



Contents

YEAR 7	3
ART, CRAFT AND DESIGN	3
Specialism: Art	3
ART, CRAFT AND DESIGN	4
Specialism: Graphics	4
ART, CRAFT AND DESIGN	5
Specialism: Textiles	5
COMPUTER SCIENCE	6
CULTURAL STUDIES	7
DRAMA	10
ENGLISH - Character and Voice	11
FOOD AND NUTRITION	12
GEOGRAPHY	13
HISTORY	16
MATHS	18
MODERN FOREIGN LANGUAGES	20
Specialism: French	20
MODERN FOREIGN LANGUAGES	22
Specialism: Spanish	22
MUSIC	23
PHYSICAL EDUCATION	25
SCIENCE	26

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 • Mixed media 	Marine life: <ul style="list-style-type: none"> • Drawing • Clay sculpture 	Still life <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 • Application of oil pastel • Application of mixed media • Natural forms • Art history 	<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"> • Application of tonal and colour pencil • Application of watercolour • Still life • Composition Fauvism • 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
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> ● Look up the formal elements ● Practise application of tone ● Look up artists who draw/paint natural forms ● 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"> ● 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>ART, CRAFT AND DESIGN</p> <p>Specialism: Graphics</p>			
What students are learning	What is Graphics?	Typography	Logo and Monograms
Key Content and Skills	<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
Assessment	Teacher feedback given, both verbal and written, throughout this period.	<p>Teacher feedback given, both verbal and written, throughout this period.</p> <p>All pieces of work are marked to together against the objectives:</p>	

			<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"> ● Look at different types of font styles on the internet ● Look up different poster designers ● Research shape and onomatopoeia and typography 	<p>Students should:</p> <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 	<p>Students should:</p> <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
<p>ART, CRAFT AND DESIGN</p> <p>Specialism: Textiles</p>			
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 to 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	Introduction to Google workspace+ Introduction to Flowol	Using computers safely, responsibly and effectively	Microbit- Physical Computing	Spreadsheets	Python Turtle/Basics continued	Introduction logic gates
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 workspace (slides,docs, classroom) ● Solving problems with flowcharts 	<ul style="list-style-type: none"> ● Physical computing ● Sequencing ● Sensors ● Subroutines ● Variables ● Students will learn about modelling and analysing data using spreadsheets. 	<ul style="list-style-type: none"> ● Sequence, selection, iteration, variables and algorithms through python turtle programming. ● Introduction to logic gates AND,OR,NOT . ● Introduction to how computers use logic gates. 			

	<ul style="list-style-type: none"> Sequencing Sensors Subroutines Actuators TS 					
Assessment	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>	<p>In-lesson teacher-assessed tasks.</p> <p>Topic quizzes and retrieval practice and key word tests</p> <p>End of unit test</p>
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> Complete some reading on online safety: https://www.childnet.com/young-people 		<p>Students should:</p> <ul style="list-style-type: none"> Visit Seneca learning, KS3 Computer Science, Computational Thinking, Algorithms and go through the Algorithms and Flowcharts lesson. https://app.senecalarning.com/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/e8ce383e-88d3-4a1b-acb2-e373e54c0906/session 		<p>Students should:</p> <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	Friendship	Identity and	What makes a good	How was the world	Decision-making	Puberty

are learning		Diversity Festivals of light	leader?	created? Where does evil and suffering come from?	and our own values and morals Lifestyles - now and in the future	
Key Content and Skills	<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 	<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 	<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 	<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

RUISLIP HIGH SCHOOL CURRICULUM MAP 2025-2026

		<p>and religion teach us to treat everyone equally?</p> <ul style="list-style-type: none"> ● Radicalisation - what is it, and how can it be prevented? ● Hinduism & Diwali ● Judaism & Hanukkah ● Islam & Eid ● Christianity & Christmas 		<p>the UK</p> <ul style="list-style-type: none"> ● Christian views on Crime and Punishment ● Islamic views on Crime and Punishment ● Capital Punishment - what is it, religious and non-religious views ● Religion, crime and punishment including: Heaven and Hell. and reincarnation 	<ul style="list-style-type: none"> ● Future aspirations ● How can I keep healthy? ● How can I keep my mind healthy? ● 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>

