



Key Stage Three Courses

Content and Assessment

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Introduction

This booklet provides information on the content taught in each subject at Oakgrove School, alongside the assessment criteria. As National Curriculum levels have been removed by the Department for Education, all schools now have the freedom to devise their own assessment framework. At Oakgrove, each subject has produced a five tier assessment scale against which students' skills will be measured.

At each data collection point, teachers will provide information on each student. Teaching staff will assess where a student is in a tier using:

- Mastering
- Progressing
- Developing
- Launching

This will allow parents' and students' to see how a student is progressing in each subject.

The expectation is that students should progress six notches on the scale over the course of KS3, equating to approximately two notches per year.

Oakgrove Tier	Position within tier	Minimum Progression to GCSE Grade
5	Mastering	A*/A
	Progressing	
	Developing	
	Launching	
4	Mastering	A/B
	Progressing	
	Developing	
	Launching	
3	Mastering	C
	Progressing	
	Developing	
	Launching	
2	Mastering	D/E
	Progressing	
	Developing	
	Launching	
1	Mastering	F/G
	Progressing	
	Developing	
	Launching	

English Course Content

Year 7

The Year 7 English course consists of six independent units which cover a variety of fiction and non-fiction texts. Units include prose, poetry, and drama and provide a range of texts from a variety of different social, historical and cultural contexts. Topics studied are: A Year 6/7 non-fiction bridging unit; Fabulous Creatures which includes writers such as Conan Doyle and H.G.Wells; a contemporary Class Novel; Current Affairs (involving participation in the BBC School Report project); an Introduction to Poetry and, finally, a project in the final half term of the year, based on a specific theme and covering a variety of different writing styles, both fiction and non-fiction.

The main skills which students are taught focus on their Reading and Writing, with Speaking and Listening incorporated into the teaching of all topics. They are encouraged to read and respond confidently to a range of different texts and authors and develop their ability to communicate these responses effectively through discussion, role-play, formal presentation and extended written assignments, all of which have been adapted to suit a variety of different purposes and audiences.

Year 8

The Year 8 English course consists of six independent units which cover a variety of fiction and non-fiction texts. Units include prose, poetry, and drama and provide a range of texts from a variety of different social, historical and cultural contexts. Topics studied are: Party Politics (focusing on non-fiction discursive writing skills), a contemporary Class Novel; Poetry (specifically ballads and unseen poetry analytical skills); A Shakespeare play (for example, *Macbeth* or *A Midsummer Night's Dream*); Advertising and, finally, Texts in their Time (a study of a range of extracts from English literature throughout history).

The main skills which students are taught focus on their Reading and Writing, with Speaking and Listening incorporated into the teaching of all topics. They are encouraged to read and respond confidently to a range of different texts and authors and develop their ability to communicate these responses effectively through discussion, role-play, formal presentation and extended written assignments, all of which have been adapted to suit a variety of different purposes and audiences.

Year 9

The Year 9 English course incorporates six independent units which cover a variety of fiction and non-fiction texts. Units include prose, poetry, and drama and provide a range of texts from a variety of different social, historical and cultural contexts. Topics studied are: A genre study (Gothic Horror, Science Fiction or Detective Fiction); A Shakespeare study (a variety of extracts from the history, comedy and tragedy plays, along with a focus on sonnets), a contemporary Class Novel; The Language of Non-fiction; a GCSE bridging project including a range of both seen and unseen poetry and, finally, a Magazine project in the final half term of the year, focusing on a range of fiction and non-fiction writing styles.

The main skills which students are taught focus on their Reading and Writing, with Speaking and Listening incorporated into the teaching of all topics. They are encouraged to read and respond confidently to a range of different texts and authors and have been developing their ability to communicate these responses effectively through discussion, role-play, formal presentation and extended written assignments, all of which have been adapted to suit a variety of different purposes and audiences, in order to thoroughly prepare students for the challenges of KS4 and the GCSE course.

English Tiers Reading

- 5**
- I can analyse and evaluate how writers achieve effects through language, structure, themes and presentational devices
 - I can select and analyse information and ideas from different sources, comment on their use and use them to effectively support my ideas
 - I give sustained and developed responses to what I am reading
 - I can make critical comparisons across a range of texts
 - I am confident about how social, cultural and historical context relate to what is written
- 4**
- I can evaluate writers' uses of language, structure and themes
 - I can select and combine information from a variety of resources to support my views
 - I can make detailed comparisons between texts
 - I can confidently use inference and deduction to enhance my understanding of the text
 - I understand the significance of a text's social, cultural and historical context
- 3**
- I can comment on how writers use language, structure and themes
 - I can select information from the text to support my views
 - When researching, I can gather and organise information from different places and make comparisons between texts
 - I can comment on different layers of meaning, using inference and deduction
 - I am beginning to understand the significance of a text's social, cultural and historical context
- 2**
- I can show an understanding of themes, events and characters
 - I can refer back to the text when explaining my point of view
 - I can read aloud with some expression and improved pace
 - I can explain what I have read in my own words
 - I can begin to 'read between the lines' (Inference and Deduction)
- 1**
- I can read different types of books
 - I can understand the main points of a text by myself
 - I can give my opinion on texts and characters
 - I can re-read sections to develop my understanding
 - I can sound out unfamiliar words

English Tiers Writing

- 5
- My writing is carefully crafted and structured to sustain the interest of the reader, controlling characters, events and settings in fiction with sophisticated use of vocabulary and varied sentence types used for effect
 - In non-fiction, my writing is controlled, well organised and expresses firm points of view, using detailed evidence to support my ideas
 - My spelling is correct, including that of complex words, and punctuation is secure
 - My writing shows a secure use of paragraphs and connectives
 - I can write effectively in Standard English and recognise the difference between written and spoken English
- 4
- In fiction, my characters and settings are developed with a conscious choice of effective vocabulary and different sentence types
 - In non-fiction, my ideas are well-organised and coherent, using evidence in support of my ideas
 - My spelling is usually correct and I can use a variety of punctuation effectively
 - I can use paragraphs and connectives confidently to sequence my ideas clearly and effectively and write for effect
 - I can write confidently in Standard English.
- 3
- I can skilfully adapt my writing style for different purposes and readers and use vocabulary effectively
 - I use different sentence types to make my writing more interesting
 - My spelling is generally correct and punctuation is varied and accurate
 - My paragraphs are correct and linked by a variety of connectives
 - I can write in Standard English
- 2
- I am beginning to use a variety of words to keep the reader's interest
 - I am beginning to develop and organise my writing into paragraphs
 - My spelling of longer words is usually correct
 - I always use capital letters and full-stops correctly
 - I am beginning to use commas and speech marks
- 1
- My writing interests the reader and I carefully choose my words
 - My spelling of simple words is usually correct
 - I mark sentences with capital letters and full-stops or question marks
 - I use the right tense of verbs in the right place
 - My handwriting is neat and readable

English Tiers Spoken English

- 5
- I can talk with purpose in a wide range of demanding formal and informal situations
 - I can clearly structure my talk, using vocabulary, tone of voice, volume and emphasis
 - I can make a range of contributions to develop discussion
 - In role, I can create complex characters effectively through using a range of thoughtful dramatic approaches
 - I am confident in my use of standard English and can adapt as necessary
- 4
- I can suit my style of talk to a demanding range of formal and informal situations
 - I can use vocabulary precisely and communicate clearly
 - I can make significant contributions to discussions and evaluate others' ideas
 - In role, I can confidently develop roles and characters through suitable use of language, gesture and movement
 - I am confident in my use of standard English
- 3
- I can confidently adapt how I speak to suit different purposes and audiences
 - I can interest the listener through my expression and vocabulary
 - I can take an active part in discussion, showing understanding and sensitivity to others
 - In role, I can develop roles and characters through suitable use of language, gesture and movement
 - I am fluent in my use of standard English
- 2
- I can talk and listen confidently in a variety of tasks
 - I can change my speech to suit different purposes
 - I can describe events and present my opinion clearly
 - In role, I can use obvious ideas to create simple characters
 - I can use some features of standard English
- 1
- I can talk with some confidence
 - I understand the main points of a discussion
 - I can show I understand by making comments and asking questions
 - In role, I can express an opinion
 - I am aware of standard English and when it is used

Mathematics Course Content

Year 7

The Mathematics course follows the New National Curriculum programme of study and is taught for three hours per week. Students are taught in different ability sets, which allow them to work at their own level. Students begin taking responsibility for planning their work. They extend their calculating skills to fractions, percentages and decimals and also begin to use algebraic techniques and generate and solve simple equations and study linear graphs. Pupils progress from a simple understanding of shape and space to using reasoning in their workings. They study data handling through practical activities.

