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YEAR 7

	Autumn term	Spring term	Summer term
ART, CRAFT AND DESIGN			
Specialism: Art			
What students are learning	Festival of skills: <ul style="list-style-type: none"> • Drawing • Painting 	Marine life: <ul style="list-style-type: none"> • Drawing • Clay sculpture 	Music and Art: <ul style="list-style-type: none"> • Drawing • Painting • Mixed media
Key Content and Skills	<ul style="list-style-type: none"> • Rules and expectations in the art rooms • Artistic formal elements • Application of tonal and colour pencil • Application of watercolour • Still life • Composition • Fauvism 	<ul style="list-style-type: none"> • Observational drawing skills • Application of tonal and colour pencil to create visual texture • How to use clay • Composition • Application of paint to create depth • Scientific drawings 	<ul style="list-style-type: none"> • Understanding what abstract art is • Interpretation and expression of sound • Meaning and connotations of colour and shape • Art history and context • Artwork analysis • Composition • Colour theory
Assessment	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating 	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating 	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating

	<ul style="list-style-type: none"> • Planning & reflecting 	<ul style="list-style-type: none"> • Planning & reflecting 	<ul style="list-style-type: none"> • Planning & reflecting
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Look up the formal elements • Practise application of tone • Look up still life artists • Practise drawing from a photograph • Practise drawing from real life • Practise blending colours and tone 	<p>Students should:</p> <ul style="list-style-type: none"> • Research the environmental issues that marine life face • Practise drawing marine life of any kind • Practise using mark-making to create texture • Practise your clay techniques 	<p>Students should:</p> <ul style="list-style-type: none"> • Research artists who respond to music such as Kandinsky • Practise formal element techniques learnt in term 1 • Research the meanings and connotations of colours • Research abstract art and why people make it
<p>ART, CRAFT AND DESIGN</p> <p>Specialism: Graphics</p>			
<p>What students are learning</p>	<p>What is Graphics?</p>	<p>Typography</p>	<p>Logo and Monograms</p>
<p>Key Content and Skills</p>	<ul style="list-style-type: none"> • Health & safety in the graphics rooms • Typography • How Graphics is used in the real world • Image analysis • Colour theory 	<ul style="list-style-type: none"> • Typography • Literacy link - idioms, onomatopoeia • Designing ideas based on previous knowledge • Application of colour pencil • Identifying and appropriate themes and ideas 	<ul style="list-style-type: none"> • Understanding monograms • Looking at how branding is used • Understanding and analysing what makes a good logo • Developing logo designing skills
<p>Assessment</p>	<p>Teacher feedback given, both verbal and written, throughout this period.</p>	<p>Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the</p>	

		objectives: <ul style="list-style-type: none"> ● Researching & analysing ● Creating ● Planning & reflecting 	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> ● Look at different types of font styles on the internet ● Look up different poster designers ● Research shape and onomatopoeia and typography 	Students should: <ul style="list-style-type: none"> ● Look at different types of font styles on the internet ● Look up different poster designers ● Research shape and onomatopoeia typography 	Students should: <ul style="list-style-type: none"> ● Research monograms and where they can be found in the consumer industry ● Look up different types of logos ● Research what 'branding' is
ART, CRAFT AND DESIGN Specialism: Textiles			
What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> ● Introduction to textiles ● Health & safety in the textiles room ● Researching artists and designers ● Observational work to inform product designs 	<ul style="list-style-type: none"> ● Understanding and implementing brand designs ● Upscaling ● Layered coloured fabric ● Collagraph printing 	<ul style="list-style-type: none"> ● Students will learn how to safely use a sewing machine ● Understand how to hand stitch ● Learn what and how to apply seam allowances and a hem ● Construction techniques
Assessment	Teacher feedback given, both verbal and written, throughout this period.	Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked together against the objectives:	

		<ul style="list-style-type: none"> ● Researching & analysing ● Creating ● Planning & reflecting 				
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> ● Research artists' and designers' work under the theme of 'packaged food' ● Practise their drawing skills e.g complete direct observational drawings of packaged food ● Research how to print different textures 	<p>Students should:</p> <ul style="list-style-type: none"> ● Research hand stitch techniques ● Learn parts of the sewing machine, operating a sewing machine safely (Bernina 1008) ● Research what a seam allowance and a hem is 	<p>Students should:</p> <ul style="list-style-type: none"> ● Refine any work in their sketchbook ● Research what a production plan is ● Refresh your memory on skills practised so far this year 			
COMPUTER SCIENCE						
What students are learning	Using computers safely, responsibly and effectively	Microbit- Physical Computing	Introduction to Flowol	Python Turtle/Basics	Python Turtle/Basics continued	Spreadsheets
Key Content and Skills	<ul style="list-style-type: none"> ● Copyright and Ownership ● Privacy and Security ● Self Image and Identity ● Managing online information ● Health, wellbeing and lifestyle ● Online Bullying ● Online Relationships ● Google Slides ● Google Docs ● Google Sheets ● Google quizzes ● Forms 		<ul style="list-style-type: none"> ● Solving problems with flowcharts ● Sequencing ● Sensors ● Subroutines ● Actuators TS ● Variables 		<ul style="list-style-type: none"> ● Sequence, selection, iteration, variables and algorithms through python turtle programming. ● Students will learn about modelling and analysing data using spreadsheets. 	

