St. Julie's Catholic High School

KS3 Curriculum

The Considered Lesson Format

All lessons across all subject areas follow the considered lesson format. This was most recently updated in January 2023 with a particular focus on how teachers provide feedback to students.

Identify: PP, SEN, HPAB, Red/Amber Readers

Question, Assess & Feedback

St. Julie's Catholic High School

CONSIDERED LESSON FORMAT

The Considered Lesson Format (CLF) has been developed to put Barak Rosenshine's 'Principles of Instruction' into practice. The purpose of the CLF is so that students benefit from a consistent approach to teaching & learning. In planning lessons please ensure that the features of the CLF clearly deliver the approved schemes of work in your department and build on prior learning. Lessons should be well planned for delivery in small pieces, progressing through an ambitious curriculum. Also, students must be supported in their learning through the correct and consistent application of rewards & sanctions, outlined in the behavior for learning policy.

Respond: Adapt, Re-Teach/move learning forward

Question, Assess & Feedback

Circulate: Throughout the lesson, monitor all pupils

Question, Assess & Feedback

Reflection time to review prior knowledge	**Short review** of prior knowledge to consolidate learning, identify misconceptions/errors, comprehension questions. Develop schema, connect prior knowledge to new learning.
Adaptive teaching to address the needs of all students	***Present new material in small steps*** with student practice after each step. Limit the amount of material students receive at one time. Adapt lessons to ensure all students can meet the expectations of the lesson. Adaptive teaching should ensure all students have access to the full curriculum.
Contextualised with a focus on students' knowledge and understanding	Relate knowledge to a relevant application. Students must know how new knowledge fits in with prior knowledge and how it fits into context (schema). (It is not about why it is needed for the GCSE specification or exam).
Modelled answers to show requirements, standards and tackle the misconceptions	High-quality initial teaching which includes **clear and detailed instructions and explanations. Think aloud and model steps.** Provide models of worked-out problems.
Questioning to meet students' needs, then focus on the content and the process.	**Ask a large number of questions** to a range of pupils and **check for understanding**. Question for prior knowledge, understanding and misconceptions. **Ask all students to explain what they have learned.**
Homework that is linked to classwork	Make purpose of homework clear. **Provide a high level of practice for all students**. Support knowledge recall and skills development.
Independent practice time and recap on knowledge, understanding and application plus link to next lesson	**Prepare students for independent practice. Guide students as they begin to practice**. Monitor and support students as they work independently. **Re-teach** knowledge when **necessary**. Balance exposition, repetition, practice and retrieval of knowledge and skills.
Communication	Provide multiple opportunities for pupils to see and use vocabulary. Develop the number of words students know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth). Provide opportunities for all pupils to justify and give both written and verbal reasons for their solutions. Provide reading opportunities in every lesson that include development of comprehension, decoding and automaticity, using a range of strategies.

Question, Assess & Feedback

Check: Understanding, errors, knowledge, progress

Assessment

At St. Julie's Catholic High School, our assessment policy will focus on the following three areas:

- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment
- Deliver appropriately timed feedback, that focuses on moving learning forward
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Formative Assessment

St Julie's Formative Assessment during lessons may include the following:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunked and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Automated homework will support ongoing formative assessment using in-house school systems

SSAT Case Study

"A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School."

St Julie's were recommended by the SSAT to be used as a case study on successful implementation and development of formative assessment techniques.

Summative Assessment

- Three summative assessment points per year – 1 per term
- Each summative assessment will be standardised across the subject.
- Summative assessments will be moderated within and across departments
- Summative assessment will test students' progress through the curriculum and identify any knowledge gaps

Further details can be found in our Assessment Policy on the school website

Curriculum Progression Sheets

EEF Guidance report on Metacognition

"A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects".

To support pupils to plan, monitor and evaluate their own learning, pupils need to know their place in the curriculum.

Curriculum progression sheets linked directly the curriculum are given prior to each topic across all subject areas each half term to enable this.