Year 8

The Mathematics course follows the New National Curriculum programme of study and is taught for three hours per week. Students are taught in different ability sets, which allow them to work at their own level. During year 8 pupils progress through their understanding of each topic and begin to use deduction to manipulate algebraic expressions. When studying shape, they begin to use geometrical proof in their reasoning and they learn how to break down problems logically. They begin to work with increasing confidence to solve unfamiliar problems.

Year 9

The Mathematics course follows the New National Curriculum programme of study and is taught for three hours per week. Students are taught in different ability sets, which allow them to work at their own level. During Year 9 pupils progress from understanding reasoned arguments in the topics they study to being able to explain their reasoning to others and developing a positive attitude towards mathematics. They will work on their skills of setting up and solving multistep problems in all areas of mathematics.

Mathematics Tiers

- 5
- Use the four operations with any type of number to solve multi step problems
 - Apply a wide range of algebraic skills to a range of problems including those expressed graphically
 - Apply knowledge of quadratic expressions to solve equations, explain a sequence and substitute into formulae
 - Produce cumulative frequency curves and histograms, interpreting these to compare distributions
 - Calculate probabilities for compound events from independent or mutually exclusive events
 - Select, apply and combine skills to solve unfamiliar and non-routine problems
- 4
- Use the four operations with most types of numbers to solve one and two step problems
 - Apply knowledge of linear expressions to solve more complex equations, explain a sequence and substitute into formulae
 - Calculate the length, area and volume of prisms and compound shapes
 - Use relative frequency to devise and test hypotheses taking into account bias
 - Select, apply and combine skills to solve problems
- 3
- Use the four operations with positive and negative numbers to solve one step problems
 - Apply knowledge of linear expressions to solve equations, explain a sequence and substitute into formulae
 - Use angles in a range of shapes, lines and formulae
 - Construct and interpret a range of frequency diagrams
 - Apply and combine skills to solve a range of familiar problems
- 2
- Use the four operations with positive numbers (including fractions and decimals) to solve one step problems
 - Solve linear equations and substitute into formulae
 - Draw and measure angles and use the correct language to describe them
 - Calculate probabilities based on equally likely outcomes and experimental data
 - Apply skills to solve familiar problems
- 1
- Use the four operations with positive integers to solve one step problems
 - Use algebra to describe a sequence, pattern or formula
 - Produce a bar chart or pictogram to summarise information
 - Explore the use of probability to describe the likelihood of an event occurring
 - Apply a skill to a context encountered before

Science Course Content

Year 7

Science is an exciting area of study and interests those with a natural curiosity in the world around them. Science is little different in its balance between practical skills and subject knowledge than any other area of the national curriculum. Students in year 7 are introduced to the peculiarities of science early on in year 7 and then follow a rich mix of fundamental topics which they can then build on throughout their time in secondary school. The topics we cover are: acids and bases; chemical reactions; particle theory; forces and space; energy and electricity; classification of living organisms and how they relate to each other in an ecological setting. We also learn about cells and reproduction from a scientific point of view (the Values and Ethics program supports this by putting this topic in context). We have an emphasis on building practical skills for students throughout their time with us.

Year 8

Science in year 8 is an engaging combination of topics, which encourages students to think beyond the obvious. The topics are diverse and stimulate students to ask questions and gain a sense of the awe in nature. We will be looking at health and diseases, where students learn about how the tiniest organisms can impact the largest. They gain an understanding of respiration and digestion. In Chemistry we will look at basic elements and compounds which include learning about the periodic table and its development and use as a tool to help us understand the nature of materials around us. In Physics students inquire into the methods by which heat can be transmitted and how light and sounds are transmitted through invisible waves all around us. We still develop students' practical and investigative skills, and they continue to understand more about how scientists are able to gather and analyse information by experimental and observational techniques.

Year 9

Year 9 science is viewed as a transition between Key Stage 3 and Key Stage 4. In science, we complete formal assessments of their attainment, both theoretical and practical; prior to whichever route they take for Key Stage 4. In terms of topics, we cover more challenging ideas such as Plants and Photosynthesis and their importance in our survival on Earth. We look at rocks and cycles and relate this to issues facing us in the media like natural disasters and global warming. There are some more familiar ideas like: inheritance and genetics, energy and electricity, metals and reactivity, and speed, which build on topics covered in earlier years, and allow students to access more complex ideas. Following assessment, we then start Key Stage 4 during the third term, to allow us the maximum amount of time to ensure the students can get the best results they can in KS4 courses, whichever route they take.

Science Tiers—Biology

- 5
- To explain the role of diffusion in the movement of materials in and between cells, the structural adaptations of some unicellular organisms and the structure and functions of the gas exchange system in humans, (including adaptations to function).
 - Relate the functional adaptations of tissues and organs in the human digestive system. Including an understanding of enzymes as biological catalysts and how this is affected by heat and pH.
 - Apply knowledge of aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life.
 - Understand a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model.
 - Use knowledge about Intra and interspecies variation to explain how this can drive natural selection. And be able to explain the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.
- 4
- Relate the functional adaptation of the tissues and organs of the human digestive system, and know the importance of digestive enzymes and bacteria.
 - To be able to explain how plants are adapted for photosynthesis (including the word equation) and an understanding of gas exchange through the stomata and transpiration (including the route of water movement through the plant).
 - To be able to recall the word equation for aerobic respiration and anaerobic respiration in humans and microorganisms, including the idea of formation and the effect of lactic acid build up.
 - To recall how organisms affect and are affected by their environment, including the accumulation of toxic materials.
 - To know the differences between species and that changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.
- 3
- To recall the functions of simple cell organelles (cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts), and be able to explain the similarities and differences between plant and animal cells.
 - To recall the structure and functions of the human skeleton, to include support, protection, movement and making blood cells and the interaction between the skeleton and muscles. To include the measurement of force exerted by different muscles (biomechanics) and the function of muscles (examples of antagonistic muscles).
 - To say why each of the components of a healthy human diet (carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water), are needed. To be able to relate the consequences of an imbalance in the diet to specific health issues (obesity, starvation and deficiency diseases). To be able to calculate the energy requirements of a healthy human diet.

Science Tiers—Biology

- 3
Cont'd
- To recall the human reproductive systems, including: gametes, menstrual cycle, fertilisation, gestation, birth and the effects of maternal lifestyle of the foetus. Students must also demonstrate knowledge of plant reproduction (including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal).
 - To be able to explain heredity, by which genetic information is transmitted from one generation to the next. That variation between species and between individuals of the same species means some organisms compete more successfully. This variation between individuals within a species can be continuous or discontinuous (to include measurement and graphical representation of variation).
- 2
- To recall the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.
 - To know the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water.
 - To describe the mechanism of breathing to move air in and out of the lungs
 - To know the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis
 - To be able to describe the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops. To know the importance of plant reproduction through insect pollination in human food security.
- 1
- To know the 7 life processes.
 - To recall that cells are the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope.
 - To know that plants use light to make sugars, and the importance of this in food chains.
 - To know simple organs and their general functions.
 - To know the importance of a healthy diet to include some of the effects of unhealthy diets (obesity, starvation) in humans.

