

St. Julie's Catholic High School



KS3 Curriculum

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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.

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.

Respond: Adapt, Re-Teach/move learning forward

Question, Assess & Feedback

Circulate: Throughout the lesson, monitor all pupils

Question, Assess & Feedback

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
- Monitoring of SPaG using the following codes; Sp = Spelling error, Gr = Grammar error, P = Punctuation error
- 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
- Summative assessments must assess composite and component knowledge across the expanding domain and be of requisite rigour, challenge and length
- 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
- Students/parents/carers will receive detailed feedback on these assessments
(Further details can be found in our Assessment Policy on the school website)

Curriculum Progression Sheets

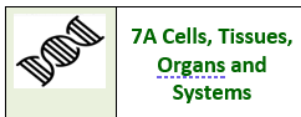
EEF Guidance report on Metacognition

“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



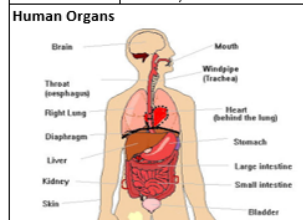
1. Life Processes

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)



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.

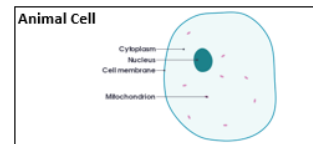
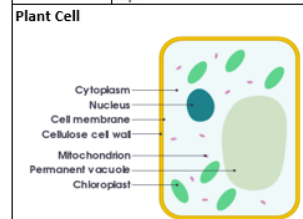
3. Tissues

Tissues	Groups of the same cells doing the same job- make up organs.
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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.



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. In addition to the main programmes of study, all ks3 students will have one language skills lesson per week. This lesson will focus on aspects of sentence structure, grammar, vocabulary and non-fiction reading and writing. 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	Mythology: Heroes and Villains <i>A Midsummer Night's Dream</i>
	2	Gothic writing <i>Jane Eyre</i>
	3	Childhood poetry
8	1	Dystopian fiction <i>They Both die at the end</i>
	2	<i>Romeo and Juliet</i> War poetry
	3	Viewpoint writing through a collection of short stories
9	1	<i>The Crucible</i> The Art of Rhetoric
	2	<i>Animal Farm</i> Love poetry through the ages
	3	<i>Boys Don't Cry</i>

Subject area	Maths		
Curriculum Intent	At Key Stage 3, our Mathematics curriculum is designed to be fully inclusive with high ambitions for all students. We ensure secure strong foundations in number, Algebra, Geometry, Ratio and Statistics, ensuring all students develop the conceptual understanding and fluency. The curriculum is carefully sequenced to build on prior learning from Key Stage 2, addressing common misconceptions and strengthening core mathematical knowledge. Concepts are revisited and extended over time through a mastery approach, allowing students to make connections between different areas of mathematics and to see how ideas interleave. Teaching at KS3 makes deliberate use of multiple representations to support deep understanding and accessibility for all students. Procedural fluency is developed alongside problem solving and reasoning, with regular opportunities for students to explain their thinking both verbally and in writing. Retrieval practice is embedded across all KS3 lessons to support memory retention and to help students securely embed key knowledge and methods into long-term memory. Low-stakes practice and cumulative reviews ensure that previously taught content is not lost and can be applied with increasing independence. Our KS3 curriculum places a strong emphasis on developing mathematical literacy. Students are explicitly taught to use precise mathematical language, read and interpret questions carefully, and structure their reasoning logically. Through regular exposure to non-routine and unfamiliar problems, students are encouraged to develop resilience, independence and confidence when tackling mathematical challenges. 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. By the end of Key Stage 3, students are well prepared for the demands of GCSE Mathematics, having developed both the knowledge and the habits needed to approach mathematics thoughtfully, accurately and with confidence.		
Year	Term	Content	
7	1	Direct number Algebraic notation	Equality and equivalence Ordering integers and decimals Four operations Averages and range Sequences
	2	Graphing data Fraction, decimal, percentage and equivalence	Area and perimeter Probability Solving equations
	3	Time Ratio Properties of number Direct number	Angles and polygons Addition and subtraction of fractions
8	1	Ratio Proportion and scales Algebraic manipulation	Co-ordinates and graphs Multiplying and dividing fractions Symmetry and reflection
	2	Area and volume Equations and inequalities Percentages	Indices Standard form Interpret and represent data
	3	Angles, parallel lines and polygons Circles Sequences	Graphs and charts Tables and probability
9	1	Properties of number Percentages Area and volume Equations	Inequalities and formulae Fractions Rates Standard form
	2	Straight line graphs Ratio and proportion Angles	Constructions and congruence Similarity Algebraic Manipulation
	3	Pythagoras' Theorem Graphs Probability Simultaneous equations	Trigonometry Transformations