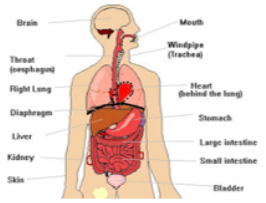
Example KS3 Science

7A Cells, Tissues, Organs and Systems

1. Life Processes	
Life Processes	If something can do all 7 life processes it is considered a 'living thing' They are: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition.
Organism	A living thing.
Movement	Being able to move from place to place or move part of themselves.
Reproduction	Being able to make more living things like themselves.
Sensitivity	Being able to sense and react to things around them.
Growth	Being able to increase in size.
Respiration	Being able to release energy through respiration.
Excretion	Being able to get rid of waste materials.
Nutrition	Taking in substances (such as food) to help carry out the other processes.

2. Organs	
Organ	A part of animals or plants that does an important job- made up of different tissues.
Function	The job or role something has.
Brain	Controls the body.
Skin	The bodies biggest organ- used for protection and sensing things.
Lungs	Take in oxygen for respiration and excrete carbon dioxide.
Heart	Pumps blood around the body.
Liver	Makes and destroys substances.
Kidneys	Clean the blood and produce urine to excrete waste.
Bladder	Stores urine.
Stomach	Breaks up food.
Small Intestine	Breaks up food and absorbs it.
Large Intestine	Removes water from unwanted food.
Rectum	Stores faeces (waste material)

Human Organs

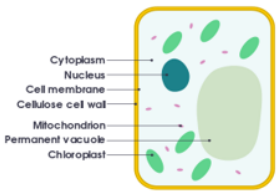


Leaf	Traps sunlight to make food for a plant.
Stem	Carries substances around a plant.
Root	Holds the plant in place and takes in water and other substances.
Photosynthesis	The process by which a plant makes its own food.

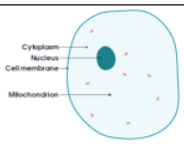
3. Tissues	
Tissues	Groups of the same cells doing the same job- make up organs.
The Heart	Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it.
Root Hair Tissue	Small hairs on the outside of roots which help to take in as much water as possible.
Xylem Tissue	The tissue which carries water up through plants from the roots.

4. Cells	
Cells	The basic units from which all tissues and living things are made from.
Specialised	When something has features that allow it to do a particular job.
Cell Surface Membrane	Controls what enters and leaves the cell.
Nucleus	Controls the cell.
Cytoplasm	Jelly like substance where chemical reactions happen.
Mitochondria	(*mitochondrion- singular*) Where respiration happens.
Chloroplasts	Make food for the plant using photosynthesis- contains chlorophyll.
Cell Wall	Strengthens and supports the cell- made of cellulose.
Vacuole	Storage space filled with cell sap.

Plant Cell



Animal Cell



5. Organ Systems	
Organ Systems	A collection of organs working together.
Circulatory System	*Heart, blood vessels* Carries oxygen and nutrients around the body.
Digestive System	*Gullet, stomach, intestines* Breaks down food and takes nutrients into the blood.
Locomotor System	*Muscles, bones* Enables the body to move.
Urinary System	*Kidneys, bladder* Gets rid of waste materials produced in the body.
Breathing System	*Lungs, trachea* Allows exchange of gases between blood and lungs.
Nervous System	*Brain, nerves, spinal cord* Allows the body to sense things and react to them.
Water Transport System	*Roots, stem, leaves* Transports water around the plant.

Lesson	Date
1. Life Processes	
2. Organs	
3. Tissues	
4. Cells	
5. Organ Systems	

Pupil Feedback

'It's good to keep track of what unit I'm up too and what I need to revise'

'It's a very good tool to use to have a good overview of the topic especially for revision'

'The information needed is summarized and sometimes has references for further research'