Science Tiers—Chemistry

- 5
- Uses extensive knowledge of the particulate nature of matter to predict properties, explain changes in state and evaluate historical and current evidence for atomic structure.
 - Is able to understand and explain a range of chemical reactions in order to make predictions about products, energy changes and observations
 - Can independently determine the best methods to work with pure and impure substances based on their physical and chemical properties
 - Can link knowledge of chemical properties and atomic structure to explain patterns in the periodic table and use these to make predictions about elements
 - Is able to reflect upon the current theories for the structure, composition and processes within the earth and evaluate approaches for the sustainable use of the earth's resources
- 4
- Uses knowledge of the particulate nature of matter to explain the properties of solids liquids and gases and knows the historical and current evidence for the structure of the atom.
 - Is able to understand a range of chemical reactions and can explain the products formed, the energy changes and observations.
 - Can determine the best methods to work with pure and impure substances based on their physical and chemical properties
 - Can link knowledge of chemical properties and atomic structure to patterns in the periodic table and use these to explain the properties of elements
 - Has a detailed knowledge of the current theories for the structure, composition and processes within the earth and is able to link these with sustainable use of the earth's resources
- 3
- Has a good knowledge of the particulate nature of matter and the properties of solids liquids and gases and knows the historical and current evidence for the structure of the atom.
 - Is able to understand some chemical reactions and can describe the products formed, the energy changes and observations.
 - Knows methods to work with pure and impure substances and can link this to their physical and chemical properties
 - Has an understanding of chemical properties, atomic structure and patterns in the periodic table and can link these to the properties of elements
 - Has a knowledge of the current theories for the structure, composition and processes within the earth and is able to describe sustainable use of the earth's resources

Science Tiers—Chemistry

- 2
- Has some knowledge of the particulate nature of matter and the properties of solids liquids and gases and can describe the structure of the atom.
 - Knows that during chemical reactions an observer may see changes, products are formed and that energy may be transferred
 - Knows methods to work with pure and impure substances and that substances may have different physical and chemical properties
 - Has some understanding of the periodic table and know that groups of elements have similar properties.
 - Has a knowledge of the structure and processes within the earth and is able to describe how the earth's resources are used
- 1
- Knows that matter is made from particles including atoms and that solids, liquids and gases have different properties.
 - Knows that during chemical reactions an observer may see changes and that in some reactions useful products are formed.
 - Understands that some substances are pure and that some are impure and has a basic knowledge of separating mixtures.
 - Has a basic understanding of the periodic table and knows that it contains groups of elements.
 - Has a basic knowledge of the structure of the earth and is able to describe simply how the earth's resources are used.

Science Tiers—Physics

- 5
- Students should be able to evaluate the gradient of a distance-time graph.
 - Students should be able to predict how similar waves in the same region will interact and describe how waves can be used to transfer information for conversion to an electrical signal by a microphone.
 - Students should be able to construct a ray diagram to show how a convex lens focuses light and describe how energy is transferred by a light wave from a source to an absorber.
 - Students should be able to explain how a charged object is affected by an electric field and explain the significance of potential difference in a circuit.
 - Students should be able to explain how diffusion is driven by differences in concentration and explain the principles behind Brownian Motion.
- 4
- Students should be able to calculate domestic electricity usage in kWh, explain the notion of thermal equilibrium and explain how energy transfer reduces a temperature difference.
 - Students should describe energy changes in a system and use the Principle of Conservation of Energy to calculate wasted energy.
 - Students should be able to interpret, qualitatively, a distance-time graph, calculate relative speed between two objects, calculate pressure and the moment of a force.
 - Students should be able to explain the differences between longitudinal and transverse waves, and describe similarities and differences between light waves and waves in matter.
 - Students should be able to explain how an object gains a static charge and describe how the magnetic effect of a current is used in an electric motor.
- 3
- Students should be able to convert between J and kJ, W and kW, be able to describe different energy resources and explain the advantages and disadvantages of using levers.
 - Students should be able to explain that temperature difference between objects leads to energy transfer between them via conduction and radiation.
 - Students should be able to calculate speed, explain how pressure varies with depth in a fluid and describe the forces on a floating object.
 - Students should be able to explain how sounds are produced and explain why light can travel through a vacuum but sound cannot.
 - Students should be able to construct a parallel circuit, describe differences in resistance between conductors and insulators and describe the nature of forces between charged objects.

Science Tiers—Physics

- 2
 - Students should be able to compare power ratings of appliances in watts and energy transfers in joules.
 - Students should be able to determine, from a diagram, whether or not forces are balanced and describe how forces affect objects, both in terms of motion and deformation.
 - Students should be able to describe situations in which various non-contact forces occur.
 - Students should be able to construct a series circuit and explain how current behaves at different points.
 - Students should be able to describe similarities and differences between particles in solids, liquids and gases, particularly in terms of their motion and proximity to each other.

- 1
 - Students should know that force is a push or a pull and is measured in newtons.
 - Students should be able to represent forces using arrows, which show both direction and relative size.
 - Students should use package labelling to compare energy values of different foods.
 - Students should be able to use diagrams to show the particle arrangement of solids, liquids and gases and describe the diagrams verbally.
 - Students should be able to give the names of the poles of a magnet.

Art and Design Content

Year 7

Art and Design at Oakgrove School is taught to all KS3 students for one hour per week. The aims of the projects are to widen students' knowledge of techniques and materials, and introduce them to contemporary and traditional artists. All students will have the opportunity to improve practical art skills through the use of various media.

During year seven, all students will learn about the use of colour, tone, line and texture and perspective. All students will investigate a range of artists; Van Gogh, Cézanne, Hundertwasser, that link to the areas of study. There will be the opportunity for students to build on these skills when working on larger scale pieces of art both individually and in small groups. By the end of the year we want to ensure the students feel confident in their skills and knowledge to continue on to year eight.

Year 8

During year eight all students will build on the skills taught during year seven. There are two projects to complete. 'African Masks' and 'Shoes'. Students will look at the history and meaning of African masks. All students will then carry out a range of African inspired still-life drawings which will focus on pattern and colour. This will enable students to develop mask designs, these can then be translated into 3D pieces, prints and mixed media work. Students will also make links with Picasso.

The students will also look at 'Shoes'. They will independently investigate a culture to base a shoe design on. They will create an inspiration page which will then enable them to produce a range of observational drawings, designs and 3D models. By the end of year eight we want to ensure that students have expanded their skills and feel able to use them on a range of projects going forward.

Year 9

During year nine all students will follow three major projects: Surrealism, Portraits and Natural Forms. Students will focus on four main areas:

- Artist investigation; students will be encouraged to independently research artists and offer their own opinions on their work.
- Observational drawing, there will be strong focus on drawing using pencil, pen, paint and mixed media. Students will also be encouraged to record images via photography.
- Planning and experimenting; we will encourage students to work with and experiment with new and traditional media to develop work.

They will use all of these skills to produce a range of final pieces.

By the end of year nine the students will be working in line with the GCSE Art and Design assessment objectives.

Art and Design Tiers

5	Exploring Materials and Techniques	I can work independently with materials and use my own initiative.
	Investigating	I can make critical and clear judgments about others work and make connections to my own work.
	Making	I can show outstanding skills when using a range of materials to produce drawings paintings and 3D work.
	Analysing	I can express reasoned judgment on Art and society.
	Evaluating	I can confidently evaluate my work showing clear links to Artist and crafts people and cultures.

4	Exploring Materials and Techniques	I can show a clear understanding of how materials work.
	Investigating	I can select work from Artist and other cultures to develop my own work.
	Making	I can show a high level of skill using the formal elements with a range of materials.
	Analysing	I can analyse and comment on my own and others work different genres, styles and traditions.
	Evaluating	I can explain how and why my works links to Artist/cultures.

3	Exploring Materials and Techniques	I can use what I have learnt from experimenting to develop my work.
	Investigating	I can understand the work of others from a range of cultures.
	Making	I can develop my work and use formal elements creatively to make Art work.
	Analysing	I can interpret and explain how ideas and meanings are conveyed by artist crafts people and designer's.
	Evaluating	I can provide a number of reasons to explain the meaning of my work when evaluating it.

2	Exploring Materials and Techniques	I can experiment with a range of materials to suit my Art work.
	Investigating	I can use and comment on the work of some Artist.
	Making	I can develop my planning and making.
	Analysing	I can compare and comment on differing ideas.
	Evaluating	I can suggest how to improve my work.

1	Exploring Materials and Techniques	I can use some materials to make my Art work.
	Investigating	I can look at the work of artist and make some comments.
	Making	I can plan some of my work.
	Analysing	I can talk about what I have learnt through doing my work.
	Evaluating	I can say what is good about my work.

Computing Content

Year 7

In Year 7, Computing is taught for one hour per week and includes learning about what a computer is, computational thinking, hardware and software, textual and visual programming and e-safety.

The topics are as follows:

- Computer hardware and software
- Binary
- Python
- Kodu
- Drawing and manipulating shapes
- E-safety

The year 7 curriculum contains opportunities for students to develop their digital literacy within the units of work and is assessed using the CAS progression pathways throughout the year as well as a final exam at the end of the year.