Assessment	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	In-lesson teacher-assessed tasks. Topic quizzes and retrieval practice and key word tests End of unit test	
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Complete some reading on online safety: <ul style="list-style-type: none"> https://www.childnet.com/young-people 		Students should: <ul style="list-style-type: none"> Visit Seneca learning, KS3 Computer Science, Computational Thinking, Algorithms and go through the Algorithms and Flowcharts lesson. <ul style="list-style-type: none"> https://app.senecalarning.com/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session 		Students should: <ul style="list-style-type: none"> Develop their skills in programming by practising on python turtle programming. Python can be used through online platform Repl it. It can also be downloaded as an app on tablet or phone to practise on the go. This is a great website to become familiar with Python Turtle - https://realpython.com/beginners-guide-python-turtle/ 		
CULTURAL STUDIES							
What students are learning	Friendship	Identity and Diversity Festivals of light	What makes a good leader?	How was the world created? Where does evil and suffering come from?	Decision-making and our own values and morals Lifestyles - now and in the future	Puberty	

<p>Key Content and Skills</p>	<ul style="list-style-type: none"> ● What do we value in a good friend? ● How to be a good friend ● Avoiding toxic friendships ● Banter and bullying ● What can religions teach us about friendships and how to treat people? (Good Samaritan) ● What can religions teach us about friendships and how to treat people? (Bilal) 	<ul style="list-style-type: none"> ● What is identity and why is it important? ● British Values ● What is my identity? What makes me who I am? ● How are families similar and different? What might influence decisions made in a family? ● Religious Discrimination - what is it? How does society and religion teach us not to discriminate? ● Racism and Xenophobia - what is it? How does society and religion teach us to treat everyone equally? ● Radicalisation - what is it, and 	<ul style="list-style-type: none"> ● What are the qualities of a good leader? ● Comparing democracy and dictatorship ● Democracy and Dictatorship: Rights and Responsibilities ● Democracy and freedom - what is democracy, what freedoms does it offer and is it perfect? ● UK election system. MPs and general elections 	<ul style="list-style-type: none"> ● Students' views on how the world was created. ● Religious views on the creation of the world (Abramic view including differences and Hinduism) ● Big Bang theory ● Design theory, including Paley's design argument ● Religious and non-religious views on evil and suffering ● Theories of punishment - what is the purpose of punishment? ● Youth Crime in the UK ● Christian views on Crime and Punishment ● Islamic views on Crime and 	<ul style="list-style-type: none"> ● What are morals and where do they come from? ● Impact of right and wrong decisions on ourselves and others ● How can we shop ethically? ● Religious teachings on considering others when making decisions ● Wants and needs ● Budgeting and managing money ● Different financial products ● Bank Accounts ● Future aspirations ● How can I keep healthy? ● How can I keep my mind 	<ul style="list-style-type: none"> ● The impact of puberty physically and emotionally ● How to manage the changes that students may be going through, and where to seek help ● How to regulate emotions, changes in body confidence and ways to develop self confidence
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		<p>how can it be prevented?</p> <ul style="list-style-type: none"> ● Hinduism & Diwali ● Judaism & Hanukkah ● Islam & Eid ● Christianity & Christmas 		<p>Punishment</p> <ul style="list-style-type: none"> ● Capital Punishment - what is it, religious and non-religious views ● Religion, crime and punishment including: Heaven and Hell. and reincarnation 	<p>healthy?</p> <ul style="list-style-type: none"> ● Resilience 	
Assessment	<p>Assessment will contain a combination of essay and multiple choice questions, focusing on key religious teachings learnt in lessons</p>	<p>Assessment will contain a combination of essay and one mark questions, focusing on identity, families and discrimination</p>	<p>Assessment will contain a combination of essay and one-mark questions, focusing on different styles of leadership used around the world</p>	<p>Exam will contain a combination of essay and one-mark questions, focusing on topics studied in Cultural Studies so far, including British Values, voting in the UK, discrimination and religious festivals.</p>	<p>Assessment will contain a combination of essay and one-mark questions, focusing on creation theories and why there is suffering in the world</p>	<p>Review of the topic: will contain a combination of word-fill and labelling questions to check students' understanding of puberty</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> ● Consider what they give to, and want from, a friendship ● Watch the news to consider how much politics affects their 		<p>Students should:</p> <ul style="list-style-type: none"> ● Watch the news to be aware of leadership around the world and in different situations ● Ask three people how they think the 		<p>Students should:</p> <ul style="list-style-type: none"> ● Discuss the topics with friends and family exploring different opinions and experiences 	