Subject area	English	
Curriculum Intent	At key stage three, our aim is to have no barriers to reading and an unequivocal love of English. Our key stage three curriculum balances the importance of English language and literature; students are given a platform to build schema, whereby they can become fluent speakers, able, avid readers, and effective writers. We ensure that our pupils build on their previous knowledge and understanding from key stage two. The sequence of the curriculum has been carefully considered to maximise knowledge retention and the mastery of skills. In English there is of course substantive and core knowledge that is explicitly taught, revisited and recalled; however, equally important are the embedded opportunities to practice reading, writing and speaking in varying contexts, so that pupils become adept in both composition and analysis, and are confident and competent in expressing themselves.	
Year	**Term**	**Content**
7	1	A History of the English Language Trash Romantic Poetry Gothic
	2	Active Voices Jane Eyre
	3	The Island The Tempest
8	1	They Both Die at the End Romeo and Juliet
	2	Let's Think Conflict in Society War of Words An Inspector Calls
	3	Travel Writing Of Mice and Men
9	1	English Mastery The Crucible
	2	English Outside The Classroom Women Who Changed The World
	3	The Poet X Boys Don't Cry

Subject area	Maths		
Curriculum Intent	Our Key Stage 3 curriculum provides pupils with an opportunity to continue to develop the Mathematic skills that are essential for everyday life and the next stage of their education. The curriculum builds on knowledge and skills developed at Key Stage 2 with a focus on developing pupils reasoning and problems solving skills whilst providing regular opportunities for pupils to recall and consolidate prior learning. We aim to give pupils regular opportunities to develop fluency through independent practice as well as the opportunity to develop reasoning and problem-solving skills justifying and proving their solutions along the way. Pupils will be able to develop their Mathematical ideas making links with other subject areas. Key Stage 3 Mathematics significantly contributes to pupils Cultural Capital development through the interconnection of Mathematical ideas and concepts with a focus on how Mathematics can be applied to the real world. Our curriculum is fully inclusive with high ambition for all pupils, by the end of Key Stage 3 Mathematics all pupils need to be able to move fluently between representations of Mathematical ideas and concepts. The Curriculum plan is clearly set out with a focus on the sequence and structure of how subject content is taught.		
Year	**Term**	**Content**	
7	1	Algebraic notation Equality and equivalence Interpreting data	Ordering integers/decimals Fraction, decimal, percentages Sequences
	2	Area and perimeter Solving problems with addition and subtraction Solving problems with multiplication and division	Directed number Fractions – adding and subtracting
	3	Constructing, measuring and notation Geometrical Reasoning Number sense	Prime numbers and Proof Probability
8	1	Ratio Multiplicative change Fractions	Working in the cartesian plane Representing data Probability tables
	2	Equations/inequalities Sequences Indices	Fractions/percentages Standard form Number Sense
	3	Angles parallel lines and polygons Area and perimeter Line Symmetry/Reflection	The Handling Data Cycle Measure of location
9	1	Straight line graphs Forming and solving equations Testing conjectures	Three dimensional shapes Constructions/ congruency
	2	Numbers - Indices Using percentages Maths and money	Deduction Rotation and translation Pythagoras' Theorem
	3	Enlargement and similarity Solving ratio and proportion problems Rates Probability	Algebraic representation Geometry of triangles Sequences