Year 8

In year 8, Computing is taught for two hours per week and includes goes into more depth about the origins of modern computing and how computers work. Students develop their computational thinking from year 7 with the aid of textual and visual programming and web authoring.

The topics are as follows:

- How Computers Work
- Computer Networks
- Graphics and Web Design
- Spreadsheets and VBA
- Scratch
- E-safety

The year 8 curriculum contains opportunities for students to develop their digital literacy within the units of work and is assessed using the CAS progression pathways throughout the year as well as a final exam at the end of the year.

Year 9

In Year 9, ICT is taught for two hours per week and the focus of the year is to prepare students for further study at Key Stage 4 through project work which involve problem-solving and learning about legislation relating to the use of ICT, They have an opportunity to develop their digital literacy as well as further developing their computational thinking and programming skills.

Computing Tiers

- 5
 - Designs and create computer programs using a modular approach
 - Creates and describes a relational database and know why it is necessary to compress data
 - Performs calculations using binary and hexadecimal number systems
 - Describes several types of computer network topologies
- 4
 - Plans a complex algorithm in structured language and can adapt and methodically test it for use in a programming language efficiently
 - Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer
 - Describes the protocols and hardware associated with networked computers including client-server models
 - Analyses and evaluates a user needs and creates digital artefacts to meet those needs whilst recognising that data persists on the internet
- 3
 - Writes and debugs programs including nested selection statements, recognising some problems share the same characteristics and use the same algorithm to solve both
 - Understands the relationship between resolution and colour depth and how numbers, images, sounds and character sets use the same bit patterns
 - Knows the names of hardware and protocols associated with networking computer systems and how memory works
 - Independently combines and securely uses multiple digital devices, internet services and application software to achieve given goals whilst explaining how the use of technology can impact on society
- 2
 - Uses a high-level textual language, including using standard libraries operators and expressions, selecting appropriate data types
 - Understands how data is represented and transferred and be able to explain and query different types of data
 - Understands the function of the main internal parts of basic computer and a range of software that would work with it
 - Understands how the internet works, constructs and appropriately formats static webpages and shows how search engines rank websites
- 1
 - Designs a solution by decomposing a problem and using selection, variables and modularity where appropriate
 - Analyses and evaluates data and information including complex searches for reliable information
 - Understands why and when computers are used, the main functions of the operating system and the difference between networks
 - Understands how to effectively use search engines and uses technologies and online services responsibly

Drama Content

Year 7

In Year 7, students learn the fundamental way of working in Drama: creating, performing, responding and evaluating. They work in a variety of grouping and with mutual respect. Students are introduced to the skills of self-evaluation and peer assessment. Basic strategies and techniques, such as role play, physical theatre, mime, hot-seating, still image and thought-tracking, are introduced through a range of topics. The topics studied include Introduction to Drama, Theseus and the Minotaur, The Haunted House, Operation Pied Piper and The Greatest Show on Earth. In the summer term, students work on scripts and are given the opportunity to perform a polished piece before an audience. Students are given the opportunity to experiment with drama medium such as lighting and sound and to appreciate how these can be employed to enhance dramatic effects and meaning.

Year 8

In Year 8, students build on the skills and understanding introduced in Year 7, divided into the three areas of creating, performing, and responding and evaluating. The topics studied include Heroes and Villains, The Mystery of Flannan Isle and The Missing Girl. We explore aspects of *The Tempest*, focusing on the practical demands of studying Shakespeare. We also study a full length play, *The Terrible Fate of Humpty Dumpty*, which allows for practical exploration on the issue of bullying. The year concludes with script-based work and the opportunity for students to perform a polished piece before an audience.

Year 9

In Year 9, students continue to develop and consolidate their understanding and skills, divided into the three areas of creating, performing, and responding. The topics studied include Runaways, Human Rights, Family Portrait and a unit entitled Lost?, which explores the fate of the passengers of a missing plane. There is also the practical exploration of a choice of plays, one which deals with the subject of bullying and another which looks at the consequences of arson. In the Summer term, students work on a variety of scripts and are given the opportunity to perform a polished piece before an audience. The content of the Year 9 course as a progressive whole is tailored to lead into the demands of GCSE.

Drama Tiers

- 5
- is willing to take risks and interpret, shape and structure drama in imaginative and effective ways
 - applies and adapts effectively an extensive range of practical skills
 - performs drama which demonstrates insight, originality and inspiration in interpretation
 - provides full justification in their critical views, demonstrating insight and sensitivity
- 4
- contributes original ideas to initiate and extend group drama
 - works very productively with others in a range of tasks
 - is able to create a drama that shows understanding of the connection between form and content
 - uses the mediums of drama to effectively enhance performance
 - evaluates own work and that of others using appropriate and accurate terminology
- 3
- is able to challenge others sensitively and suggest alternatives
 - works constructively with others in a range of tasks
 - is able to use the space creatively to communicate with the audience
 - demonstrates secure practical skills and applies these appropriately to communicate ideas
 - evaluation demonstrates critical awareness of work in progress and performance
- 2
- listens and responds
 - offers ideas to group planning which show understanding
 - works confidently in different groups
 - communicates character through the use of words, movement and gesture
 - suggests ways the work of others can be improved
- 1
- listens and focuses
 - offers ideas to group planning
 - attempts to use voice or movement which is different from own
 - provides basic, critical response to evaluate work in progress and performance
 - evaluation demonstrates understanding of the drama work of others

Food and Textiles Content

Food and Textiles at Oakgrove School is taught to all KS3 students for one hour a week. In Year 7 students will be bridging their gaps in knowledge so that by the end of the year all students will be confident in their food and textiles skills. In food technology students will be focusing on working safely in the kitchen, food groups and healthy eating. In textiles students will be developing their understanding of where fabrics come from and the equipment used to manufacture products. The students will complete a design and make task

Food and Textiles at Oakgrove School is taught to all KS3 students for one hour a week. In Year 8 students will be looking at the influence of different cultures on our food. Students will look in more depth at Macro and Micro nutrients and their importance in our diets. In textiles students will be developing their understanding of pattern and how CAD and CAM are used to produce patterned fabrics. The students will then use their knowledge to design and make their own patterned tie using a range of embellishment and construction techniques.

Food and Textiles at Oakgrove School is taught to all KS3 students for one hour a week. In Year 9 students will look at the function and role of a variety of ingredients and processes in the production of food. They will also investigate some of the requirements of modern food production including producing non allergenic foods, packaging and labelling and food sustainability. In textiles students will be focussing on using patterns, patterns marking and garment construction. Each student will design and make a garment which will be given to the Dress the Girl Around The World or Dress a Boy Around the World project which aims to provide clothes for children who have never had clothes of their own.

Food and Textiles Tiers

5	<p>Knowledge and Investigating I can independently explore tasks and be discriminating in the selection and use of information sources to support my work. I can apply my knowledge to make decisions on materials, ingredients and Techniques based on my understanding of physical properties and working characteristics.</p> <p>Designing and Trialling Ideas I can respond creatively to tasks and communicate my ideas in new or unexpected ways. I can use my understanding of other designers/makers work in innovative ways I able to justify my decisions regarding the choice of materials and manufacturing processes. I recognise how products contribute to the lifestyle and choices of a variety of client groups and I can develop and model my ideas in an innovative way.</p> <p>Practical Work and Final Products I can work with tools, equipment, materials, ingredients and components to a high degree of precision. I can work independently and find solutions to design and practical problems. I can make products that are reliable and robust and that fully meet the quality requirements given in the design proposal.</p> <p>Planning I can produce detailed plans for the production of my products which ensures a quality outcome is produced.</p> <p>Evaluation and Reflection I can reflect critically and effectively throughout designing and making processes. I can evaluate my designs and products against criteria that I have set and relate my findings to environmental, ethical, social and cultural issues.</p>
4	<p>Knowledge and Investigating I can apply my knowledge and understanding, recognise the different needs of a range of users, and search for trends and patterns in existing solutions to help me develop fully realistic products.</p> <p>Designing and Trialling Ideas I can explore different materials, components or ingredients and use technical information to decide if they are suitable for the final product. I can model ideas by producing 3d models or using ICT design software.</p> <p>Practical Work and Final Products I can use a range tools and equipment with precision. I can carry out a range of specialist techniques (with support). I can produce a high quality, well considered final product.</p> <p>Planning I can produce a detailed plan which includes accurate timings and fully considers all safety and quality issues.</p> <p>Evaluation and Reflection I can select appropriate techniques to evaluate how my products would perform when used and suggest how I could modify my products in the light of this evaluation to improve their performance.</p>

