonds & disease** ***2021 will include food security too*** Studying how we categorise countries, why some countries are more or less developed than others, impacts on a population of unequal development and aid as a possible solution.
Summer Term	**Urbanisation** **Urban problems & solutions** Including Manchester map work, models such as Burgess, patterns of urbanisation in different types of places and issues arising because of urbanisation (such as congestion, pollution and inequality)	**Tectonics** **Earthquakes & Volcanoes** Looking at earth structure, plate boundaries, hazard characteristics and case studies.	**2020 – Food security** Considering what is meant by food security, changing food production and consumption, impacts of climate and world events on food security and case studies at local and country scales. **2021 onwards – Glaciation & Climate Change**

Overview of KS3 Religious Education Curriculum			
Head of Department: Mrs E REDDINGTON			
	Year 7	**Year 8**	**Year 9**
Autumn Term	**Introduction to R.E.** R.E. at UG explores a range of Enquiry Questions throughout KS3. **What is so radical about Jesus?** Pupils discover what Jesus was like through images of him in art; who he was in conflict with; whether he fitted the Jewish idea of a Messiah; how his attitude to women was radical; whether he was a pacifist and what his miracles reveal about him.	**Does religion help people to be good?** This investigation enables pupils to learn from different religious and spiritual ways of life about being good and living well in society. Similarities and differences between different religious and world views in terms of moral codes are explored. They consider whether it is possible to be good without a belief in God (Buddhism & Humanism). They weigh up the positives and negatives of religion in society.	**Is religion a power for peace or a cause of conflict in the world today?** This investigation enables pupils to explore issues from different religious examples of engagement with conflict and peace (such as terrorism, jihad, the Khalsa, Just War Theory and pacifism). Pupils consider the teaching of religious texts from Sikh, Muslim and Christian sources in relation to peace and conflict and how they can be interpreted.
Spring Term	**Should religious buildings be sold to feed the starving?** Pupils explore issues around poverty through this enquiry question as well as religious responses. They consider the purpose of places of worship and how charitable actions can be seen as worship by Muslims, Sikhs and Christians.	**Is death the end? Does it matter?** This investigation enables pupils to learn from different religious and spiritual ways of life about their view of suffering. They compare Buddhist, Christian & Humanist perspectives on the purpose of life and beliefs about whether there is an after-life.	**Do we need to prove God's existence?** This investigation explores why Buddhists are relatively unconcerned about the idea of God, why this is important for Christians and Muslims, and why atheists reject the idea of God. The concept of proof is examined alongside related ideas about evidence, belief, perspective and interpretation.
Summer Term	**What is good and what is challenging about being a teenage Muslim/Sikh?** Pupils explore what it is like living as a Muslim or Sikh in Britain today, how they express their faith and identity as well as how they face challenges such as prejudice or Islamaphobia and how they respond.	**How can people express the spiritual though music & art?** Concepts of worship, meditation and celebration and questions of expression and meaning in relation to spirituality and faith are considered from Christian, Muslim & Buddhist viewpoints.	**Why is there suffering? Are there any good solutions?** Pupils examine different Christian views about why people suffer and compare them with Buddhist views. They weigh up how far the religious answers to the question of suffering are universally useful.

Overview of KS3 Drama Curriculum			
Head of Department: Mrs D. Ripolles			
	Year 7	**Year 8**	**Year 9**
Autumn Term	Every student studies two Drama modules over the period of one term, which consist of: • Introduction to Practical Drama Skills • The Base Line Task presentation • Introduction to scripted Performance: 'The Terrible Fate of Humpty Dumpty' • Assessment of scripted extract from : 'The Terrible Fate of Humpty Dumpty'	Students in Year 8 get one period of Drama every two weeks. • Development of Practical Drama Skills: 'The Family' • Assessment of Improvised Drama based on 'Family' stimulus • Assessment of scripted extract based on the play 'Blood Brothers'	Students in Year 9 get one period of Drama every two weeks. • Exploration and presentation of a monologue • Focus on practical GCSE Drama skills: 'Blood Brothers'
Spring Term		• Introduction to Physical Theatre: Silent Movies • Assessment of slapstick comic fight sequence	• Exploration of technical drama skills in Blood Brothers: costume, make-up, set design.
Summer Term		• Introduction to Physical Theatre: Silent Movies – Section 2 • Practical exploration of silent movie' The Artist'	Exploration of technical drama skills in Blood Brothers: costume, make-up, set design.