Subject area	Science		
Curriculum Intent	**Know more and remember more.** Our scheme of work is based around three distinct disciplines: biology, chemistry and physics. The scheme of work is ambitious as it attempts to connect science as a subject to the natural world around them. We offer the chance for pupils to understand living matter and how all-living organisms interact, the particulate model to understand how particles behave, energy and the importance of using it wisely and how particles interact in advantageous and disadvantageous ways. We have structured our scheme of work so that pupils of all abilities have the chance to study key concepts at depth before moving on to more challenging content. Our scheme of work is designed to link new subject content to previously taught key concepts. This allows pupils to develop their understanding of the key concepts by recalling, and adding to, their existing schema. **Understand the methodology of science:** Pupils will begin to understand that nature and processes of science. We start by actively encouraging inquisitive thought and seek to engage pupils by getting them to ask scientific questions about the world around them. The scheme of work then offers the chance to learn about how we begin to answer the questions asked through observation, testing and evaluation. Pupils will develop key practical skills. **Be able to use science for future life:** In today's modern world there are numerous articles using 'data' to back a particular agenda. This comes from multiple sources, some to be trusted and some to be questioned. Pupils will have the ability to critically evaluate evidence and have the confidence to have conviction in their understanding of the data provided. Pupils will have the ability to articulate scientific thought and the ability to solve problems through logical thought process. This will allow pupils to make informed choices throughout the rest of their lives.		
Year	**Term**	**Content**	
7	**1**	7A Cells, tissues, organs and systems 7E Mixtures and separation	7I Energy 7B Sexual reproduction in animals
	2	7F Acids and alkalis 7J Current electricity	7C Muscles and bones 7G The particle model
	3	7K Forces 7D Ecosystems	7H Atoms, elements and compounds 7L Sound
8	**1**	8A Food and nutrition 8E Combustion	8I Fluids 8B Plants and reproduction
	2	8F The periodic table 8J Light	8C Breathing and respiration 8G Metals and their use
	3	8K Energy transfers 8D Unicellular organisms	8H Rocks 8L Earth and space
9	**1**	9A Genetics and evolution 9E Making materials 9I Forces and motion	9B Plant growth 9F Reactivity 9J Force fields and electromagnets
	2	9C Biology revision and projects 9G Chemistry revision and projects 9K Physics revision and projects	9D Biology transition to GCSE 9H Chemistry transition to GCSE 9L Physics transition to GCSE
	3	4.1 Cell Biology 5.1 Atomic Structure and the Periodic Table	6.1 Energy

Subject area	Religious Education	
Curriculum Intent	The KS3 RE curriculum is determined by the Bishops of England and Wales as presented in the *RE Directory* (2023): To know you more clearly. This will follow on and build on the curriculum used in Catholic primary schools in the Archdiocese of Liverpool. There is a logically agreed sequence to the topics studied and each one builds on prior learning, as work becomes more challenging as 'terms' progress. There is flexibility within the topics to allow for students in 'our school' to develop their own skills and to explore topics of interest to our students as a Notre Dame school. The curriculum is adaptive allowing for equality of access for all students. The Curriculum is focused on integral formation of it's students and at the same time prepares them for full participation in civic life. It forms the Catholic student as 'both human and a person of faith, the protagonist of culture and the subject of religion'. It teaches subjects with methods proper to them and at the same time imbues the whole curriculum with a Christian outlook. As a Catholic Christian community, the focus is on Church and Gospel values in our modern world but students will also explore other World Religions, namely Hinduism, Judaism and Islam, in recognition of the UK as a multifaith and multicultural society and of a Church which looks outwards and not inwards. The Catholic school therefore becomes a place of genuine encounter and dialogue, so that in response to contemporary culture, pupils become discerning rather than docile, its critics not its creatures. Regular revision coupled with mid and end of unit assessments, encourage students to know and remember more, whilst reflecting on their own faith journeys.	
Year	**Term**	**Content**
7	**1**	How do we know about God? Genesis 1 and 2 / Creation The Bible Scripture, Tradition and the Magisterium
	2	Incarnation Trinity Sacraments The Mass The Holy Spirit
	3	Councils and Ecumenism Hinduism and Dialogue
8	**1**	Judaism History of Christianity
	2	Building the Kingdom of God Forgiveness and Reconciliation
	3	Sacred Journeys Catholic Social Teaching Perspectives on Wealth and Poverty
9	**1**	Islam Crime and Punishment Suffering, Evil, Death and Afterlife
	2	Community Cohesion Religion through Art and Media
	3	Creation (GCSE) Incarnation (GCSE)