<p>How can students prepare beyond the classroom?</p>	<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 community and the country • Research Festivals of Light celebrations by three religions of their choice 	<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 world was created • Research three theories about why evil and suffering exist 	<p>Students should:</p> <ul style="list-style-type: none"> • Discuss the topics with friends and family exploring different opinions and experiences
<p>DRAMA</p>			
<p>What students are learning</p>	<p>Voice:</p> <ul style="list-style-type: none"> • Speaking Poetry • Storytelling 	<p>Body</p> <ul style="list-style-type: none"> • Silent Movies • Mime • Neutral Mask 	<p>Production</p> <ul style="list-style-type: none"> • A Midsummer Night’s Dream
<p>Key Content and Skills</p>	<p>This unit serves as an introduction to how to use your voice both as a performer and as a public speaker. Students learn about the key vocal skills: tone, accent, pace, pitch, volume and rhythm - and how to make choices in their use to affect an audience. Students are exposed to a diverse range of poetry and stories, ranging from Langston Hughes to Beowulf.</p>	<p>This unit serves as an introduction to how to use your body as a performer and to create a narrative, building towards the creation of character. Students look at how narrative was created without sound in silent films, how to mime effectively and the concept of the Neutral Mask from Lecoq’s work.</p>	<p>Students are introduced to Shakespeare in performance, and also bring together their learning from the previous two terms to make choices in performance. Students study a text, observe professional performance of character and perform a scene, writing an evaluative paragraph of a professional piece of work.</p>
<p>Assessment</p>	<p>Learn a poem by heart and perform it out loud, assessed on the Practical Assessment Grid</p>	<p>Individual or group performance in a mask, assessed on the Practical Assessment Grid</p>	<p>Evaluation of a professional live performance, assessed on the Evaluation Assessment Grid</p>

<p>How can students prepare beyond the classroom?</p>	<p>Revise the definitions of the key words</p> <p>Read three of the books from the Key Stage 3 Drama reading list</p> <p>Find and learn by heart other poems that are by the same poets we have looked at</p> <p>Practise reading stories allowed to parents, guardians or siblings</p>	<p>Revise the definitions of the key words</p> <p>Read three of the books from the Key Stage 3 Drama reading list</p> <p>Watch mask 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>Revise the definitions of the key words</p> <p>Read three of the books from the Key Stage 3 Drama reading list</p> <p>Watch a variety of adaptations of A Midsummer Night’s Dream</p> <p>Read the entirety of the play, using an Arden Shakespeare or a ‘Shakespeare made easy’ version</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>Poetic Voices</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 myths and establish firstly how villains are presented in these stories but also consider what 	<ul style="list-style-type: none"> Following the previous unit, students further develop their understanding of villainy and look at how writers craft complex characters and create sympathy for them 	<ul style="list-style-type: none"> Students explore how Shakespeare has created voices for his characters through some of his most famous speeches 	<ul style="list-style-type: none"> Based on their understanding of how Shakespeare creates voices, students now use their own voices in the form of poetry. They look at different forms of poetry and 	<ul style="list-style-type: none"> A multi-narrative mystery novel set in Brazil. Students explore shifts in voice/narrative perspectives and what that brings to the story 	<ul style="list-style-type: none"> How are ‘characters’ represented in the media? This unit explores how voices are crafted in the media and how they can be used to represent people or ideas about them in

	truly makes a villain			how they express ideas		certain ways
Assessment	Write an opinion article responding to a statement about one of the villains we have covered	Creative writing from the monster's perspective	Reading analysis of a rhetorical Shakespeare speech	Write and perform a poem expressing certain views on a topic	Reading analysis on a writer's method used in Trash	Create a deliberately biased piece of writing and write a commentary to explain logic.
How can students prepare beyond the classroom?	<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 Consider other character's opinions and motives 	<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