	<ul style="list-style-type: none"> community and the country Research Festivals of Light celebrations by three religions of their choice 	<ul style="list-style-type: none"> world was created Research three theories about why evil and suffering exist 				
DRAMA						
What students are learning	The History of Theatre	Mime / Introduction to Physical Skills	Mask / Neutral Mask	A Midsummer Night's Dream	Speaking Poetry / Introduction to Vocal Skills	Wind in the Willows
Key Content and Skills	This unit covers important moments in the history of theatre and allows students a chance to experience some of the techniques that were developed in those moments	This unit focuses on physical choices such as gait, gesture, posture, rhythm, eye line, eye contact, through looking at traditional and modern mime skills	This unit builds on the physical choices learned in the previous unit by beginning to apply them to specific stories and narratives, whilst building character based around a mask	Students learn about the play, looking at how to communicate the character and tell the story, and begin to look at Shakespearean language	Poems are used as a way of exploring how we can use our vocal choices to create an emotional response in an audience. Students are introduced to accent, pitch, rhythm, pace and tone	Students study a text, observe professional performance of character and perform a scene, writing an evaluative paragraph of their peers' work
Assessment	20 mark short answer knowledge Test (Drama Goal 2)	Paragraph of written analysis of other students' work (Drama Goal 3)	Individual or group performance in a mask (Drama Goal 1)	Performance of a scene from the play (Drama Goal 1)	Preparation of a poem for performance (Drama Goal 2)	Analysis of other students' performance of a scene (Drama Goal 3)
How can	Revise the names	Practise the	Watch mask	Watch National	Read as much	Read the novel by

<p>students prepare beyond the classroom?</p>	<p>and facts learned in lessons</p> <p>Find and watch a performance from each of the eras you have studied</p> <p>Read three of the books from the Key Stage 3 Drama reading list.</p>	<p>observation techniques students have been taught at home</p> <p>Practise miming at home - play charades with your family, or try the 'breaking down activities' game with your family</p>	<p>performances on youtube, and practise making big physical choices to accompany the masks</p> <p>Try making your own mask and seeing what the challenges are in terms of creating emotion in a mask</p>	<p>Theatre's 'Shakespeare or Stormzy', or any Shakespeare production.</p> <p>Learn lines for your performance</p> <p>Visit the Globe Theatre</p> <p>Watch a modern version of A Midsummer Night's Dream, such as the recent BBC adaptation</p>	<p>poetry as possible</p> <p>Go to a live poetry reading</p> <p>Talk to family and friends about what different poems mean</p> <p>Write a poem specifically to be performed - think about how the rhythm and the rhyme can be improved by your vocal work</p>	<p>Kenneth Grahame</p> <p>Watch videos of the woodland animals involved and use the skills from Autumn 2 to approximate them</p> <p>Visit the zoo, and either record video or (if you're feeling brave) attempt to perform as those animals, eventually turning those animals into characters to perform as</p>
<p>ENGLISH - Character and Voice</p>						
<p>What students are learning</p>	<p>Villains</p>	<p>Frankenstein Play</p>	<p>Rhetoric into Shakespeare</p>	<p>Grow your own Poems</p>	<p>Novel: Trash</p>	<p>Media/Representation</p>
<p>Key Content and Skills</p>	<ul style="list-style-type: none"> Students explore character archetypes in a range of Greek 	<ul style="list-style-type: none"> Following the previous unit, students further develop their understanding 	<ul style="list-style-type: none"> Students explore how Shakespeare has created voices for his 	<ul style="list-style-type: none"> Based on their understanding of how Shakespeare creates voices, 	<ul style="list-style-type: none"> A dual narrative mystery novel set in Brazil. Students explore shifts in 	<ul style="list-style-type: none"> How are 'characters' represented in the media? This unit explores how voices are

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	<p>myths and establish firstly how villains are presented in these stories but also consider what truly makes a villain</p>	<p>of villainy and look at how writers craft complex characters and create sympathy for them</p>	<p>characters through some of his most famous speeches</p>	<p>students now use their own voices in the form of poetry. They look at different forms of poetry and how they express ideas</p>	<p>voice/narrative perspectives and what that brings to the story</p>	<p>crafted in the media and how they can be used to represent people or ideas about them in certain ways</p>
<p>Assessment</p>	<p>Write an opinion article responding to a statement about one of the villains we have covered</p>	<p>Personal response reading analysis</p>	<p>Write a speech about something you care about</p>	<p>Write and perform a poem expressing certain views on a topic</p>	<p>Reading analysis on a writer's method used in Trash</p>	<p>Write a magazine article expressing your viewpoints</p>
<p>How can students prepare beyond the classroom?</p>	<ul style="list-style-type: none"> • Exposure to opinion articles in newspapers and magazines • Review the texts covered in the booklet + comprehension questions • Discussion on their views and opinions on the characters and stories 	<ul style="list-style-type: none"> • Review the text + comprehension questions • Discussion of their views and opinions on the characters and stories 	<ul style="list-style-type: none"> • Exposure to famous speeches • Review the texts covered in the booklet + comprehension questions • Discussion of their views and opinions on a topic they are interested in • Writing practice 	<ul style="list-style-type: none"> • Exposure to poems you and your child enjoy • Discuss song lyrics: their meanings and why they are effective • Discussion of their views and opinions on a topic they are interested in 	<ul style="list-style-type: none"> • Review the text + comprehension questions • Discuss how the writer has used characterisation and narrative perspective to tell the story 	<ul style="list-style-type: none"> • Exposure to opinion articles in magazines • Review and discuss the viewpoints and representations covered in the booklet • Discussion of their views and opinions on the 'characters' and 'stories'