Subject area	History	
Curriculum Intent	At St. Julies, our KS3 curriculum is designed to mirror our aims at empowering our students to become ambitious thinkers that will change the world. Our aims are to develop our students love of learning whilst challenging the world around them. Our curriculum has been designed to move away from token topics and challenge a typical Eurocentric, white dominated History. At St Julies, our curriculum has been designed to give students the whole picture to allow them to make rounded and informed decisions. Our curriculum follows a chronological route which allows for students to build on their substantive knowledge. Our selection of subjects allows for students to gain a solid understanding of the development of society and offers a range of ways to view the world that we live in. Students follow a journey of development from Ancient Civilization in Year Seven to the impact of the Troubles in Ireland and the how History continues to develop the 21st century that we live in today. Our curriculum not only develops students' substantive knowledge but also their disciplinary thinking where they can question where historical knowledge comes from and how we are able to learn about the past. At St Julies. students develop their historical thinking through second-order concepts such as change and continuity, they also embed an understanding on the changing nature of substantive concepts such as 'civilisation', 'government', 'empire', 'revolution' and 'ideologies'.	
Year	**Term**	**Content**
7	1	African Civilisation Contenders to the Throne in 1066. 'Normanisation' Crusades
	2	Medieval Monarch Why life was so hard in Medieval England? Silk Roads
	3	Renaissance Reformation in England and your study of the Tudors The 'Black Tudors' Elizabethan period of exploration.
8	1	Witchcraft The Stuarts Industrial Revolution Slave Trade
	2	Women's Suffrage movement The First World War Life in 1920s America
	3	The Second World War Holocaust
9	1	Civil Rights Movement Cold War Mother Country
	2	Mother Country The Troubles in Ireland
	3	GCSE Germany Democracy and Dictatorship- Kaiser Wilhelm II and his legacy Germany Democracy and Dictatorship- The First World War Germany Democracy and Dictatorship- The Treaty of Versailles Germany Democracy and Dictatorship- Weimar Years

Subject area	Geography	
Curriculum Intent	At St Julies, Geography students are given the opportunity to think about the world differently, to question the world that surrounds them and to inspire them to think whilst further developing their curiosity about the world that we live in. Through their studies in Geography, students are able to explore the environment not only local to them through fieldwork but also globally developing new experiences both in and outside the classroom. Through their Geography lessons, students are not only equipped with a wide range of contextual knowledge but also a wide range of important literacy, numeracy, cartographic skills, data analysis and evaluation skills that they will utilise not only through their Geography lessons and within St. Julies but also through later life. Geography is a subject that remains relevant at each stage of life, as we become more conscious of the environment, we need young people to have the knowledge to take action and this is what we strive to do at St. Julies giving all an understanding of our world to make informed and compassionate decisions	
Year	**Term**	**Content**
7	1	Our Place in the World Extreme Weather
	2	Ice Worlds Africa
	3	Russia
8	1	Environmental Concerns Hazardous Worlds
	2	Globalisation and Development
	3	Population Changes
9	1	Geography of Health
	2	The Tourism Project
	3	UK's changing landscapes Coastal landscapes

Subject area	Modern Foreign Languages	
Curriculum Intent	The KS3 MFL curriculum is designed to lay the foundation for a love of learning a foreign language and enable all students to open minds and hearts to other societies and cultures, foster curiosity about the world and deepen their understanding of it. The curriculum has been designed to encourage pupils to express their opinions, ideas, and thoughts in both writing and speaking and communicate for practical purposes. Our curriculum aims to be ambitious, accessible to all, relevant, engaging and develop sequentially through the logical teaching of topics and grammar. It aims to develop pupils' transferable skills through logic and problem-solving tasks, to support all students across the curriculum and beyond. Pupils are encouraged and supported to excel when challenged, developing confidence and resilience by awakening pupils' interest in the culture of the target language. Also, it offers pupils opportunities to discover new ways of thinking through cultural exposure to literature, art and poetry and it provides a foundation for pupils to study other languages. The KS3 curriculum aims to build on progress made at KS2 or, in some cases introduce pupils to the language in question, and through the key four attainment targets of listening, reading, writing, and speaking, tactically build on existing schema and regular recall to provide a solid foundation for further study at KS4 and beyond.	
Year	**Term**	**Content**
7	**1**	**Mi insti:** School life
	2	**Mi Famila y yo:** My family and I
	3	**Mi Tiempo Libre:** My free time **Los Artistas:** Cultural focus on Hispanic Artists
8	**1**	**Mi Ciudad:** My city and local area
	2	**La Comida:** Food, drink, mealtimes and eating out
	3	**La Tecnología y La Música:** Technology, Social media and music. **El mundo hispanohablante:** Una quinceañera
9	**1**	**La Salud:** Health and lifestyle
	2	**Los trabajos y los planes del futuro:** Working world and future plans
	3	**Las Vacaciones:** Holidays