Overview of KS3 PE Curriculum			
Head of Department: M Bradshaw			
	Year 7	**Year 8**	**Year 9**
Autumn Term	Baseline Assessments Fundamental Movement Skills Netball Table Tennis Fitness Basketball Badminton	Netball Football Fitness Dance Badminton Table Tennis Basketball Volleyball Cricket	Netball Dance Football Fitness Hockey Table Tennis Volleyball Gymnastics Rugby Badminton
Spring Term	Gymnastics Fitness Basketball Netball Volleyball Football Dance Cricket Handball Rounders	Hockey Fitness Basketball Badminton Table Tennis Football Volleyball Cricket Rugby Leadership	Dance Football Volleyball Rugby Handball Rugby Fitness Badminton Hockey Cricket Leadership
Summer Term	Athletics Rounders Tennis Handball Cricket	Athletics Rounders Cricket Tennis	Athletics Rounders Cricket Tennis

Overview of KS3 Music Curriculum			
Head of Department: Mrs J. Wabiak			
	Year 7	**Year 8**	**Year 9**
Autumn Term	**Let's Sing / Introduction to Rhythm** -vocal skills and musicianship -rhythmic understanding **Festive Song** -Keyboard skills and basic notation skills -Practical performance	**Reggae** -historical and cultural context -syncopated chords -ensemble performance **Festive Song Composition** -Keyboard skills and basic notation skills -Chord progressions -Melodic writing -Practical performance	**Film (Music)** -musical devices and clichés for common genres -analysis of musical effectiveness -keyboard skills **Film (Music Technology)** - Horror music case study - Horror music composition using scary devices and clichés *Lessons alternate between music in MR and music technology in MS*
Spring Term	**The Elements of Music** -Programme music and descriptive features -composition using soundscapes / graphic scores -Case Study: The Planets	**Minimalism** -melodic devices including sequences and phase shifts **Introduction to Music Technology** -Using Cubase -Sequenced performance of Tubular Bells	**Blues / Jazz / Ragtime** **Rock 'n' Roll** -Pop culture development from Blues to 1960s -Walking basslines, improvisation and extended chords
Summer Term	**Pop music** -Introduction to chords through pop music -Reading and performing triads on the keyboard **World music. Indian Classical & contrasting styles** -Exploring cultural context of World Music -Focus on rhythmic understanding	**Descriptive storytelling music** -musical devices to convey emotions -the Leitmotif -Melodic writing **Input into Cubase** -Using Cubase part 2 -Editing music and special effects	**Musical Futures / Percussion workshops** -Performance-based workshops and ensemble projects

Overview of KS3 Art & Photography Curriculum

Head of Department: Mrs L. Nanvazadeh

	FULL COURSE - YEAR 7	FULL COURSE - YEAR 8	FULL COURSE - YEAR 9
Full Course – 10 weeks, 20 lessons	**STILL LIFE (OBSERVATION) - LN** The main focus in year 7 is to develop the students' confidence in Art and Design, to develop observational skills and to teach a range of techniques/media as a basis for students to build upon throughout years 8 and 9. Students explore the basics of observation through the genre of Still life. **Skills explored:** ✓ Observational techniques/ ways of looking ✓ Use of Line and tone in pencil drawing ✓ Looking at shape and trying to create 3-D effects of form ✓ Understanding of composition ✓ Considering viewpoint ✓ Creation of the illusion of texture using tonal techniques Introduction to weights of line. **Possible artist reference:** Tom Abbiss Smiths	**VIEWPOINTS (PERSPECTIVE) - AB** The aim of much of the work in Year 8 is to build on many of the skills gained in Year 7 by revisiting basic techniques and knowledge in a different guise, while aiming to produce artwork of greater creative diversity. Students will learn about the artist/designer Antoni Gaudi and will create paintings, drawings and a sculptural piece based on his life work. **Aims:** ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To promote an awareness of architecture and design ✓ To be introduced to the work of Artists, Craftsmen and Designers ✓ To learn key skills such as painting, drawing and sculpture ✓ To develop and enhance composition, design and annotation skills **Contextual Reference:** Antoni Gaudi	**PORTRAITURE (PROPORTION) - AB** In Year 9 it is important for pupils to build up a more sustained approach to project work in Art & Design, so that a set of work is produced rather than a single stand-alone piece. This takes into consideration a steady acquisition of skills over Year 7 and 8, which can now be used with more independence and confidence. This will also go some way to preparing pupils for project work for the GCSE coursework units should they decide to take Art & Design/Photography as an option in Year 10. Students will be creating a small body of work based around the theme of portraiture, learning the correct anthropometry measurements of the face and will create a self-portrait based on the artist Loui Jover. **Aims:** ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To learn the anthropometry measurements of the face ✓ To be introduced to the work of Artist Loui Jover ✓ To learn key skills such as painting and drawing ✓ To develop and enhance composition, design and annotation skills **Contextual Reference:** Louis Jover