Subject area	Science		
Curriculum Intent	At Key Stage 3, our aim is to ensure pupils know more, remember more, and apply their scientific knowledge with confidence. Our curriculum is built around biology, chemistry, and physics, providing a strong foundation in scientific understanding. Pupils develop knowledge of living organisms, matter, energy, and the interactions that shape the natural world. New learning is carefully sequenced and linked to prior knowledge, enabling pupils to build secure and lasting understanding through regular retrieval and recall. Pupils learn how scientific knowledge is developed through observation, experimentation, analysis, and evaluation. We foster curiosity and critical thinking, encouraging pupils to ask questions about the world around them while developing practical and investigative skills. Science equips pupils with the knowledge and skills to evaluate evidence, interpret data, communicate ideas clearly, and solve problems using logical reasoning. These skills enable them to make informed decisions and engage confidently with the modern world. Science is taught within the context of our Catholic mission and values, recognising that scientific knowledge helps us to understand God's creation and care for it responsibly. Pupils reflect on the wonder of the natural world and their responsibilities towards the environment, health, and society. Through science, they are encouraged to be responsible stewards of creation, promoting human dignity and the common good.		
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	The Fall God's command Conscience	Prophecies and Prophetic texts Advent
	2	Suffering Easter Triduum	Jesus Ministry Sacrament of Reconciliation
	3	Jesus' resurrection The soul/ End of life Vatican II	The Ukrainian Catholic Church Islam
9	1	What does Genesis teach about human life Sanctity of life Prophecies and Promise	Magnificat Mary's prophecy
	2	Galilee to Jerusalem Discipleship Vocation	Temple in Jerusalem Pax Christi
	3	Bible and the Early Church Leads the Church on earth Saints and angels in prayer	CSAN support respect for the person SVP and CAFOD Judaism beliefs and practices

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	Invaders and Settlers Contenders to the Throne Normanisation Medieval Monarchs
	2	Why was life so hard in Medieval England The Silk Roads The Renaissance
	3	Reformation in England and the Tudors The Black Tudors Elizabethan Exploration
8	1	Witchcraft The Stuarts Industrial Revolution
	2	Slave Trade Women and the right to vote The First World War
	3	The First World War Life in 1920s America
9	1	The Second World War The Holocaust
	2	Civil Rights Movement 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 and Skills Extreme Weather Ice Worlds
	2	Africa- Students will examine the way of life of people in African countries, understanding that there are lots of misconceptions about Africa and the people living there. Students will learn about the different ecosystems found on the continent. Russia- A focus on Russia as a 'superpower'. A detailed look into the human and physical Geography of Russia
	3	Brazil- A focus on South America with a regional focus on Brazil and its people. The Geography of Liverpool
8	1	Environmental Concerns- A fieldwork-based stud around our school grounds. Students will investigate key issues such as air pollution and climate change and look at the contribution of us as humans. Hazardous Worlds- Students will study how the earth's surface moves and causes earthquakes, volcanoes and tsunamis. You will also discover and investigate the hazards surrounding countries with coast lines and rivers
	2	Globalisation and Development- Students will look at how the world in becoming more connected and how and why some countries are richer than others. Students will investigate and examine the lives of people in various parts of the world and understand why their lives vary
	3	Population Changes- Students will focus on various factors that can contribute towards population change and the impacts that this will have. Students will evaluate the different methods that have been used to control Middle East World Cities
9	1	Asia- The continent, its people, its impact. Geography of Health
	2	The Tourism Project UK Changing Landscape
	3	UK's changing landscapes Coastal landscapes

Subject area	Citizenship	
Curriculum Intent	Through studying GCSE Citizenship Studies students will: • Gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues • Understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions • Formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • Select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn • Present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts • Plan practical citizenship actions aimed at delivering a benefit or change for others in society • Critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected • Show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global	
Year	Term	Content
9	1	Life in modern Britain • The key principles and values underpinning British society today. • The human, moral, legal and political rights and the duties, equalities and freedoms of citizens. • Key factors that create individual, group, national and global identities.
	2	What do we mean by identity? • The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on identity debates. • Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK. • The need for mutual respect and understanding in a diverse society and the values that underpin democratic society. • Identity and multiple identities; the diverse nature of the UK population.
	3	What is the role of the media and the free press? • The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account. • The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity.