Food and Textiles Tiers

3	<p>Knowledge and Investigating I can identify, explain and explore appropriate ingredients, equipment, materials, components and techniques. I can independently investigate a task or topic using a variety of sources and summarise a range of relevant points based on my findings.</p> <p>Designing and Trialling Ideas I can generate detailed design sketches/recipes/drawings/prototypes. I can show how I have used research to influence my design ideas. I can share ideas with other students and give the constructive feedback.</p> <p>Practical Work and Final Products I can independently select and use a range of appropriate tools and equipment. I can work with accuracy to product a good quality final product.</p> <p>Planning I can produce a step by step plan with suggested timings which shows full consideration of health and safety issues and suggests corrective and preventative actions.</p> <p>Evaluation and Reflection I can analyse evidence that have I collected when comparing my design ideas/final product against the design brief and/or criteria. I can explain why materials, ingredients or components have been used and I can discuss the environmental and moral issues associated with these choices. I can identify and justify any changes from the final design idea to the final product .</p>
2	<p>Knowledge and Investigating I can identify and describe ingredients, equipment, materials, components and techniques that are appropriate or relevant to the task. I can investigate the requirements of the task or topic and show evidence of my existing knowledge.</p> <p>Designing and Trialling Ideas I can generate a range of creative design ideas. I can make links from my research and my existing knowledge. I can create basic samples from my ideas.</p> <p>Practical Work and Final Products I can manage short tasks independently (without help from the teacher). I can produce a finished product.</p> <p>Planning I can identify the correct materials and equipment for the production of my product. I am able to produce a step by step plan which shows consideration of health and safety.</p> <p>Evaluation and Reflection I can identify what worked well and what could be improved about my finished product and my design process. I can compare my design ideas/final product against the design brief criteria and explain how my product might need to be developed further. I can reflect on my work and use the opinion of others to identify areas of strength and weakness.</p>

Food and Textiles Tiers

1

Knowledge and Investigating

I can identify basic ingredients, equipment, materials, components and techniques
I can apply some of my existing knowledge to my work.

Designing and Trialling Ideas

I can generate a few creative ideas and describe them by using spoken words, labelled sketches and/or models to communicate the details of the ideas.

Practical Work and Final Products

With help, where needed, I can use equipment, tools and materials safely to produce a sample or final product.

Planning

I can produce a simple order of tasks using some accurate terminology to describe processes and equipment.

Evaluation and Reflection

I can make simple judgements on my final product/outcome and a few simple suggestions for improvements.

Geography Content

Year 7

Geography students in Year 7 have an exciting year which is divided into five main units. The first of these is 'Where am I?' whereby students learn about the world around us and places in it. Following on from this students develop their geographical skills through classroom-based map work and GIS (digital maps). Students then study 'Settlement and My Place' which is a look at Britain and more specifically Milton Keynes. Students go on to study earthquakes and volcanoes through 'Our Raging Planet'. Year 7 concludes with 'Waves at Work' where they look at the features which can be found at the coast and the processes which are at work.

The topics studied in Year 7 aim to cover the national curriculum key concepts and develop key geographical skills. In addition to more formal assessment students' knowledge and understanding is assessed through investigation work, concept maps, leaflets/power point presentations, poems/songs, group work and contributions to class discussions.

Year 8

Geography students in Year 8 begin the academic year with 'Weather and Climate' which includes an investigation into the schools Microclimate. Next is 'Population Explosion' - a unit which explores what is happening with the world's population and how this has an impact on our valuable resources. Students then look at 'Rainforests and Oceans' in a study of ecosystems. We look at what humans are doing to change how these environments function. We then look at 'A Tale of two Continents'. Africa and Asia are compared to consider what these places are like, why they are like this and what similarities and differences there are between them. We finish with 'Climate Change', a topic which is discussed at great length. Students need to consider what the world might look like in the future.

The topics studied in Year 8 aim to cover the national curriculum key concepts and develop key geographical skills. Particular attention is placed upon understanding impacts on society and the environment through enquiry, decision making, empathy and offering opportunities for reflection. In addition to more formal assessment students' knowledge and understanding is assessed through investigation work, leaflets/power point presentations, poems/songs, group work and contributions to class discussions.

Year 9

Year 9 students explore a combination of human, physical and environmental issues through enquiry-based learning. We began the year by looking at the world's development dilemmas through 'Money Money Money'. We then investigate ways in which we can 'Heal the World' through the study of The Geography of Disease. Topics that follow include: Extreme Environments and 'Mod Geog' – The Geography of Modern Britain. Towards the end of the year, students study Rivers as an introduction to our GCSE course.

These topics aim to cover the national curriculum key concepts and to further develop key geographical skills through map work, data analysis, group work and investigations. Particular attention is placed upon understanding impacts on society and the environment through enquiry, decision making, empathy and reflective activities. In addition to more formal assessment, students' knowledge and understanding is assessed through investigation work, concept maps, leaflets/power point presentations, poems/songs, group work and contributions to class discussions.

Geography Tiers

- 5
- Demonstrates excellent knowledge and understanding of aspects of the geography of the UK and wider world to explain and predict change in the characteristics of a range of locations, contexts and scales
 - Able to explain complex interactions within and between human and physical processes, and show how these interactions help change places and environments
 - Shows understanding of alternative approaches to development and their implications for the quality of life in different places
 - Able to draw selectively on geographical ideas and theories, and can accurately use a wide range of appropriate skills and sources of evidence to carry out geographical investigations independently.
 - Present coherent arguments and effective, accurate and well- substantiated conclusions.
- 4
- Demonstrates good knowledge and understanding of aspects of the geography of the UK and wider world to make links and analyse characteristics of a range of locations, contexts and scales.
 - Able to describe and explain interaction within and between human and physical processes, and show how these interactions create diversity and interdependence and help change places and environments.
 - Shows appreciation that an environment in a place and the lives of the people who live there are affected by actions and events in other places.
 - With growing independence, can select and use a wide range of geographical skills to help investigate places and environments, and can identify geographical questions and issues, and establish their own sequences of investigation
 - Present well- argued summaries of investigations using appropriate geographical vocabulary and begin to reach substantiated conclusions
- 3
- Developing good knowledge and understanding of aspects of the geography of the UK and wider world to describe and begin to analyse characteristics of a range of locations, contexts and scales.
 - Shows understanding that physical and human processes interact to produce distinctive characteristics of places
 - Can describe and explain how physical and human processes can lead to diversity and change in places
 - Can select and use a range of geographical skills to help investigate places and environments, and can suggest relevant geographical questions and issues, and appropriate sequences of investigation
 - Presents findings in a coherent way using appropriate methods and vocabulary and reach conclusions which are consistent with the evidence

Geography Tiers

- 2
- Developing reasonable knowledge and understanding of aspects of the geography of the UK and wider world
 - Shows some understanding that physical and human processes can change the features of places
 - Can describe how physical and human processes can affect the lives and activities of people living there
 - Can use geographical skills to help investigate places and environments, and can suggest suitable geographical questions
 - Can use appropriate geographical vocabulary to communicate findings
- 1
- Developing basic knowledge and understanding of studies at a local scale
 - Shows some awareness that different places have both similar and different characteristics
 - Gives simple reasons for their observations and for their views about places and environments
 - Selects simple information from sources to respond to geographical questions
 - Begins to use appropriate geographical vocabulary to communicate findings

History Content

Year 7

The Year 7 History course follows the National Curriculum programmes of study. Students start with a module entitled "What is History?" which examines the nature of History, the skills of a historian and different types of evidence. They then investigate the Roman Empire. Through this module they gain an understanding of Rome's early beginnings, Roman expansion, the qualities of the different emperors and everyday life. Students also learn about the development of Church, state and society in Medieval Britain 1066-1509. Topics include the Battle of Hastings, the Domesday Book, the feudal system, castles, the Medieval church, village life and the Black Death. In the final term students examine the role and significance of a range of individuals who have changed the world such as Martin Luther King, Louis Pasteur and Robert Oppenheimer.

