



KS3 Course Guide and Tier Descriptors  
September 2019

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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 which tier a student is in, and how secure they are within it 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 sub-tiers on the scale over the course of KS3, equating to approximately two notches per year.

<b>Oakgrove Tier</b>	<b>Position within tier</b>	<b>Minimum Progression to GCSE Grade</b>
<b>5</b>	Mastering	7-9
	Progressing	
	Developing	
	Launching	
<b>4</b>	Mastering	6-7
	Progressing	
	Developing	
	Launching	
<b>3</b>	Mastering	4-5
	Progressing	
	Developing	
	Launching	
<b>2</b>	Mastering	2-3
	Progressing	
	Developing	
	Launching	
<b>1</b>	Mastering	1-2
	Progressing	
	Developing	
	Launching	

## English

### Year 7

The Year 7 English course consists of six independent units which cover a variety of fiction and non-fiction texts and are assessed for both reading and writing skills. Units include Modern Prose, 19th Century Prose, Poetry, Non-Fiction, Shakespeare and Creative Writing, inspired by a range of texts from a variety of different social, historical and cultural contexts.

The course content focuses on key skills within reading and writing, with speaking and listening opportunities incorporated into the teaching of all units. Students 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 and are assessed for both reading and writing skills. Units include Modern Prose, 19th Century Prose, Poetry, Non-Fiction, Shakespeare and Creative Writing, inspired by a range of texts from a variety of different social, historical and cultural contexts, and are designed to extend and develop the skills introduced during Year 7.

The course content focuses on key skills within reading and writing, with speaking and listening opportunities incorporated into the teaching of all units. Students 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 consists of six independent units which cover a variety of fiction and non-fiction texts and are assessed for both reading and writing skills. Units include Modern Prose, 19th Century Prose, Poetry, Non-Fiction, Shakespeare and Creative Writing, inspired by a range of texts from a variety of different social, historical and cultural contexts, and are designed to develop and consolidate the skills from Year 8.

The course content focuses on key skills within reading and writing, with speaking and listening opportunities incorporated into the teaching of all units. Students 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, in order to thoroughly prepare students for the challenges of KS4 and the GCSE English Language and English Literature courses.

<b>English Tiers: Reading</b>	
5	Thoughtful, thorough and developed response to task and whole text Well-chosen references integrated into interpretations
	Thorough analysis of writers' methods with subject terminology used effectively to support consideration of methods
	Thorough analysis of effects of writers' methods to create meanings
	Thoughtful consideration of ideas/ perspectives/ contextual factors shown by analysis of detailed links between context/ text/ task
4	Detailed, explained response to task and whole text Effective use of references to support explanation
	Detailed explanation of writers' methods with appropriate use of relevant subject terminology
	Understanding of effects of writers' methods to create meanings
	Detailed understanding of ideas/ perspectives/ contextual factors shown by specific links between context/ text/ task
3	Clear and explained response to task and whole text References used to support a range of relevant comments
	Clear and explained/ relevant comments on writers' methods
	Clear and relevant use of subject terminology
	Identification of effects of writers' methods to create meanings
2	Supported response to task and text Comments on references to text
	Identification of writers' methods
	Some reference to subject terminology
	Some awareness of implicit ideas/ contextual factors
1	Simple comments relevant to task and text Reference to relevant details from the text
	Awareness of writer making choices
	Possible reference to subject terminology
	Simple comment on explicit ideas/ contextual factors