<p>Key Content and Skills</p>	<p>Health and safety in the kitchen - noticing the dangers and what to do in case of an emergency</p> <p>Understanding why we need to learn about all the key components in the eatwell guide</p>		<p>Starting to use other parts of the kitchen to create the recipes</p> <p>Understanding why we need to learn about all the key components in the eatwell guide</p>	<p>Understanding the importance of hydration and breakfast and the significant impact it has on wellbeing.</p>	<p>Understanding and applying positive food choices in our lives.</p> <p>How the media plays a part in our food choice.</p> <p>Designing our own product.</p>	
<p>Assessment</p>	<p>Practical assessment</p>	<p>Practical assessment</p>	<p>Practical assessment</p>	<p>Practical assessment</p>	<p>Practical assessment</p>	<p>Practical assessment</p>
<p>How can students prepare beyond the classroom?</p>	<p>Students should: Practise practical skills such as:</p> <ul style="list-style-type: none"> • Washing and cleaning up • Cutting techniques • Using the hob and oven at home 		<p>Students should: Practise practical skills such as:</p> <ul style="list-style-type: none"> • Washing and cleaning up • Cutting techniques • Using the hob and oven at home • Using external devices like blenders 		<p>Students should: Practise practical skills such as:</p> <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 	
<p>GEOGRAPHY</p>						
<p>What students are learning</p>	<p>Unit 1: Geography Introduction and Atlas Skills.</p> <p>Unit 2: Water, Rivers and</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>

	Flooding.					
Key Content and Skills	<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. Infiltration fieldwork in the EcoHub outdoor classroom. How the UK's longest river, the Severn, changes from its source to its mouth.</p>	Understanding symbols, grid references, direction and scale; the physical and human geography of the British Isles.	Mountain ranges and glaciation. The story of the successful 1953 Mount Everest expedition. Antarctica - what challenges face this unique continent and how is it managed?	How the growth of the London Underground led to Ruislip's expansion. Urbanisation trends and megacities.	How do coastal processes create different landforms? How does the sea both erode and create new land? How is coastal change managed?	Hot deserts, savanna and tropical rainforests. What challenges face global biodiversity?
Assessment	Describing physical and human Geography written task.	Map Skills and the British Isles (formal assessment out of 70).	Antarctica (formal assessment out of 30).	Ordnance Survey map squares oracy task (speaking skills).	Coasts and Oceans (formal assessment out of 30).	

	<p>Atlas skills spelling test.</p> <p>Water, Rivers and Flooding (formal assessment out of 30).</p>					
<p>How can students prepare beyond the classroom?</p>	<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</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</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>out about the 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>with this (www.ordnancesurvey.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?</p> <p>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>A Golden Age? The Islamic World 622-1258</p> <p>How did the Wars of the Roses change the future of England?</p>
Content and Second-Order	<p>Content:</p> <ul style="list-style-type: none"> Historical skills Lindowman 		<p>Content:</p> <ul style="list-style-type: none"> 1066 succession crisis. Establishing control - castles, Feudal 		<p>Content:</p> <ul style="list-style-type: none"> The Islamic world First, Second and Third Crusades 	

<p>Concepts</p>	<ul style="list-style-type: none"> ● Black Romans ● Roman Government and Society ● Should Anglo-Saxon England be known as the Dark Age? <p>Concepts:</p> <ul style="list-style-type: none"> ● Sources and Evidence ● Significance 		<p>system, Domesday Book, The Harrying of the North</p> <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"> ● Pope Urban, Richard the Lionheart, Saladin ● 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>Sources and Evidence</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>Significance</p> <p>This objective assesses understanding of the importance and significance of events/people in the past.</p> <p><u>Describe two features of the fall of Rome.</u></p>	<p>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>How was William I able to control England?</u></p>	<p>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>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>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>