Year 8

The Year 8 History course follows the National Curriculum programmes of study. Students learn about the development of Church, state and society in Britain 1509-1745. This includes the English Reformation and its consequences, the causes and effects of the civil wars throughout Britain. In addition, students study the phenomenon of the European witch-craze in the 16th century. The Year 8 curriculum also includes a study of the ideas and issues in Britain between 1745 and 1901, including the transatlantic slave trade: its effects and eventual abolition, the industrial revolution and its impact on society. Finally, students have the opportunity to evaluate the significance of a range of events from across time including the sinking of the Titanic, the great fire of London and the election of President Obama.

Year 9

The Year 9 History course follows the National Curriculum programmes of study. Students learn about the challenges for Britain, Europe and the wider world from 1901 to the present day. Topics include the causes and events of the First World War, the Russian Revolution, the inter-war years: including the rise of Hitler and the causes and events of the Second World War. In the final term students will study South Africa since 1948 and the events leading to the collapse of apartheid in 1994.

The main skills that students have been practising include: developing a sense of chronology, the ability to interpret evidence and to begin to question its reliability and to reach their own conclusions. There has also been a focus on extended writing, including structuring and paragraphing answers.

Throughout KS3 History students are not only developing their factual knowledge they are developing a coherent, chronological understanding of the Britain, learning to use historical terms accurately, developing their skills in explaining and interpreting and evaluating evidence. There is also a focus on communication to ensure students can write in a fluent and well-structured manner.

History Tiers

- 5
 - Able to select and deploy detailed and extensive knowledge to analyse historical events in their wider historical context.
 - Makes perceptive analyses of key events and the interrelationships between factors/events, making connections, drawing contrasts and spotting trends in the period studied.
 - Able to write with precision and originality of thought and expression, independently.
 - Demonstrates understanding of the past through developed, reasoned and well-substantiated explanations/conclusions.
 - Effectively and rigorously evaluate a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions.
 - Shows a very good understanding of a wide range of interpretations.
- 4
 - Demonstrates a strong and detailed historical knowledge which is deployed with accuracy and relevance.
 - Possesses a confident grasp of chronology in British, local and world history.
 - Produces well written, well exemplified and well-structured conclusions largely independently.
 - Effectively interprets, evaluates and uses a range of sources explicitly to support arguments and conclusions.
 - Shows a sound understanding and can explain a wide range of interpretations.
- 3
 - Demonstrates depth of factual knowledge of the topics studied and is able to select and deploy historical knowledge with accuracy and relevance.
 - Demonstrates a secure sense of chronology in British, local and world history and a sound understanding of inter-relationships in the period studied.
 - Able to explain major events and changes in history in a structured manner, making good use of historical terms and concepts as appropriate.
 - Interprets and makes explicit use of some sources with some evaluation i.e. assesses reliability and utility.
 - Shows a satisfactory understanding of a range of interpretations.
- 2
 - Displays a reasonable sense of chronology in British, local and world history.
 - Demonstrates reasonable factual knowledge of the topics studied.
 - Describes major events, reasons and changes in a reasonably structured manner, using some historical terms.
 - Shows some understanding of some interpretations.
 - Makes explicit use of a limited range of sources.
- 1
 - Displays a basic sense of chronology in British, local and world history.
 - Demonstrates basic factual knowledge of the topics studied.
 - Provide limited descriptions of events, ideas or issues in a simple format and everyday language.
 - Use sources implicitly and at face-value - selects simple information.
 - Shows a surface level understanding of interpretations.

Modern Foreign Languages Content

Year 7

Year 7 students start off their language studies at Oakgrove by learning German from September to October half term. Students will then learn the basics in Italian between October half-term and Christmas, followed by French from January to the end of the year. Learning the basics in three languages gives students the opportunity to see the links between them and to identify patterns and grammatical structures. It also gives students the opportunity to experience a 'taster' of German and Italian before starting with French, which they will continue with in years 8 and 9.

Year 7 French follows the Studio Series, and we start with the basics (colours, numbers, animals, family, birthdays, greetings, etc.) By the end of Year 7 students should have a firm grounding in the French language in preparation for Year 8.

Year 8

Year 8 French follows the Studio Series. After covering the basics in Year 7, students in Year 8 move on to topics such as describing yourself, talking about school, hobbies, your local area and holidays.

Students learn how to express themselves using the present and near future tenses.

By the end of Year 8, students should have a core understanding the French language, and be able to hold a basic conversation in French.

Year 9

Year 9 French continues with the Studio Series used in years 7 and 8. Students use either Studio 2 and 3 vert (foundation level) or Studio 2 or 3 rouge (higher level). Both courses build on the knowledge gained in years 7 and 8, extending a student's vocabulary and grammar. Topics include learning about Paris, talking about clothes and what films you like and how you use the internet.

By the end of year 9, students should be able to hold a conversation in French using the present, past and future tenses in order to prepare them for a smooth transition to GCSE French.

Modern Foreign Languages Tiers

- 5
- Able to work out the meaning of unfamiliar words.
 - Understands a range of complex sentences and familiar language when spoken by a native speaker.
 - Able to hold a conversation, ask questions and respond fluently.
 - Able to use a range of vocabulary, tenses and subordinate clauses in writing.
 - Able to read complex texts, including those written for native speakers
- 4
- Able to work out the meaning of some unfamiliar words.
 - Understands more complex sentences and familiar language.
 - Able to start and develop conversations.
 - Able to write longer paragraphs and more complex sentences and adapt words learnt for new purposes.
 - Able to read and understand more complex texts from books and magazines
- 3
- Able to work out the meaning of near-cognates and some unfamiliar words
 - Understands peoples' opinions and can identify the present, past and future tenses during listening tasks in spoken passages
 - Can give opinions and use the past, present and future tenses when speaking in a foreign language
 - Uses new grammar in certain situations and is able to use the past, present and future tenses when writing in the foreign language
 - Can read longer passages and identify past, present and future tenses.
- 2
- Able to work out the meaning of near-cognates
 - Understands longer spoken passages and picks out the main points.
 - Able to take part in conversations, ask questions and give three or four replies.
 - Can write longer phrases from memory.
 - Can read and understand longer passages in French.
- 1
- Able to work out the meaning of cognates
 - Can understand short spoken passages and pick out the main points.
 - Can take part in simple conversations and give two or three replies.
 - Can write simple short phrases from memory.
 - Can read and understand short passages in French.

Music Content

Year 7

At the beginning of Year 7, all students participate on a unit of singing called “Voiceworks” which prepares them for the Year 7 concert in November. This allows them to work together as class groups, in a year group and build up performance skills.

Then all students follow an introductory unit “Night and Day”, which is intended to familiarise them with rhythmic understanding and introduce the elements of music. During this unit, students will gain experience in working with rhythmic variety, structure and ensemble techniques. Students will be introduced to traditional musical notation as well as graphic notation.

Following completion of the introductory unit, classes move into a cycle of units that include: “Keyboard Skills and Rhythm, Pitch and Pulse”, “Chinese Music” and “Pictures at an Exhibition”.

All units of work will provide adequate cover of the national curriculum for music. Topics are based around the main elements of music which include: Listening, Composing and Performing.

Year 8

All students will build on the work that they have covered within year 7. Students will develop their understanding of traditional musical notation as well as graphic notation.

Classes follow a cycle of units that include: “Music and Space”, “Offbeat”, “Drumming”, “Variations” and “Jazz Improvisation”.

All units of work will provide adequate cover of the national curriculum for music. Topics are based around the main elements of music which include: Listening, Composing and Performing.

Year 9

All students will build on the work that they have covered within Year 8. Students will develop a greater understanding and awareness of traditional musical notation as well as different forms of graphic notation.

Classes will follow a cycle of units which include: “Rock and Roll”, “Minimalism”, “Soundtracks”, “Musical Futures” and “Live Band”.

All units of work will provide adequate cover of the national curriculum for music. Topics are based around the main elements of music which include: Listening, Composing and Performing.

Music Tiers

- 5
 - Play and perform confidently in a range of solo and ensemble contexts using their voice, playing musical instruments musically, fluently and with accuracy and expression.
 - Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
 - Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
 - Identify and use the inter-related dimensions of music expressively and with sophistication, including use of tonalities, different types of scales and other musical devices.
 - Listen with discrimination to a wide range of music from composers and musicians whilst developing a deep understanding of the music performed and listened to and its history and context.