FOOD AND NUTRITION						
What students are learning	Health and safety Eatwell Guide	Carbohydrates Fats and Sugars	Dairy Protein	Breakfast Hydration	Food Choices	Product design and cooking
Key Content and Skills	Health and safety in the kitchen - noticing the dangers and what to do in case of an emergency Understanding why we need to learn about all the key components in the eatwell guide		Starting to use other parts of the kitchen to create the recipes Understanding why we need to learn about all the key components in the eatwell guide	Understanding the importance of hydration and breakfast and the significant impact it has on wellbeing.	Understanding and applying positive food choices in our lives. How the media plays a part in our food choice. Designing our own product.	
Assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: Practise practical skills such as: <ul style="list-style-type: none"> • Washing and cleaning up • Cutting techniques • Using the hob and oven at home 		Students should: Practise practical skills such as: <ul style="list-style-type: none"> • Washing and cleaning up • Cutting techniques • Using the hob and oven at home • Using external devices like blenders 		Students should: Practise practical skills such as: <ul style="list-style-type: none"> • Washing and cleaning up • Cutting techniques • Using the hob and oven at home • Choosing what meals you want to eat at home 	
GEOGRAPHY						

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<p>What students are learning</p>	<p>Unit 1: Geography Introduction and Atlas Skills</p> <p>Unit 2: Water, Rivers and Flooding</p>	<p>Unit 3: Map Skills and the British Isles</p>	<p>Unit 4: Cold Environments</p>	<p>Unit 5: Settlement - from Ruislip to Megacities</p>	<p>Unit 6: Coasts and Oceans</p>	<p>Unit 7: Ecosystems and Biodiversity</p>
<p>Key Content and Skills</p>	<p>Unit 1: Recognising countries and continents; understanding regions; using latitude and longitude</p> <p>Unit 2: How rivers provide fresh water and shape the land. The causes of flooding and how we try to manage floods in the UK. How the UK's longest river, the Severn, changes from its source to its mouth</p>	<p>Understanding symbols, grid references, direction and scale; the physical and human geography of the British Isles</p>	<p>Mountain ranges and glaciation. The story of the successful 1953 Mount Everest expedition</p> <p>Antarctica - what challenges face this unique continent and how is it managed?</p>	<p>How the growth of the London Underground led to Ruislip's expansion. Urbanisation trends and megacities</p>	<p>How do coastal processes create different landforms? How does the sea both erode and create new land? How is coastal change managed?</p>	<p>Hot deserts, savanna and tropical rainforests</p> <p>What challenges face global biodiversity?</p>
<p>Assessment</p>	<p>Describing</p>	<p>Water, Rivers and</p>	<p>Year 7 exam: Map</p>	<p>Antarctica (formal</p>	<p>Ruislip through</p>	<p>Coasts and Oceans</p>

	physical and human Geography written task. Atlas skills spelling test	Flooding (formal assessment out of 30)	Skills and the British Isles (formal assessment out of 70)	assessment out of 30)	time written task	(formal assessment out of 30)
How can students prepare beyond the classroom?	<p>Unit 1: Research the world's seven continents and five oceans. Practise their spellings. What is the meaning of some of the world's regional terms, eg. Middle East and sub-Saharan Africa?</p> <p>Research the purpose of latitude and longitude.</p> <p>Unit 2: Research the water cycle and a typical river's journey from its source (start) to its mouth (end). What can you find out about the</p>	<p>Unit 3: Find out about Ordnance Survey map skills using the website: www.ordnancesurvey.co.uk/mapzone. Research the difference between Great Britain, the United Kingdom and the British Isles.</p> <p>Practise all the key map skills learnt in class ready for the Year 7 exam: map symbols, grid references, distance, direction, scale, height, drawing a contour line cross-section. The 'map zone' website can help with this (www.ordnancesurvey.co.uk/mapzone)</p>	<p>Unit 4: Research the world's main mountain ranges (such as the Himalayas, Rockies and Andes). Research the 1953 British expedition to climb Mount Everest. Research the continent of Antarctica and how it's managed under the Antarctic Treaty (recommended website www.coolantarctica.com).</p>	<p>Use the Internet or local library to research historic photos of Ruislip. Research how the growth of the Underground led to Ruislip's expansion. Research the world's biggest cities.</p>	<p>Research coastal landforms. Find out about the Jurassic Coast World Heritage Site (key case study). Research different types of coastal defences.</p>	<p>Research ecosystems such as rainforests, savanna and hot deserts.</p> <p>Research 'biodiversity hotspots' and the IUCN 'Red List'.</p>