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 Familia 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	Las Vacaciones: Discussing holiday options and future holiday plans.
	3	La Tecnología y La Música: Technology, Social media and music. ¿Qué hacemos?: What are we doing?
9	1	La Salud: Health and lifestyle
	2	Los trabajos y los planes del futuro: Working world and future plans
	3	¡Diviértete!: Talking about technology, sports and free-time activities, arranging to go out, saying what you did at the weekend.

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	Artists Make Marks to Draw Our Attention – Everyday Objects
	2	Expressive Approaches - Painting
	3	Art Has its Own Vocabulary
8	1	Artists Use and Manipulate Traditions
	2	Artists Play with Materials, Ideas and Failure
	3	Art Engages Head, Hands and Heart – Maps and Memory
9	1	Art Makes People Powerful - Identity
	2	Art Has Value in UnEqual Measures
	3	Natural World – Visual Recording

Subject area	Design & Technology		
Curriculum Intent	The Design and Technology curriculum is built around delivering engaging, creative, and future-focused learning experiences that empower students to discover their talents and develop the imagination and problem-solving skills needed to design and make purposeful products. Students are encouraged to tackle real-world challenges across a variety of contexts, fostering innovation and critical thinking. Through a broad and balanced curriculum, students gain knowledge and skills that draw from a range of disciplines including mathematics, science, engineering, computing, and art. They are encouraged to take risks, think independently, and become resourceful, enterprising, and confident designers. The curriculum also plays a key role in challenging stereotypes by providing exposure to material areas and topics traditionally underrepresented by certain groups, helping to promote diversity and inclusion in design and engineering fields. Our curriculum is structured around a carousel model, with students rotating through three material disciplines every 6 weeks in Years 7 and 8, and every 9 weeks in Year 9. This approach ensures a rich and varied experience, allowing students to explore different materials, tools, and techniques. Students engage in an iterative design process, developing high-quality prototypes and products tailored to a wide range of users. They are taught to evaluate and reflect on their own work and that of others, fostering a culture of continuous improvement and critical analysis. This reflective practice is embedded throughout Key Stage 3, helping students to identify their progress and refine their ideas to achieve 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	Independent Living	On the Move
9	Food	Life Skills	
	Textiles	Fashion Influences and Alternations	
	Product Design	Design Movements	
	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	Football Gymnastics	Indoor Athletics Netball
	2	Fitness Cricket	Badminton Disabilty in Sport
	3	Tennis OAA	Athletics Rounders
8	1	Indoor Athletics Gymnastics	Netball Handball
	2	Fitness Well-Being	Badminton Football
	3	Rounders Athletics	OAA Tennis
9	1	Gymnastics Football	Volleyball Netball
	2	Fitness Wellbeing	Badminton Football
	3	OAA Athletics	Rounders Tennis

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 and Film Music
	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	Legally Blonde
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 contribute to a positive lifestyle. • Understand how to apply safe dance practice throughout all tasks.	
Year	Term	Content
7	1	Introduction to Dance Darkwood Manor
	2	Musical Theatre Shrek & The Lion King
	3	Grease
8	1	Safe Dance Practice & creating choreography Musical Theatre – Chicago
	2	Choreographic process & Musical theatre Charlie and the chocolate factory
	3	Gangs – West side Story Musical theatre – Hairspray
9	1	Practitioners and choreography: Alvin Ailey Matthew Bourne Christopher Bruce
	2	Working to a brief
	3	Dance Techniques: Jazz, Contemporary & Commercial

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	Sparx Maths	www.sparxmaths.com	Weekly
Science	Sparx Science	www.sparxscience.com	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	Given in lessons	2 per HT
DT	Research/theory practice	Given in lessons	Fortnightly
PA	Practical skills/reading	Given in lessons	2 per HT

The Learning Resources Centre will open to all pupils before school from 8 until 8.30am and after school from 3.05 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 Namur, access to which can be given through referral.

KS3 – Contact Information



Curriculum Leaders

English: Mrs D Walker - dwalker@stjulies.org.uk

Maths: Miss M Naylor - mnaylor@stjulies.org.uk

Science: Mr J Magor - jmagor@stjulies.org.uk

RE: Mrs T Williams - 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 -
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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: Mr M Mottram - mmottram@stjulies.org.uk

Year 8: Miss E Murphy - emurphy@stjulies.org.uk

Year 9: Mrs J Navarro - jnavarro@stjulies.org.uk
& Mrs B Edwards - bedwards@stjulies.org.uk

Head of Lower School

Mrs L Rainey – lrainey@stjulies.org.uk