	Focus for year: <ul style="list-style-type: none"> • Writing like an historian • Making inferences • Using sources 					
How can students prepare beyond the classroom?	Students should: <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. Students could: <ul style="list-style-type: none"> • Watch the Horrible Histories episodes on BBC Iplayer. • Read the Horrible Histories books. 		Students should: <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. 		Students should: <ul style="list-style-type: none"> • Investigate the Crusades here. • Investigate Medieval Islamic Civilizations here. 	
	MATHS					
What students are learning	Number	Number, ratio and proportion	Number and algebra	Algebra and graphs	Algebra	Geometry and measures
Key Content and Skills	<ul style="list-style-type: none"> • Baseline assessment (KS2 knowledge) • Basic number • Directed numbers 	<ul style="list-style-type: none"> • Rounding & Estimation • Bounds • Fractions • Indices & Standard form • Ratio 	<ul style="list-style-type: none"> • Percentages, growth & decay • Basic algebra • Quadratic algebra • Algebraic proof • Algebraic 	<ul style="list-style-type: none"> • Formulae • Simultaneous equations • Linear graphs • Quadratic graphs • Real life graphs 	<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

	<ul style="list-style-type: none"> Decimals Factors & Multiples Set theory 	<ul style="list-style-type: none"> Proportion 	fractions	<ul style="list-style-type: none"> Distance-time graphs 		
	<p>Parents/Guardians can support their child’s learning using the following websites: Mathswatch - login details provided to the student Corbett Maths The websites above have video tutorials, worksheets and exam-style questions. The 5 a day activities are excellent resources for all years as mini revision tasks.</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 3 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 1st September 2025	Approximate assessment date: Wb 20th October 2025	Approximate assessment date: Wb 15th December 2025	Approximate assessment date: Wb 9th February 2026	Approximate assessment date: Wb 23rd March 2026	Approximate assessment date: Wb 18th May 2026
	<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 		<p>Students should:</p> <ul style="list-style-type: none"> Bring all correct equipment to lesson, especially a calculator Use Mathswatch 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.vle.mathswatch.com BBC Bitesize KS3 	

	<ul style="list-style-type: none"> ● Revise KS2 knowledge of fractions ● 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	Module 4: Ma vie de famille	

		<p>(Skills tested: listening, dictation, reading and writing)</p> <p>Homework booklet - vocabulary on pgs 14-15</p> <p>Homework booklet - consolidation exercises pgs 10-13</p>	<p>(Skills tested: listening, dictation, and writing)</p> <p>Homework booklet - vocabulary on pgs 26-27</p> <p>Homework booklet - consolidation exercises pgs 22-25</p>	<p>(Skills tested: speaking and reading)</p> <p>Homework booklet - vocabulary on pgs 38-39</p> <p>Homework booklet - consolidation exercises pgs 34-37</p>	<p>(Skills tested: reading and translation)</p> <p>Homework booklet - vocabulary on pgs 50-51</p> <p>Homework booklet - consolidation exercises pgs 46-49</p>	
<p>How can students prepare beyond the classroom?</p>	<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.bbcbitesize.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 style="text-align: center;">MODERN FOREIGN LANGUAGES</p> <p style="text-align: center;">Specialism: Spanish</p>						
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, dictation, reading and writing)	Module 2 Assessment: Mi tiempo libre (Skills tested: listening, dictation, and writing)	Module 3 Assessment: Mi insti (Skills tested: speaking and reading)	Module 4: Mi familia y mis amigos (Skills tested: reading and translation)	

		<p>Homework booklet - vocabulary on pgs 12-13</p> <p>Homework booklet - consolidation exercises pgs 7-11</p>	<p>Homework booklet - vocabulary on pgs 23-24</p> <p>Homework booklet - consolidation exercises pgs 18-22</p>	<p>Homework booklet - vocabulary on pgs 34-35</p> <p>Homework booklet - consolidation exercises pgs 29-33</p>	<p>Homework booklet - vocabulary on pgs 45-46</p> <p>Homework booklet - consolidation exercises pgs 40-44</p>	
<p>How can students prepare beyond the classroom?</p>	<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 	
<p>MUSIC</p>						
<p>What students are learning</p>	<p><u><i>Elements of music</i></u> Students will learn about the elements of music and how to</p>	<p><u><i>Graphic Scores</i></u> Students will use the elements of music learnt previously to</p>	<p><u><i>March & the Waltz</i></u> Students will learn how to perform the Ruislip High School March using</p>	<p><u><i>The Keyboard</i></u> Students will learn how to read music and play the keyboard</p>	<p><u><i>Horror Music</i></u> Students will learn how to use the Chromatic scale to compose music</p>	<p><u><i>Ukulele Topic</i></u> Students will learn how to play the ukulele, focusing on basic chords and</p>