Subject area	Social Sciences		
Curriculum Intent	The study of computer science at KS3 equips pupils with skills in computational thinking and forges links between other areas of study such as maths and science. Students are taught the basics of what constitutes a computer system and how it works, to how they can successfully and efficiently program a computer system. The study of computer science also develops creativity and digital literacy which is essential for students to be able to express ideas and information using digital media which is essential for their future workplace and for their role as active participants in a digital age.		
Year	**Term**	**Content**	
7	1	File Management Social Networking Keeping Data safe	Using emails Elements of a Computer CPU Binary
	2	Logic gates Vector graphics Bitmap graphics	Formula and functions Charts
	3	Abstraction and Decomposition Sequencing	Algorithms Flow diagrams
8	1	Computational thinking and programming Data types, variables, and mathematical operators Input and output	Programs and number HTML Website development
	2	Databases Queries	Binary Hexadecimal
	3	VR/AR Planning, scripting and storyboarding Camera angles, set designs and lighting	Shooting scenes Video editing techniques
9	1	Transmission and network types Cloud versus network computing Networking hardware Introduction to Python Variable and data types Input and output statements	Operators Selection Iteration User interface design principles Designing components
	2	Editing and creating components Apps Home screen and navigation Adding files, links, and images App development	Computer misuse and crime GDPR and Data Protection Copyright, Design and Patent's Acts Computers and Robotics
	3	Options begin	

Subject area	Art
Curriculum Intent	In the Art department at St Julie's, individual creativity is nurtured and celebrated. We believe that Art is an integral part of a child's education, and it is our responsibility to equip young people with the vocabulary, knowledge and practical skills to communicate their views and experiences of the world to others. Our curriculum encompasses the arts and cultural learning and encourages our students to gain an awareness, empathy and appreciation of difference and diversity. At KS3, students are introduced to the formal elements through observational drawing to paint handling and Colour Theory; they are used as the building blocks for creating and talking about Art and Design throughout the Key Stages. Each theme begins with recording and exploring their observations and experiences from a variety of primary and secondary sources. As the projects develop, pupils are introduced to a range of creative making skills through practical lessons, which are underpinned by research into artists, craftspeople, and designers from a variety of movements and cultures. To support their research skills, students are exposed to subject specific terminology that develops and enhances their vocabulary and their ability to confidently express their views and informed opinions. These skills are built upon with increasing depth and complexity as learners progress throughout their art education. In all project areas students will have opportunities to review and evaluate learning through annotation allowing for critical commentary and sharing ideas related to their own work against the work of others. Through our learning journey we aim to inspire students to take creative risks and demonstrate resilience, enhancing their ability to become autonomous learners and reflective practitioners. This critical thinking allows the students to investigate their ideas through visual language, whilst deepening their understanding and forming opinions of Art and Design throughout history and its role in today's society.

Year	Term	Content
7	1	Everyday Objects
	2	Still Life Painting
	3	Exploring Culture
8	1	Close Ups
	2	Close Ups Textiles
	3	Our City
9	1	Environmental Issues
	2	Identity
	3	Natural World – Visual Recording