	<p>River Severn, the UK's longest river? How is fresh water provided to our homes using water from rivers, aquifers and reservoirs? What is a flood and how are they managed? How does the Environment Agency website show flood risk?</p>	<p>wey.co.uk/mapzone). Also revise the difference between the UK, Great Britain and the British Isles. (Unit 3).</p>				
HISTORY						
What students are learning	<p>What is History? What Happened to Lindow Man?</p>	<p>What makes the Romans still significant?</p>	<p>How did the Normans change England? Miserable Middle Ages? Life and Belief 1066-1500</p>	<p>What posed the greatest challenge to the authority of English kings?</p>	<p>A Clash of Civilizations? The Crusades 1085-1200</p>	<p>How did the Wars of the Roses change the future of England?</p>
Content and Second-Order Concepts	<p>Content:</p> <ul style="list-style-type: none"> Historical skills Lindowman Black Romans Roman Government and Society 		<p>Content:</p> <ul style="list-style-type: none"> 1066 succession crisis. Establishing control - castles, Feudal system, Domesday Book, The Harrying of the North 		<p>Content:</p> <ul style="list-style-type: none"> The Islamic world First, Second and Third Crusades Pope Urban, Richard the Lionheart, Saladin 	

	<ul style="list-style-type: none"> Should Anglo-Saxon England be known as the Dark Age? <p>Concepts:</p> <ul style="list-style-type: none"> Sources and Evidence Significance 		<ul style="list-style-type: none"> Henry II and Thomas Becket King John, the barons and Magna Carta The Black Death and The Peasants Revolt Simon de Montfort and parliament <p>Concepts:</p> <ul style="list-style-type: none"> Cause and Consequence Change and Continuity Sources and Evidence 		<ul style="list-style-type: none"> Wars of the Roses: Background and Key battles Women of the Wars of the Roses Investigation into the Prince in the Tower and interpretations of Richard III <p>Concepts:</p> <ul style="list-style-type: none"> Interpretations Significance Similarity and Difference (experience) 	
<p>Assessment*</p>	<p>AO3 Source Skills</p> <p>This objective assesses understanding of contemporary sources, including interpreting sources, making inferences from them and examining and evaluating the utility of sources.</p> <p><u>Making inferences on Lindow Man</u></p>	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>Explain why... focus on the Romans (PEEL paragraph)</u></p>	<p>AO2b Cause and Consequence</p> <p>This objective assesses understanding of the cause/s of events and changes in the past as well as the consequences of them immediately and into the future.</p> <p><u>Explain how castles were effective in controlling England (PEEL paragraph two reasons)</u></p>	<p>AO2a Change and Continuity</p> <p>This objective assesses understanding of how the past was different, the changes that took place and how some aspects continued.</p> <p><u>Good King John? King John, the barons and Magna Carta</u></p>	<p>AO4 Historical Interpretations</p> <p>This objective assesses understanding of different opinions and ideas about the past, including, comparing views and evaluating views using knowledge.</p> <p><u>Interpretations of Saladin and Richard</u></p>	<p>AO1 Historical Knowledge and understanding</p> <p>This objective assesses knowledge and understanding of history – the dates, the facts and understanding of chronology.</p> <p><u>Retrieval questions quiz</u></p>

	<p>Focus for year:</p> <ul style="list-style-type: none"> ● PEEL (point, evidence, explanation, link) paragraphs ● Using sources - NOP (nature, origin, purpose) 					
<p>How can students prepare beyond the classroom?</p>	<p>Students should:</p> <ul style="list-style-type: none"> ● Watch Explain this a series of short animations that offer concise explanations of key topics in KS3 History. ● Investigate The Romans here. ● Investigate the Anglo-Saxon period here. <p>Students could:</p> <ul style="list-style-type: none"> ● Watch the Horrible Histories episodes on BBC Iplayer. ● Read the Horrible Histories books. 		<p>Students should:</p> <ul style="list-style-type: none"> ● Investigate the Norman Conquest here. ● Research what changes William the Conqueror made to England here. ● Watch clips relating to the Norman Conquest on BBC teach here. ● Watch BBC teach episode <i>Why should I care about the Norman Conquest?</i> Here. ● Investigate Thomas Becket, the Magna Carta and the Peasants' Revolt. 		<p>Students should:</p> <ul style="list-style-type: none"> ● Investigate the Crusades here. ● Investigate Medieval Islamic Civilizations here. 	
	MATHS					
<p>What students are learning</p>	Number	Number, ratio and proportion	Number and algebra	Algebra and graphs	Algebra	Geometry and measures
<p>Key Content and Skills</p>	<ul style="list-style-type: none"> ● Baseline assessment (KS2 knowledge) ● Basic number ● Directed numbers ● Decimals 	<ul style="list-style-type: none"> ● Rounding & Estimation ● Bounds ● Fractions ● Indices & Standard form ● Ratio ● Proportion 	<ul style="list-style-type: none"> ● Percentages, growth & decay ● Basic algebra ● Quadratic algebra ● Algebraic proof ● Algebraic fractions 	<ul style="list-style-type: none"> ● Formulae ● Simultaneous equations ● Linear graphs ● Quadratic graphs ● Real life graphs ● Distance-time 	<ul style="list-style-type: none"> ● Sequences ● Functions and function machines ● Inequalities ● Linear programming 	<ul style="list-style-type: none"> ● Area & perimeter ● Circles, arcs and sectors ● Angles ● Angles in polygons