RUISLIP HIGH SCHOOL CURRICULUM MAP 2025-2026

	identify them in a piece of Music	perform a graphic score	rhythmic notation			strumming patterns. They will learn to accompany simple songs and perform as part of an ensemble.
Key Content and Skills	Students will learn the elements of music and be able to identify them through practical activities. Keywords include: Dynamics, Tempo, Pitch, Timbre, Texture, Silence, Attack and decay, Duration, Crescendo	Students will use the elements of music in order to perform a graphic score piece	Students will learn how to use the following notes and symbols: Crotchet, Crotchet rest, Minim, Minim rest, Quaver, Quaver rest, Double Bar, Time Signature, Semibreve, Semibreve rest	Students will learn how to play the following notes on the keyboard: C, D, E, F, G, A, B. They will also learn about the treble and bass clefs, the stave and bar lines.	Students will learn about the following keywords: Dissonance, Rallentando, Accelerando, Diminuendo, Crescendo, Ostinato, Ternary Form, Harmony, Dynamics, Binary Form	Students will learn how to play the following chords: C, F, G, and Am. They will develop their strumming technique and learn about chord progressions. Keywords include: Chord, Strumming, Progression, Ensemble, Accompaniment.
Assessment	Keyword & listening test	Graphic Score performance with percussion instruments	Rhythm-focused performance on the Ruislip High School Marches	Keyboard performance	Keyboard composition piece	Ukulele performance
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	Students could listen to music of their choice and try to create a graphic score to represent what they hear	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	Students could research horror movie soundtracks to get inspiration for their own compositional work	Students could watch online tutorials to practise chord changes and strumming patterns. They

	musical instrument	while using a variety of musical elements		are or research how to write the treble clef notes on the stave		could also listen to songs that feature the ukulele (such as pop, folk, or Hawaiian music) and try to play along.
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	Indoor athletics: exploring different events. Invasion games: exploring different types of invasion games. Football/netball: skills required for football and netball. Health related fitness: explore different components of fitness required for different sports		Dance: explore various dance concepts through Indian dance. Gymnastics: travel, balances and creating sequences. OAA: orienteering and map-reading skills. Rugby/futsal: skills required for rugby and futsal.		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. Cricket/rounders: exploring the skills required for cricket and rounders.	
Assessment	Practical assessment		Practical assessment		Practical assessment	
How can students	Students should: <ul style="list-style-type: none"> Keep active and try to complete 20 minutes of physical activity a day 					

<p>prepare beyond the classroom?</p>	<ul style="list-style-type: none"> • Join an after-school club • Research the activities being taught and watch videos of the skills required 		
<p>SCIENCE</p>			
<p>What students are learning</p>	<ul style="list-style-type: none"> • How Science Works • Biology: Living organisms • Chemistry: Matter • Physics: Energy • <i>Let's think science</i> 	<ul style="list-style-type: none"> • Biology: Reproduction and genetics • Chemistry: Physical and chemical changes • Physics: Space • <i>Let's think science</i> 	<ul style="list-style-type: none"> • Biology: Interdependence • Chemistry: Acids and alkalis • Physics: Forces • <i>Let's think science</i>
<p>Key Content and Skills</p>	<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>
<p>Assessment</p>	<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 	<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, 	<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 &

	<p>energy)</p> <ul style="list-style-type: none"> ● Yr 7 cumulative assessment 1 	<p>reproduction and genetics, and space)</p> <ul style="list-style-type: none"> ● Yr 7 cumulative assessment 2 	<p>forces)</p> <ul style="list-style-type: none"> ● Yr 7 cumulative assessment 3
<p>How can students prepare beyond the classroom?</p>	<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 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 	<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 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>	<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 to survive ● 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)</p>

RUISLIP HIGH SCHOOL CURRICULUM MAP 2025-2026

	<ul style="list-style-type: none">- Complete practice questions- Complete an online quiz to test yourself- Get a family member or friend to test knowledge of the key definitions/concepts		Institution code: uht6
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