	<b>English Tiers: Writing</b>
5	Communication is compelling and convincing throughout Writing is highly structured and developed, incorporating a range of integrated and complex ideas
	Tone style and register are assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract
	Extensive and ambitious vocabulary is used, with sustained crafting of linguistic devices
	Fluently linked paragraphs with seamlessly integrated discourse markers
	Varied and inventive use of structural features
	A wide range of punctuation is used with a high level of accuracy
	A high level of accuracy in spelling, including ambitious vocabulary
4	Communication is consistently clear and effective Writing is engaging with a range of detailed and connected ideas
	Tone, style and register matched to purpose, form and audience
	Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices
	Coherent paragraphs with integrated discourse markers
	Effective use of structural features
	A range of punctuation is used, mostly with success
	Generally accurate spelling, including complex and irregular words
3	Communication is mostly successful Writing includes an increased variety of linked and relevant ideas
	Sustained attempt to match writing to audience, form and purpose, with some control of register
	Conscious use of vocabulary with some use of linguistic devices
	Some use of paragraphs and some use of discourse markers
	Some use of structural features
	Some control of a range of punctuation
	Some accurate spelling of more complex words
2	Simple success in communication of ideas Writing includes one or two relevant ideas, simply linked
	Simple awareness of purpose, form and audience; limited control of register
	Simple vocabulary; simple linguistic devices
	Random paragraph structure
	Evidence of simple, structural features
	Some evidence of conscious punctuation
	Accurate basic spelling
1	Writing communicates some meaning Writing includes one or two unlinked ideas
	Occasional sense of purpose, form and/ or audience
	Simple vocabulary
	No paragraphs
	Limited or no sense of structural features Spelling and punctuation are weak and inhibit meaning

## **Mathematics**

### **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. They also begin to use algebraic techniques and generate and solve simple equations; students study linear graphs as part of this topic. 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.

	<b>Mathematics Tiers</b>
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

### 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.

	<b>Science Tiers—Biology</b>
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.
3	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.

	<b>Science Tiers—Chemistry</b>
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
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.

<b>Science Tiers—Physics</b>	
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.
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 noncontact 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

### 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, Micael Graig Martin Lou Taylor and Susan Bradley that link to the areas of study. There will be the opportunity for students to build on these skills when working on individual pieces. 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. Identity and Cubism. Students All students will then carry out a selection of observation drawing of objects that relate to them. They will look at a range of Artist and be inspired by their style and technique

The students will also look at Cubism. They will use observational images to develop into final pieces inspired by Artist scu as Picasso and George Baraque The will use a range of media such as paint collage and pen to emulate the movement

They will independently investigate a culture such as African Art Day of the Dead of Aboriginal Art.

### Year 9

During year nine all students will be introduced to the GCSE in Art and Design. They will work on an extended project entitled Natural forms and Manmade.

The key areas of focus will be

Drawing and capturing images. Drawing painting taking photographs

Experimenting with materials Using Print making clay photo manipulation textiles

Artist research Investigating Artist and being inspired by them

Presenting a personal response Using all of the above to create a piece of Artwork

<b>Tier 5</b>	Artist Research	I have an exceptional ability to investigate artists and cultures and make links with my own work I can use this information to develop my own ideas.
	Materials and ideas	I have an exceptional ability to select and use a range of materials. I can experiment with them to create artwork that shows my ability and understanding.
	Drawing , collecting images	I can exceptionally and skilfully record my ideas and collect relevant images for my art work.
	Final pieces and your thoughts	I have an exceptional ability to make final pieces of artwork and explain how I have created them using and understanding the impact it may have.
<b>Tier 4</b>	Artist Research	I have a highly developed ability to link my work to artists and cultures. I can make some comparisons with my own work.
	Materials and ideas	I have a highly developed ability to use a range of materials. I can try out different techniques to suit my art work.
	Drawing , collecting images	I have a highly developed ability to record my ideas and collect relevant images for my art work.
	Final pieces and your thoughts	I have a highly developed ability to make final pieces of artwork and explain how I have created them and my personal thoughts on the work.
<b>Tier 3</b>	Artist Research	I have a consistent ability to investigate artist that link to my art work. I can recognise similarities and make connections to my own work.
	Materials and ideas	I can consistently use more than one type of material and use them in a variety of ways.
	Drawing , collecting images	I can consistently draw and collect images that relate to my art work.
	Final pieces and your thoughts	I consistently make final pieces that show my current ability. I can comment on the work and use some key words to explain my art.
<b>Tier 2</b>	Artist Research	I have a developing ability to investigate appropriate artists that have a connection to my art work.