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	<ul style="list-style-type: none"> • Factors & Multiples • Set theory 			graphs		
<p>Parents/Guardians can support their child’s learning using the following websites: Mathswatch - login details provided to the student Hegarty Maths - login details provided to the student Corbett Maths The websites above have video tutorials, worksheets and exam-style questions.</p> <p>All homework is set as revision tasks. This is set weekly on Google Classroom, please see this for specific details. Homework is self-marked and visually checked by the class teacher for quality of presentation and working out.</p> <p>Students are formally assessed five times a year. This is announced in class by the teacher and a topic list will be provided on Google Classroom approximately 2 weeks in advance. Assessments are marked within five working days and common misconceptions and errors are re-taught to all students before receiving their assessments back. Assessments are specific to a class.</p>						
Assessment	Approximate assessment date: Wb 5th September 2022	Approximate assessment date: Wb 9th January 2023	Approximate assessment date: Wb 9th January 2023	Approximate assessment date: Wb 6th March 2023	Approximate assessment date: Wb 1st May 2023	Approximate assessment date: Wb 26th June 2023
<p><i>Assessment dates are subject to change and will be communicated to students on GoogleClassroom. Topic lists will be provided on Google Classroom approximately 3 weeks before the assessment.</i></p>						
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Ensure they have a scientific calculator and know how to use it properly • Revise their timetables and their reverse for division • Revise KS2 knowledge of fractions 	<p>Students should:</p> <ul style="list-style-type: none"> • Bring all correct equipment to lesson, especially a calculator • Use hegartymaths.com to revise any topics from last term and to complete all homework 	<p>Students should:</p> <ul style="list-style-type: none"> • Use the websites below to help remind themselves of the topics listed • www.hegartymaths.com • www.vle.mathswatch.com • BBC Bitesize KS3 			

	<ul style="list-style-type: none"> • Revise arithmetic with decimals 					
MODERN FOREIGN LANGUAGES Specialism: French						
What students are learning	To talk about themselves and their family	To Talk about subjects they study	To talk about their school life	To talk about what they do in their free time	To describe where they live and what they eat at home	To talk about what they can do in town and how to make plans to go out
Key Content and Skills	<ul style="list-style-type: none"> • Alphabet • Numbers • Saying how old you are • Days of the week and months • Describing the classroom • Saying what you like/dislike • Colours • Family • Opinions • Describing oneself • Freetime activities • School subjects • Uniform • Typical French schools • Telling the time 		<ul style="list-style-type: none"> • Talking about weather and season • Talking about sports you play and activities you do in your free time • Describing your family and where you live • Talk about the food you like and dislike • Forming and answering questions • Present tense eg. verbs • Using opinion verbs and phrases 		<ul style="list-style-type: none"> • Talk about animals • Using high numbers • Describing your family • Using the possessive adjectives • Describing where you live • Talking about what you have for breakfast • Learning about Bastille Day • Talking about places in a town • Saying where you go at the weekend • Inviting someone out • Saying what you are going to do using the future tense 	
Assessment	N/A	Module 1 Assessment: La rentrée	Module 2 Assessment: En classe	Module 3 Assessment: Mon temps Libre	EOY/Module 4: Ma vie de famille (Skills tested:	

		(Skills tested: listening and writing) Homework booklet - vocabulary on pgs 14-15 Homework booklet - consolidation exercises pgs 10-13	(Skills tested: speaking and reading) Homework booklet - vocabulary on pgs 26-27 Homework booklet - consolidation exercises pgs 22-25	(Skills tested: listening and writing) Homework booklet - vocabulary on pgs 38-39 Homework booklet - consolidation exercises pgs 34-37	listening and writing) Homework booklet - vocabulary on pgs 50-51 Homework booklet - consolidation exercises pgs 46-49	
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Research and make a list of words related to each topic using the online dictionary www.wordreference.com (students may wish to create a vocabulary booklet with the words they have found in English and French which they can use to memorise them but also show the class teacher in September) • Use www.bbcbitese.co.uk and listen and watch clips in French under KS3/Modern Foreign/French Languages 	<p>Students should:</p> <ul style="list-style-type: none"> • Look at vocabulary in workbooks for the topics that are to be studied • Continue to revise vocabulary from previous topics • Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term 	<p>Students should:</p> <ul style="list-style-type: none"> • Learn vocabulary (meaning and spelling) from their homework booklet; 15/20 minutes every day would be optimal 			
<p>MODERN FOREIGN LANGUAGES</p> <p>Specialism: Spanish</p>						