Subject area	Design & Technology		
Curriculum Intent	The design technology curriculum is centred on delivering creative and exciting learning experiences for students, which help them seek out their talents and provide them with the creativity and imagination needed to make products that solve real and relevant problems within a variety of contexts. Students acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art. Learning how to take risks by becoming resourceful, innovative, enterprising, and confident designers. Enabling students to be exposed to material areas and topics that would be considered as a male dominated industry. The design technology curriculum is planned to teach a variety of creative and practical activities through a range of material disciplines, providing the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Students are taught on a carousel consisting of 3 rotations, which take place every 6 weeks (Year 7 and 8) and 9 weeks (Year 9). Learning is planned to build on and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users. Evaluation is an important aspect of the KS3 curriculum, with all projects encouraging students to reflect, critique and test their own ideas and that of others to identify progression and developing successful outcomes.		
Year	**Carousel**	**Content**	
7	**Food**	Core Skills: Food Hygiene; Food Safety	Environmental Technology: Food
	Textiles	Core Skills: Textiles	Environmental Technology: Textiles
	Product Design	Core Skills: Product Design	Environmental Technology: Graphics
8	**Food**	Food Cultures	Culture in focus
	Textiles	Cultures: Colour onto Cloth	Practical Outcome
	Product Design	Paper and Board	Electronics
9	**Food**	Life Skills	
	Textiles	Fashion Influences and Alternations	
	Product Design	How Jewellery Represents your Identity	
	Hospitality & Catering	Unit 2: Hospitality and Catering in action	

Subject area	Physical Education		
Curriculum Intent	Understand how to outwit an opponent. Develop Problem solving skills which enables success when facing challenges leading to making and applying decisions. Develop physical, mental, and social wellbeing. Make informed choices about healthy, active lifestyles. Develop skills/performance and replication of skills of a variety of invasion games, aesthetic, net and wall and outdoor adventurous activities. Development of tactical, declarative, and procedural knowledge through a variety of sports. Development of rules and regulatory knowledge required within each discipline through officiating opportunities in each unit. Development of the precision, control, and fluency of pupil's skills by learning how to improve their performance through practices and self / peer evaluation. Cultural capital development can be formulated through the transference of knowledge through personal skill development such as leadership, teamwork, and communication. Students should use key vocabulary in a range of different contexts, building their terminology in a range of areas.		
Year	**Term**	**Content**	
7	1	Gymnastics Indoor Athletics	Football Netball
	2	Badminton Fitness	Rounders Athletics
	3	Tennis OAA	Disability Sport
8	1	Indoor Athletics Netball,	Gymnastics Handball
	2	Fitness Wellbeing	Badminton Football
	3	Cricket Athletics	OAA Rounders
9	1	Gymnastics Volleyball	Handball Netball
	2	Fitness Badminton	Well-Being Football
	3	Tennis Athletics	Football Rounders

Subject area	Music	
Curriculum Intent	What knowledge do we want learners to acquire (taken from NC framework/s) Learners should: 1. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 2. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions 3. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 4. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 5. Listen with increasing discrimination to a wide range of music from great composers and musicians 6. Develop a deepening understanding of the music that they perform and to which they listen, and its history.	
Year	**Term**	**Content**
7	**1**	Building Bricks Keyboard Skills
	2	I've Got Rhythm Samba
	3	Sonority City Form and Structure
8	**1**	Saharan Sounds Offbeat
	2	Folk Music All That Jazz
	3	All about the Bass Hooks and Riffs
9	**1**	Dance Music The Soundtracks
	2	Computer and Video game music
	3	'What Makes a Good Song?'

Subject area	Drama	
Curriculum Intent	At Key Stage 3 our Drama curriculum will give students the opportunity to: • Understand the process of planning, rehearsing and reviewing performances. • Articulate and express their ideas, views and opinions about a wide range of topics and evaluating others work clearly, confidently and respectfully. • Interpret and perform a range of existing scripts and explore the plays' themes, whilst exploring the social, historical and cultural context. • Apply their own artistic vision to scripted drama • Encourage creativity and imagination, through exploration of story and character. • Devise creative and imaginative performance using theatrical techniques. • Explore contemporary cultural and social issues through drama, in a safe environment. • Develop knowledge of theatre practitioners through the ages and apply their styles and methodologies to performance.	
Year	**Term**	**Content**
7	1	Introduction to Drama Matilda
	2	Darkwood Manor Cluedo Murder Mystery
	3	Arts Award – Bronze
8	1	Scripted Drama Alice in Wonderland
	2	Theatre in Education - Hillsborough Devised Drama
	3	Gangs – Romeo and Juliet The Last Resort
9	1	Naturalism – Stanislavski Epic Theatre – Brecht
	2	Observation Comedy – Godber
	3	Comp 1: Section A – Theatre Roles and Responsibilities Comp 1: Section B – Blood Brothers