	Materials and ideas	I have a developing ability to select suitable materials which would link to my art work.
	Drawing , collecting images	I am developing the ability to draw images that relate to my art work and find images that I could use.
	Final pieces and your thoughts	I am developing my ability to independently make final pieces of art. With some help I can talk about my art work and at times include some key words.
<b>Tier 1</b>	Artist Research	I have some ability to develop my work and find artists that link to my work.
	Materials and ideas	I can use at least one material in my work. I am developing the ability to use more.
	Drawing , collecting images	I have some ability to draw images that relate to my art work. I have begun to collect images that relate to my art work.
	Final pieces and your thoughts	With help I have some ability to make final pieces of artwork.

## **Computing**

### **Year 7**

In Year 7, Computing is taught for one hour per week and will involve tasks that facilitate computational thinking and knowledge of programming. We aim to ensure students are confident and responsible users of computing technologies.

The year 7 curriculum contains opportunities for students to develop their digital literacy within the units of work and is assessed using a practical assessment and summative end of unit assessment.

### **Year 8**

In Year 8, Computing is taught for one hour per week and develops their computational thinking further so students are able to develop more complex programs. They also extend their knowledge of cybersecurity issues and how they relate to the use of modern technologies.

The year 8 curriculum is assessed using a practical and summative end of unit assessment.

### **Year 9**

In Year 9, students receive one hour a week of Computing and the focus of the year is to prepare students for making their options choices. They undertake a mixture of problem-solving and creative work. They have an opportunity to showcase their digital literacy skills as well as consolidate their computational thinking and programming skills.

The year 9 curriculum contains opportunities for students to develop their digital literacy within the units of work. The year 9 curriculum is assessed using a practical and summative end of unit assessment.

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 4</b>	<b>Tier 5</b>
I can recognise key hardware and software	I have an emerging understanding of how computers work	I have some understanding of how computers work	I have a good understanding of how computers work	I have a thorough understanding of how computers work
I can write an algorithm to solve a problem	I have applied a variety of programming concepts	I have grasped some programming concepts and have the ability to apply them	I have grasped most of the programming concepts in order to solve a problem	I am able to program independently and efficiently to solve a specific problem
I can use applications software to help me present my work	I am able to use a range of applications software	I am able to use a range of applications software with confidence	I have a secure working knowledge of using IT applications	I have an excellent grasp of using IT tools to improve productivity
I can use technology responsibly, recognise (un)acceptable content and I know how to report any concerns	I can recognise inappropriate content, contact and conduct and can identify a range of ways to report any concerns	I fully understand how to protect my online identity and privacy for all the services that I use inside and outside of school	I understand that hardware or software can be used to keep users of technology safe	I understand that a combination of hardware and software can be used to keep users of technology safe

## Drama

Our Key Stage Three curriculum strives to equip students by: exploring a range of strategies and mediums, enabling them to create their own performance; allowing them to respond to published scripts and constructively critique the work of their peers. The wide range of topics taught between year 7 and year 9 draw upon the cross-curricular nature of our subject, encouraging an open-minded exploration into the lives of different cultures, societies, and beliefs. Throughout Key Stage Three, students are assessed on a half termly basis, using the Oakgrove tier system to map and reward their progress. Individualised targets are set for all students in response to their achievement in the half termly assessment; students must then use these targets to inform their efforts over the upcoming half term.

### Year 7

In Year 7, students learn the fundamental way of working in Drama; they are introduced to a collaborative and creative way of working in smaller groups and whole class explorations. Students are also introduced to the skills of self and peer-evaluation whilst maintaining a supportive and respectful atmosphere in the studio. Students progress to learn basic dramatic forms, such as role play, still image, mime and tableaux. Alongside this, students develop their use of dramatic techniques such as thought-tracking, narration, split scene and cross-cutting; to further communicate atmosphere and narrative content to their audiences. Characterisation skills are developed as students begin to use rehearsal techniques such as hot-seating, sculpting and conscience corridor, to develop their characters further; their findings are then communicated to the audience using a range of verbal and non-verbal techniques. Topics used to develop our students' knowledge, understanding and application of these skills include: Theseus and the Minotaur, Operation Pied Piper and The Greatest Show on Earth. In the summer term, students work on scripts and are given the opportunity to explore scripted dialogue and characters alongside stage directions and atmosphere. Some Y7 students may perform a polished piece before an audience. All students experiment with lighting and sound and to appreciate how these can be employed to enhance dramatic effects and meaning, at various points across the year.