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What students are learning	Mi vida = my life	Mi vida = my life	Mi tiempo libre = my free-time	Mi insti = my school	Mi insti = my school	Mi familia y mis amigos = My family and friends
Key Content and Skills	<ul style="list-style-type: none"> ● Introducing yourself ● Talking about personalities ● Numbers ● Brothers and sisters ● Saying when your birthday is ● Alphabet ● Pets ● Colours 		<ul style="list-style-type: none"> ● Opinions ● What you do in your spare time ● Weather ● Sports ● Saying what are your favourite things ● Talking about what you study ● Giving opinions on the subjects you study ● Using adjectives to talk about your school/subjects/teachers. 		<ul style="list-style-type: none"> ● Describing your school facilities ● Talking about what you do at breaktime ● Describing the members of your family/friends ● Using adjectives to describe hair/eye colour and personality ● Using the verbs “ser” = to be and “tener” = to have describe our family/friends ● Describing where you live ● Use the verb "estar" = to be 	
Assessment	N/A	Module 1 Assessment: Mi Vida (Skills tested: listening and writing) Homework booklet - vocabulary on pgs 12-13 Homework booklet - consolidation	Module 2 Assessment: Mi tiempo libre (Skills tested: listening and writing) Homework booklet - vocabulary on pgs 23-24 Homework booklet - consolidation	Module 3 Assessment: Mi insti (Skills tested: speaking and reading) Homework booklet - vocabulary on pgs 34-35 Homework booklet - consolidation	EOY/Module 4: Mi familia y mis amigos (Skills tested: listening and writing) Homework booklet - vocabulary on pgs 45-46 Homework booklet - consolidation	

		exercises pgs 7-11	exercises pgs 18-22	exercises pgs 29-33	exercises pgs 40-44	
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Research and make a list of words related to each topic using the online dictionary www.wordreference.com (students may wish to create a vocabulary booklet with the words they have found in English and Spanish which they can use to memorise them but also show the class teacher in September) Use www.bbcbitesize.co.uk and listen and watch clips in Spanish under KS3/Modern Foreign/Spanish Languages 		<p>Students should:</p> <ul style="list-style-type: none"> Look at vocabulary in workbooks for the topics that are to be studied Continue to revise vocabulary from previous topics Use programmes such as <i>Memrise!</i> and <i>BBC Bitesize</i> to practise listening skills and vocabulary from previous units and the units in this term 		<p>Students should:</p> <ul style="list-style-type: none"> Use the booklets to revise vocabulary; learn 5 words per week; use websites to practise vocabulary and revise 	
MUSIC						
What students are learning	<u><i>Elements of music</i></u> Students will learn about the elements of music and how to identify them in a piece of Music	<u><i>Graphic Scores</i></u> Students will use the elements of music learnt previously to create their own piece of music	<u><i>March & the Waltz</i></u> Students will learn how to perform the Ruislip High School March using rhythmic notation	<u><i>The Keyboard</i></u> Students will learn how to read music and play the keyboard	<u><i>Horror Music</i></u> Students will learn how to use the Chromatic scale to compose music	<u><i>Instruments of The Orchestra</i></u> Students will learn about the Instruments of the Orchestra
Key Content and Skills	Students will learn the elements of music and be able to identify them	Students will use the elements of music in order to create their own	Students will learn how to use the following notes and symbols:	Students will learn how to play the following notes on	Students will learn about the following keywords:	Students will learn about the instruments of the orchestra and the

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	through practical activities. Keywords include: Dynamics, Tempo, Pitch, Timbre Texture, Silence, Attack and decay, Duration, Crescendo	graphic score piece and perform it	Crotchet, Crotchet rest, Minim, Minim rest, Quaver, Quaver rest, Double Bar, Time Signature Semibreve Semibreve rest	the keyboard: C, D, E, F, G, A, B They will also learn about the treble and bass clefs, the stave and nar lines.	Dissonance, Rallentando Accelerando Diminuendo Crescendo, Ostinato Ternary Form Harmony, Dynamics Binary Form	different instrumental families such as the strings, the woodwind, the brass and the percussion.
Assessment	Keyword & listening test	Graphic Score composition & performance with percussion instruments	Rhythm-focused performance on the Ruislip High School Marches	Keyboard performance	Keyboard composition piece	Listening assessment
How can students prepare beyond the classroom?	Students will need to revise their key terms and find examples for each of them using their voice or a musical instrument	Students could listen to music of their choice and try to create a graphic score to represent what they hear while using a variety of musical elements	Students could listen to a variety of pieces of music that are either a march or a waltz	Students could look on the Internet and find a picture of a keyboard and learn where the notes are or research how to write the treble clef notes on the stave	Students could research horror movie soundtracks to get inspiration for their own compositional work	Students could listen to a variety of pieces of music that involve different instrumental families in different styles such as baroque, classical, jazz and popular music
PHYSICAL EDUCATION						