- 4
 - Play and perform with some confidence in a range of solo and ensemble contexts using their voice, playing musical instruments mostly musically, sometimes with fluency, accuracy and expression.
 - Improvise and compose; and extend and develop musical ideas by drawing on a small range of musical structures, styles, genres and traditions.
 - Use staff and other relevant notations appropriately and with some accuracy in a range of musical styles, genres and traditions.
 - Identify and use the inter-related dimensions of music expressively, including use of tonalities, different types of scales and other musical devices.
 - Listen with some discrimination to a wide range of music from composers and musicians whilst developing an understanding of the music performed and listened to and its history and context.

- 3
 - Play and perform in a limited range of solo and ensemble contexts using their voice, playing musical instruments with occasional musicality, fluency, accuracy and expression.
 - Improvise and compose; and extend and develop musical ideas by drawing on a limited range of musical techniques.
 - Use staff and other relevant notations appropriately and with limited accuracy in a range of musical styles, genres and traditions.
 - Identify and use the inter-related dimensions of music expressively, including a range of basic types of musical devices.
 - Listen with some discrimination to a wide range of music from composers and musicians whilst developing some understanding of the music performed and listened to and its history and context.

Music Tiers

- 2
 - Play and perform in different musical contexts using their voice or a simple musical instrument with some accuracy and confidence.
 - Improvise and compose simple music on an instrument or voice to reflect a given context.
 - Read and write an appropriate type of notation in a simple fashion to reflect musical intentions.
 - Be able to identify and incorporate different types of expression in musical performances.
 - Listen to a range of music from composers and musicians and identify features whilst developing a limited understanding of the music performed and listened to and its history and context.

- 1
 - Play and perform in different musical contexts using their voice or a simple musical instrument.
 - Improvise and compose simple music on an instrument or voice.
 - Use a type of notation in a basic fashion to reflect musical intentions.
 - Be able to identify and incorporate expression in musical performances.
 - Listen to a range of music from composers and musicians and identify basic features whilst developing a little understanding of the music performed and listened to and its history and context.

Physical Education Tiers

The PE curriculum at Oakgrove School aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Students will build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Students will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, netball, rounders and rugby).
- Develop their technique and improve their performance in other competitive sports [for example, athletics, gymnastics and trampolining].
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

Physical Education Tiers

- 5
 - The student shows excellent advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.
 - They will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.
 - In activities which allow for improvisation, touch and deception they demonstrate this at an excellent level and their performance shows an excellent level of maturity.
 - The student has a very good knowledge of working safely in all activities. They are capable of devising and applying their own warm-ups, main activities and cool-downs for each session within a wide range of activities.
 - The student displays an excellent level of fitness, and works at an excellent high intensity with excellent technique throughout the training session, most noticeably towards the end of the session.

- 4
 - The student shows high levels of advanced skills and techniques for a wide range of activities in both competitive type practice situations and in the game situations.
 - They will also demonstrate a clear understanding of the rules when taking part and be able to effectively apply a wide range of strategies, tactics and positional sense as appropriate for the activity.
 - In activities which allow for improvisation, touch and deception they demonstrate this at a very good level and their performance shows a good level of maturity.
 - The student has a very good knowledge of working safely in all activities, they can plan and apply this in an appropriate warm-up, main activity and cool-down for each session.
 - The student demonstrates a very good level of fitness and works at a high level of intensity and shows very good technique throughout the training session.

- 3
 - The student shows a wide range of advanced skills and techniques in a wide range of activities in competitive type practice situations and this may be even more evident in game situations.
 - The student will also demonstrate some understanding of the rules when taking part and good application of strategies and tactics and positional sense as appropriate for the activity.
 - In activities which allow for improvisation, touch and deception the student demonstrates these areas at a good level and their performance shows some maturity.
 - The student has good knowledge of safety and plans and carries out an appropriate and individualised warm-ups and cool downs/recovery with good technique.
 - The student has a good fitness level and works with good technique on each repetition and set for most of the training session.

Physical Education Tiers

- 2 • The student has begun to show some of the more advanced skills and techniques in one or more activities in competitive type practice situations and this may be even more evident in game situations.
 - They may not yet demonstrate a clear understanding of the rules in a wide range of activities which may limit their ability to apply strategies and tactics and also in their positional sense.
 - Their ability to improvise will be limited in most activities, as will their touch and deception.
 - They understand the importance of working safely and may know about and be able to apply a warm-up and cool-down but may not apply good technique throughout.
 - The student has an average level of fitness. They may show good technique early in the session but technique and fitness level may deteriorate in the later stages, especially towards the end of the session.

- 1 • The student has not yet fully grasped the fundamental skill level appropriate to participate in a range of activities and this will be clearly evident in both practises and competitive situations.
 - Their simplistic understanding of the rules limits their performance. They have a limited knowledge of strategies and tactics and struggles to effectively position themselves appropriately for an activity.
 - The student understands how to work safely in a range of activities, but may not yet demonstrate this in practice. They may not know how to plan and carry out an appropriate warm-up for an activity.
 - The student has a low level of fitness, which limits their intensity and technique throughout the training session.

Product Design Content

Year 7

Design and Technology at Oakgrove School is taught to every student in Year 7. All students in year 7 study Resistant Materials, Graphics and Electronics. These projects give all KS3 students the opportunity to work through the design process whilst learning key practical skills.

Students learn key skills in these areas through a series of focused practical tasks and design and make activities that include a Wooden Tug Boat, an Action Man Figure, a Plastic Keyring, a foundation in Graphical Drawing Techniques, a Musical Can and an introduction to the world of Computer Aided Designing and Manufacture using ICT packages such as 2D Design.

Year 8

Design and Technology at Oakgrove School is taught to every student in Year 8. All students in year 8 study Resistant Materials, Graphics and CAD/CAM. These projects give all KS3 students the opportunity to work through the design process whilst learning key practical skills.

Students learn key skills in these areas through a series of focused practical tasks and design and make activities that include a Metal Bottle Opener, a Mechanical Moving Toy and a Board Game Project. The graphics project should help to improve techniques which will assist with their designing skills. It is also a project that introduces students to the world of Computer Aided Designing and Manufacture using ICT packages such as 2D Design.

Year 9

Design and Technology at Oakgrove School is taught to every student in Year 9. All students in year 9 study Resistant Materials and Graphics. These projects give all KS3 students the opportunity to work through the design process whilst learning key practical skills in preparation for GCSE.

Students learn key skills in these areas through a series of focused practical tasks and design and make activities that include a Multi Cornered Box, a Promotional Item for a Local Charity to help raise funds and a project that requires students to design and make a model for some new seating.

Product Design Tiers

- 5 Full in depth analysis of fully relevant products, relevant data collected and analysed, complete list of specifications, all points are fully justified.
A wide range of different Ideas drawn using a wide variety of techniques, fully labelled and explained in depth.
Marking and measuring is accurate and precise, excellent health and safety shown with a wide range of tools and equipment demonstrating an excellent technique.
The outcome is fully complete as initially intended to a high standard.
In depth evaluation with evidence, modifications are suggested in comprehensive detail.
- 4 Good relevant products collected with good analysis of relevant data, list of specifications shown with all points justified.
A range of different Ideas drawn using a variety of techniques, labelled and explained.
Marking and measuring is careful and mostly accurate, good health and safety shown with a range of tools and equipment demonstrating good technique.
The outcome is fully complete as initially intended to a good standard.
Good evaluation with evidence, modifications are suggested in detail.
- 3 Relevant products collected with clear analysis of relevant data, list of specifications shown with most points justified.
A range of different Ideas drawn using different techniques, most are labelled and explained.
Marking and measuring is satisfactory and mostly accurate, Health and Safety shown with a range of tools and equipment demonstrating technique.
The outcome is mostly complete as initially intended to a satisfactory standard.
Has evaluated against most specifications, modifications are suggested in adequate detail.
- 2 Some products identified with minimal analysis from limited data collected. Specifications are basic with some justification.
A limited range of ideas drawn using a few different techniques. Mainly 2d with some labels/annotations or explanations.
Marking and measuring is inaccurate, Health and Safety needs occasionally improving, some tools and equipment used.
The outcome is partially complete and is slightly different from the initial intention, needs improving.
Limited responses and evaluation against the specification, modifications are suggested in limited detail.
- 1 No similar products collected or analysed and no data collected, specifications are very basic with no justification.
One or two ideas drawn using simple drawing techniques used, limited labels or annotations and not explained.
Marking and measuring is careless, Health and safety is regularly unsatisfactory, basic tools used showing poor technique.
The outcome is incomplete and is totally different from the initial intention, needs improving.
No evidence of testing or evaluation, no modifications suggested.