Short Course – 10 weeks, 10 lessons	**SHORT COURSE - YEAR 7 – CULTURAL CELEBRATION (COLOUR THEORY) - LN** Offering an introduction to Urmston Grammar Art & Design at Key Stage 3, this unit of work is designed to encourage students' independence, creativity and enjoyment of the subject, whilst introducing new students to a variety of mediums. Students learn by doing, applying the new skills learnt in class to their own work within and beyond the classroom setting. Colour theory is reviewed and explored through practical activities, including colour mixing activities. All students conclude the project by making their own individual Mehndi handmade Batik with hand-stitched techniques to decorate and embellish. **Aims:** ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To promote an awareness of pattern and colour theory. ✓ To develop and enhance composition, design and annotation skills. ✓ To learn and become competent in a variety of textile techniques. ✓ To promote independent learning. ✓ To promote creativity. **Contextual Reference:**	**SHORT COURSE - YEAR 8 – GRAPHIC DESIGN AND ILLUSTRATION (IMAGE, TEXT AND PHOTOGRAPHY) – NL** Building on the many skills gained in year 7 by revisiting techniques and building on knowledge and understanding, this unit aims to produce artwork of greater creative diversity influenced by the work of Keith Haring and Jon Burgerman. Colour Theory is reinforced and observational drawing skills are developed focusing on Movement, Line and Shape. Students will learn by experimenting with different drawing techniques and create individual Burgerman character Flick Books. **Aims:** ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To promote an awareness movement, line and colour theory. ✓ To develop and enhance composition, design and annotation skills. ✓ To learn and become competent creating a character and flick book techniques. ✓ To promote independent learning. ✓ To promote creativity. ✓ To be introduced to the work of Artists, Craftsmen and Designers **Contextual Reference:** Jon Burgerman and Keith Haring	**SHORT COURSE - YEAR 9 – STORYTELLING (ANIMATION AND THE MOVING IMAGE) – NL** This unit of work encourages students to use a variety of approaches to explore and experiment with ideas. They will be introduced to the work of different artists and utilise resources and techniques to develop their intentions. The steady acquisition of skills over Yr7 and 8, can now be used with more independence and confidence, to produce a body of work to inform and support a final piece. All students conclude the project with the production of a variety of moving images within their chosen theme and focusing on Movement, Colour and Presentation **Aims:** ✓ To develop and enhance key skills in recording and observation. ✓ To develop an understanding of research and experimentation. ✓ To promote an awareness movement, line and colour theory. ✓ To develop and enhance composition, design and annotation skills. ✓ To learn and become competent creating techniques in storytelling and animation. ✓ To promote independent learning. ✓ To promote creativity. ✓ To be introduced to the work of Artists, Craftsmen and Designers **Contextual Reference:** Animation in Zoetropes Keith Haring

Overview of KS3 Computer Science Curriculum			
Head of Department: Mr S Verma			
	Year 7	**Year 8**	**Year 9**
Covered over 3 terms	1. Introduction to coding through 'Kodu' 2. Microbit Programming and Game Development 3. Introduction to Python 4. Creating Apps via 'App Shed' 5. Sound Editing	1. Graphic Design using Adobe Photoshop 2. HTML & Website Development/Games Programming in Scratch 3. Continuation with Python and 'While Loops/Searching' 4. Scratch and 'Edbot' 5. Binary Data Representation	1. Introduction to Spreadsheets (Graphs, Formulae & Macros) 2. Code Combat 3. Python Next Steps (Lists and Procedures) 4. Hour of Code 5. Python and 'Edbot'