What students are learning	Indoor athletics Invasion games (baseline testing)	Netball/ football Health-related fitness	Dance/gymnastics OAA	Dance/gymnastics Rugby/futsal	Athletics Cricket/rounders	Athletics Cricket/rounders
Key Content and Skills	<p>Indoor athletics: exploring different events.</p> <p>Invasion games: exploring different types of invasion games.</p> <p>Football/netball: skills required for football and netball.</p> <p>Health related fitness: explore different components of fitness required for different sports</p>		<p>Dance: explore various dance concepts through Indian dance.</p> <p>Gymnastics: travel, balances and creating sequences.</p> <p>OAA: orienteering and map-reading skills.</p> <p>Rugby/futsal: skills required for rugby and futsal.</p>		<p>Athletics: students learn about the importance of health and safety of using throwing equipment. They explore the skills required to carry out different athletics disciplines - shot put, discus, hammer, sprinting, long distance running.</p> <p>Cricket/rounders: exploring the skills required for cricket and rounders.</p>	
Assessment	Practical assessment		Practical assessment		Practical assessment	
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Research the activities being taught and watch videos of the skills required 					
SCIENCE						
What students are learning	<ul style="list-style-type: none"> • How Science Works • Biology: Living organisms • Chemistry: Matter • Physics: Energy 		<ul style="list-style-type: none"> • Biology: Reproduction and genetics • Chemistry: Physical and chemical changes • Physics: Space 		<ul style="list-style-type: none"> • Biology: Interdependence • Chemistry: Acids and alkalis • Physics: Forces • <i>Let's think science</i> 	

	<ul style="list-style-type: none"> ● <i>Let's think science</i> 	<ul style="list-style-type: none"> ● <i>Let's think science</i> 	
Key Content and Skills	<ul style="list-style-type: none"> ● How to stay safe in the science lab ● The names of key pieces of equipment ● How to carry out a valid scientific experiment ● How to draw graphs ● Cells, tissues, organs and organ systems ● States of matter, diffusion and gas pressure ● Energy stores and energy resources ● <i>To be able to identify variables and relationships between variables</i> ● <i>To be able to write a method</i> 	<ul style="list-style-type: none"> ● Fertilisation, menstrual cycle, puberty and plant reproduction ● Inheritance and continuous and discontinuous variation ● Physical and chemical changes, solubility and separation techniques ● Atoms, elements, compounds and mixtures ● The solar system, seasons, phases of the moon, eclipses and telescopes ● <i>To be able to classify information into groups and apply ratios and probability</i> 	<ul style="list-style-type: none"> ● Food chains and webs, bioaccumulation and predator- prey relationships ● Acids and alkali, indicators, pH scale, making salts and neutralisation ● Forces, mass, Weight, air resistance, friction and pressure. ● <i>To be able to apply inverse probability to different examples</i>
Assessment	<p>Each student will complete:</p> <ul style="list-style-type: none"> ● 3x mastery quizzes ● 2x teacher-assessed tasks (choice from living organisms, matter and energy) ● Yr 7 cumulative assessment 1 	<p>Each student will complete:</p> <ul style="list-style-type: none"> ● 3x mastery quizzes ● 2x teacher assessed tasks (choice from physical and chemical changes, reproduction and genetics, and space) ● Yr 7 cumulative assessment 2 	<p>Each student will complete:</p> <ul style="list-style-type: none"> ● 3x mastery quizzes ● 2x teacher assessed tasks (choice from interdependence, acids and alkali & forces) ● Yr 7 cumulative assessment 3
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> ● Find out what scientists do in real life - what kinds of scientists are there? ● Refresh their memory about how science investigations are done in school, especially the words 'input variable' and 'outcome variable'. <p>Once the term has started students</p>	<p>Students should:</p> <ul style="list-style-type: none"> ● Research our solar system and look up simple chemical reactions on the internet. <p>Once the term has started students should:</p> <ul style="list-style-type: none"> ● Learn the spellings and definitions of the keywords for the topic using the 	<p>Students should:</p> <ul style="list-style-type: none"> ● Research different forces and how forces affect everyday scientific examples ● Look up simple chemical reactions on the internet ● Research different ecosystems and how plants and animals are adapted

	<p>should:</p> <ul style="list-style-type: none"> Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers Revise topics using KS3 BBC Bitesize material online Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p> <ul style="list-style-type: none"> Use exercise books to consolidate learning and revise <p>Revision suggestions include:</p> <ul style="list-style-type: none"> - Make revision flashcards - Make a mind map - Complete practice questions - Complete an online quiz to test yourself - Get a family member or friend to test knowledge of the key definitions/concepts 	<p>keyword glossaries/ knowledge organisers</p> <ul style="list-style-type: none"> Revise topics using KS3 BBC Bitesize material online Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p>	<p>to survive</p> <ul style="list-style-type: none"> Watch clips relating to the topics on <i>BBC Bitesize</i> KS3 Science https://www.bbc.co.uk/bitesize/subjects/zng4d2p <p>Once the term has started students should:</p> <ul style="list-style-type: none"> Learn the spellings and definitions of the keywords for the topic using the keyword glossaries/ knowledge organisers Revise topics using KS3 BBC Bitesize material online Revise the topics using the online textbook found on Kerboodle <p>Username example: lhide (first initial followed by surname) Password example : lhide (first initial followed by surname OR the one you have reset it to) Institution code: uht6</p>
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