Religious Education Content

The aim of RE at Oakgrove is to provide students with an awareness and understanding of a range of different religious beliefs teachings and culture to allow them to make informed, balanced and non-biased opinions. Students gain the ability to reflect and compare their own beliefs and ideas through the study of the world's main religions. For every religion our students are encouraged to draw on their own experiences of the world and question "How does this belief relate to me?" to assess whether they agree or disagree with the beliefs examined in order that they may develop as a well-rounded individual spiritually and morally.

Year 7

Year 7 begin with a multi-faith project on Ultimate Questions. This is intended to encourage students to consider a range of different viewpoints about key philosophical questions. For example, students consider the meaning of life, how we know right from wrong and why innocent people suffer. Year 7 also examine Christian beliefs about the existence of God, exploring challenges to beliefs in the existence of God (by considering what it means to be an Atheist and an Agnostic) and how Christians put their faith into action. As part of the Year 7 curriculum students also examine the core beliefs and practices of the Sikh faith.

Year 8

Year 8 begin with a focus on Hinduism and the importance of beliefs such as reincarnation and karma for believers. In addition, Year 8 consider different interpretations of Jesus from both Christian and non-religious perspectives with an evaluation of key Christian beliefs such as the idea of incarnation and resurrection. Finally, students are introduced to the Buddhist faith and consider the meaning and importance of Buddhist beliefs, in particular, the role of Buddha, the Four Noble Truths, how Buddhists explain suffering and the impact this has on the lives of believers.

Year 9

Year 9 begin with a focus on Islam and the importance of key ideas such as equality and charity to believers as well rituals such as the Hajj and events such as Ramadan. As part of the Year 9 curriculum students also examine the core beliefs and practices of Judaism. For example, the significance of the Passover and the Covenant and evaluate the impact of life experiences on beliefs, for example, the impact of the Holocaust on belief in God. Finally, students produce their own 60 second sermon, drawing on a range of different religious and non-religious views from across KS3.

Religious Education Tiers

- 5
 - Demonstrates a detailed knowledge and thorough understanding of religious beliefs
 - Uses a wide range of specialist vocabulary accurately and appropriately.
 - Able to interpret and explain the meaning and importance of religious beliefs and practices and assess the impact of these on the lives of believers.
 - Able to produce reasoned arguments supported by a wide range of evidence.
 - Demonstrates informed insight in evaluating different points of view to reach judgements about beliefs, issues and questions.

- 4
 - Demonstrates a secure knowledge of religious beliefs.
 - Uses a range of specialist vocabulary appropriately.
 - Able to explain how the religious beliefs they have studied affect the lives of believers.
 - Able to use a range of evidence and examples to explain and support an argument.
 - Evaluate different views philosophical questions and issues.

- 3
 - Demonstrates sound knowledge and understanding of religious beliefs.
 - Uses some specialist vocabulary accurately and appropriately.
 - Shows an awareness of the meaning and importance of religious beliefs and practices and can describe the impact of these on the lives of believers.
 - Selects and includes some relevant evidence to support points.
 - Refers to different points of view in making judgements about issues.

- 2
 - Demonstrates a reasonable knowledge and understanding of religious beliefs in simple descriptions.
 - Uses some specialist vocabulary.
 - Able to suggest some reasons why religious beliefs and practices are important to believers and suggests how believers would respond to issues/questions.
 - Presents several reasons in support of an opinion in response to a philosophical question.
 - Uses their own experiences and values to suggest a simple answer to philosophical questions.

- 1
 - Demonstrates a basic knowledge and understanding of religious beliefs.
 - Ideas are communicated using everyday language.
 - Shows some awareness of the meaning and importance of religious beliefs and practices and sometimes recognising and making simple connections between religion and people's lives.
 - Presents simple reasons in support of an opinion about the issues studied.
 - Shows some understanding of different points of view with simple descriptions.

Values and Ethics Content

Values and Ethics is a unique course which combines Citizenship, PSHE and 'Learning to Learn' skills.

Year 7

The Year 7 course follows the National Framework for PSHE and the Citizenship programme of study. Topics covered include: Personal Identities which focuses on developing a positive sense of self; Healthy Lifestyles covering exercise, healthy eating and developing a sense of personal wellbeing; Risk looking at challenges and understanding the positive and negative risks we might take; Relationships, involves how the relationships we have affect our lives and the multiple roles we have in society; finally Rights and Responsibilities involves exploring political, legal and human rights and the effects on both individuals and communities, as well as understanding that individuals and organisations have responsibilities.

Year 8

Topics covered include: Democracy and Justice, which considers decision making and voting, the value of justice, diversity, tolerance, respect and freedom and understanding Government; Identities and Diversity involves developing an appreciation of individual, group and national identities, considering what it means to be a citizen, understanding connections between the diverse national, regional, ethnic and religious cultures and communities in the UK as long with an exploration of the connections between the UK and the rest of Europe and the wider world; Financial Capability and Enterprise, comprising of personal budgeting, money management, becoming a 'critical consumer', how businesses use finance, risk and reward, the world as a global economy and social and moral dilemmas associated with the use of money; Finally we develop the students' knowledge and understanding of relationships and behaviours that started in Year 7.

Year 9

Topics covered this year include: Global Issues and Giving Nation including Social Enterprise, how Charities operate and choosing how and why to give to Charity; Community Cohesion looking at Diversity and challenging stereotypes and prejudice; Work Related Learning includes investigating different types of businesses and employers, different types of work, work contracts, attitudes and values in relation to work and rights and responsibilities at work; Careers Guidance looks at how careers education and guidance can help students make the right decisions, future career hopes and where to find information; students also have the opportunity to consider their career choices with regards to the options process; Sex and Relationships Education.

Values and Ethics Tiers

- 5 Demonstrates a detailed and comprehensive understanding of the complex issues affecting the world today and I can offer original ideas as to how being a good citizen can make an impact on local and wider communities.
Shows an awareness of the need for healthy personal relationships and is able to evaluate their interpersonal skills, identifying areas for development.
Shows a thorough understanding of diversity and demonstrate respect and empathy towards others whose life experiences are vastly different.
Uses a wide range of specialist vocabulary accurately and appropriately.
Demonstrates informed insight in evaluating different points of view to reach judgements about moral and ethical behaviour in society and cultures across the world.
- 4 Demonstrates a secure knowledge understanding of the complex issues affecting the world today and I can offer a range of ideas as to how being a good citizen can make an impact on local and wider communities.
Uses a range of specialist vocabulary appropriately.
Able to make independent decisions in a rational and reflective way, planning for future pathways and relationships.
Able to select a range of evidence and examples to evaluate a range of viewpoints.
Makes well-reasoned and considered contributions to group discussions.
- 3 Demonstrates sound knowledge and understanding of the complex issues affecting the world today and I can offer ideas as to how being a good citizen can make an impact on local and wider communities.
Uses some specialist vocabulary.
Able to make decisions in a reflective way, planning for future pathways and relationships.
Able to select a evidence/examples to develop and evaluate viewpoints.
Can present a range of reasoned contributions to group discussions.
- 2 Demonstrates reasonable knowledge and understanding of of the complex issues affecting the world today and I can offer ideas as to how being a good citizen can make an impact on local and wider communities.
Uses some appropriate vocabulary.
Able to make decisions in a reflective way, planning for future pathways and relationships.
Able to select a evidence/examples to develop and evaluate viewpoints.
Can present some reasoned contributions to group discussions.
- 1 Demonstrates a basic knowledge and understanding of the complex issues affecting the world today and I can offer ideas as to how being a good citizen can make an impact on local and wider communities.
Ideas are communicated using everyday language.
Shows some awareness of the importance of making decisions in a reflective way, planning for future pathways and relationships.
Presents simple reasons in support of an opinion about the issues studied.
Shows some understanding of different points of view with simple descriptions.