Overview of KS3 Design and Technology Curriculum						
Head of Department: Mr T. Barber						
Product Design Technologies	**Year 7**		**Year 8**		**Year 9**	
	Unit 1(long) **NL**	Unit 2(short) **TB**	Unit 1(long) **TB**	Unit 2(short) **NL**	Unit 1(long) **TB**	Unit 2(short) **TB**
	Pen and Fruit	Mini-light	Lamp	Graphics ECO Bottle	Festival Project	Speaker (and docker)
Resistant Materials Woods Plastics Modelling Materials	Drilling machines Hips for book cover Creating a mould for book cover	Acrylics and Tensol PVC Blister Packaging Vacuum forming	Pine and Plywood, slotted, rebated and jointed base Laser cut Clear Acrylic lid Polypropylene folded lampshade	Vacuum Forming Hips to form bottle shapes Clay Moulding	Styrofoam (machine foam) Corrugated card, wire, batons, card Aluminium processes **Forming, fixing, finishes**	3mm acrylic sheet Acrylic rod Fixings, tolerances MDF system Vacuum forming
Electronics Components, circuits and casings		Batteries, LEDs and switches	Sensing circuit PCB Components and Soldering		Extension – 555 timing circuit (Monostable or Astable)	Audio Amplifier PCB further components (+IC) and soldering
Structures and/or Mechanisms					Trusses, ties, portal frames, connectors etc	
Design strategies/ Graphic Products	Graphic Design History Rendering designs	Suspension card Exploded Isometric Drawing tools	Design Movements (Lampshade and base) Exploded Isometric	Research existing products Rendering/drawing Crating	4x4, Modelling, Sustainability, serif+ festival signage	Making without designing (speaker)
CAD/CAM Laser cutting Serif draw+ 2D Design	Packaging design Laser Cutting Net development	Laser cutting and etching (4th layer) **Serif draw +** lettering	Laser cutting and etching clear acrylic (for fitting circuit) **2D Design** - Polypropylene net	2D Design CAD Research board photoshop/powerpoint/illustrator	Laser cut standard architectural components serif+ X2	2D design casing exploded Isometric
Manufacturing Techniques Modelling Forming Folding Fabrication	Vacuum Forming Book binding Heat Pressing	<u>Fabrication</u> (casing and electrics) <u>Vacuum Forming</u> (blister packaging) Extension	<u>Fabrication</u> (circuit, slotted, rebated and jointed box frame, lid and base) <u>Folding</u> – Card modelling and Polypropylene shade	Modelling Clay Printing techniques Vac Forming	Solid Modelling Structural (intermediate) Modelling Fabrication (intermediate and laser-cut final model)	<u>Fabrication</u> – casing and soldering (speaker) <u>Forming</u> – MDF docker former) (extension)

Overview of KS3 Food and Nutrition Curriculum			
Head of Department: Mrs S E Rowlands			
	Food and Nutrition is taught as part of the Technology rotation. KS3 students will spend approximately 30 hours each year studying Food and Nutrition. At the end of KS3, students can choose if they would like to continue their studies at GCSE level.		
	Year 7	**Year 8**	**Year 9**
Covered over 3 terms	The main aim in Year 7 is for students to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. **<u>Key Topics Covered</u>** Students will develop their knowledge and understanding of ingredients and healthy eating by covering the following key topics: • The Eatwell Guide, 5 a day and NHS guidelines for healthy eating. • Principles of nutrition, energy balance, fibre and snacking. • Food safety and hygiene. • Use of small and large equipment in food preparation. • Methods of heat transfer. • Where food comes from, sustainability and seasonality. • Introduction to food science.	The aim in Year 8 is for students to learn about the working characteristics functional and chemical properties of ingredients in addition to building their practical skills and developing their nutrition, diet and health knowledge. **<u>Key Topics Covered</u>** Students will develop their knowledge and understanding of food science and nutrition by covering the following key topics. • Raising agents and the functional/chemical properties of ingredients. • Healthy eating guidelines, diet and nutrition focussing on macronutrients. • Dietary needs and allergies. • Nutritional analysis and recipe modification. • Foods from around the world.	In Year 9 students will focus on the commodity cereals. This gives students the ability to apply the principles of food science, nutrition and dietary needs building on their prior learning. This provides opportunity for a more experimental and challenging approach to cooking, learning high level practical skills. **<u>Key Topics Covered</u>** • Cereals: Types of cereal and the nutritional benefits, the science behind bread making, starch as a thickener, gluten formation in flour. • Dietary needs of teenagers. • Recipe modification to improve the nutritional value. • Micronutrients. • Foods from around the world. • Food safety and food hygiene. • The Teacake Challenge. • Celebration desserts.

	Skills Students undertake a range of practical lessons from 'Cous Cous Salad' to 'Make At Home KFC'. This helps to develop their own practical learning journey with a focus on the following cooking techniques and skills: • Weighing and measuring. • Knife skills • Grating/peeling. • Hob control (boiling and simmering) and safe oven use. • Melting and rubbing in method. • Stewing fruit. • Handling raw meat safely. • Coating, combining and shaping. • Selecting and adjusting a cooking process.	**Skills** Students undertake a range of more skilled dishes from Swiss Roll to Biryani. They continue to develop their practical learning journey becoming more confident and competent with the following additional skills: • Combining and shaping. • Making a dough. • Dividing mixtures. • Glazing. • Whisking. • Dry frying. • Select and adjust a cooking process. • Test for readiness • Time management.	**Skills** Students broaden their skills by making more complex products from Chelsea Buns to Lasagne and Thai curry. They continue to develop their practical learning journey with a focus on the following additional skills: • Making a reduction sauce. • Stir frying. • Making a white sauce – gelatinisation. • Making, shaping and finishing a dough. • Safe use of electrical equipment. • Handling raw meat and checking the core temperature. • Combining, mixing and dividing. • Boiling and simmering. • Setting agents. • Food styling.