Subject area	Dance	
Curriculum Intent	**At Key Stage 3 our Dance curriculum will give students the opportunity to:** • Understand the process of planning, rehearsing and reviewing performances. • Articulate and express their ideas, views and opinions about a wide range of topics and evaluating others work clearly, confidently and respectfully. • Interpret and perform a range of dance techniques, whilst exploring the social, historical and cultural context. • Apply their own choreography skills to create performance for an audience. • Encourage creativity and imagination, through dance exploration. • Use choreography techniques to develop group dances of different sizes demonstrating the use of team working skills, leadership skills, confidence and commitment. • Explore different ways of expressing thoughts, feeling, themes and stories through dance, in a safe environment. • Develop knowledge of different dance styles, performance groups and ways of creating dance through a variety of independent and group tasks. • Develop an understanding of musical structure and interpretations. • Use dramatic techniques to develop a performance from a script through Musical Theatre schemes. • Understand why healthy living is important and how fitness can contribution to a positive lifestyle. • Understand how to apply safe dance practice throughout all tasks.	
Year	**Term**	**Content**
7	**1**	Introduction to Dance Shrek
	2	Darkwood Manor Lion King
	3	Arts Award
8	**1**	Choreographic process Chicago
	2	Duet/Trio Charlie and the Chocolate Factory
	3	Gangs – Westside Story Hairspray
9	**1**	Practitioners
	2	Working to a brief
	3	

KS3 – Homework at St. Julie's

Homework forms an integral part of students learning at St Julie's by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. Homework is set regularly across each curriculum area in-line with curriculum content. Students are expected to record homework in their planners and complete outside of their normal lessons. Your daughter can complete homework at home or use the Learning Resource Centre.

	Platform/Activity	Website	Frequency
English	Reading Plus	www.readingplus.co.uk	Weekly
Maths	Mathswatch	www.mathswatch.co.uk	Weekly
Science	Educake	www.educake.co.uk	Weekly
History	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
Geography	Spellings/reading/comprehension	Microsoft Teams and VLE	Weekly
Computer Science	Educake	www.educake.co.uk	Weekly
RE	Reading Activity	VLE	Weekly
Spanish	Active Learn	www.pearsonactivelearn.com	Weekly
Art	Research/practical tasks	VLE	2 per HT
DT	Research/theory practice	VLE	Fortnightly
PA	Practical skills/reading	VLE	2 per HT

The Learning Resources Centre will open to all pupils before school from 8 until 8.30am and after school from 3.15 until 5pm. In addition, the Learning Resource Centre is available for use by pupils at break and lunch times.

During this time pupils will have internet access from a PC using their school login details.

During break and lunchtimes our Pastoral Support Workers will be available to support pupils in accessing homework via online platforms in the STARS room, access to which can be given through referral.

KS3 – Contact Information

Curriculum Leaders

English: Ms H Greenwood - hgreenwood@stjulies.org.uk
Maths: Mrs L Gee - lgee@stjulies.org.uk
Science: Dr O McGinn - omcginn@stjulies.org.uk
RE: Miss T Hyland - thyland@stjulies.org.uk
MFL: Mrs R Buckton - rbuckton@stjulies.org.uk
Humanities: Miss J Rimmer - jrimmer@stjulies.org.uk
Performing Arts (including PE): Miss A Douglas - adouglas@stjulies.org.uk
Art and Technology: Mrs A Bell - abell@stjulies.org.uk
Social Sciences and Computing: Mrs K Byrne - kbyrne@stjulies.org.uk
SENDCo: Miss S Jackson - senco@stjulies.org.uk

Progress Leaders

Year 7: Miss C Corrigan - ccorrigan@stjulies.org.uk
Year 8: Miss Homer - vhomer@stjulies.org.uk
Year 9: Mrs K Monks - kmonks@stjulies.org.uk

Head of Lower School

Mrs L Rainey – lrainey@stjulies.org.uk