### Year 8

In Year 8, students build on the skills and understanding introduced in Year 7 whilst refining their practical application. In year 8, the topics studied focus on a range of social and moral issues such as bullying, teenage runaways and human rights. Alongside these topics, students begin to explore a range of stimuli and begin to create more complex performances that include structural consideration to their narrative and communication of character. Students study more play texts in Year 8, exploring a range of social, historical and political contexts. The plays studied include Shakespeare's Macbeth and Calcutt's The Terrible Fate of Humpty Dumpty. As the academic year progresses, students are challenged to use spontaneous improvisation alongside their teacher, to explore a hypothetical police incident using Teacher in Role and Student in Role; this gives students the opportunity to develop their creative response without the security of preparation time, encouraging students to take creative risks and develop character instinctively.

### Year 9

In Year 9, students are introduced to a taste of GCSE drama as they explore the requirements of the EDUQAS specification. As in Y7 and Y8, students are required to continually develop their application of drama performance techniques alongside how rehearsal techniques can be used to develop and/or create characters. The topics studied in Year 9 mature as students explore the consequences of drink driving alongside Mark Wheeller's *Too Much Punch for Judy*; followed by the consideration of the various social and moral issues contributing to a Broken Britain. Mid way through the academic year, students progress to explore varying genres and style of performance, applying the conventions of physical theatre and exploring how to create naturalistic and non-naturalistic theatre; following this, students study the working methods of theatre practitioners including Brecht and Stanislavski, considering how political theatre can be used to communicate a moral lesson to an active audience, VS the intention of creating real life on stage for an audience to observe. At the end of the year, students consolidate their understanding of their new knowledge and apply it to the study of Willy Russell's *Blood Brothers*, as they explore how a published play, can be staged for a live audience.

<b>Drama Tiers</b>	
5	Successfully offers and applies relevant conventions of a chosen practitioner or genre to devised and scripted work, with sophistication and deliberate intention.
	Successfully performs a range of roles that are convincing and compelling; sophisticated interpretation of character is consistently performed in both devised and scripted pieces, sustaining audience interest throughout.
	Can identify and analyse the use of dramatic convention and evaluate their impact on an audience; during rehearsal and performance, in peer and self assessment.
4	Offers considered and imaginative ideas; applying an understanding of how dramatic conventions can further the narrative of devised and scripted performances.
	Performs a range of clearly considered roles in devised and scripted pieces. Can adapt performance style to meet the demands of a particular piece; maintaining the audience's interest throughout.
	Peer and self-evaluation (written and verbal) is supported by the analysis of detailed examples; demonstrating a critical understanding of what makes a successful piece of drama.
3	Offers and begins to apply regular and thoughtful ideas as to how devised and scripted pieces can be developed with an aim to maintain audience interest throughout the performance.
	Individual performance demonstrates a coherent and sustained interpretation of character in devised and scripted pieces; characterisation develops audience interest and demonstrates a secure performance ability.
	Peer and self-evaluation is supported by relevant and detailed examples, demonstrating an understanding of the impact of the drama they have seen.
2	Offers suggestions that demonstrate a developing imagination and understanding of how drama is created.
	Individual performance demonstrates a clear consideration of character and deliberate attempts to apply this understanding to their role; audience interest is developing during their performances.
	Peer and self-evaluation provides a basic, critical response, evaluating work during a range of stages.
1	Offers ideas within working group and whole class contexts.
	Makes a good individual contribution to performance with a developing consideration of character.
	Provides a basic response and/or opinion of work they have seen.

## **Food and Textiles**

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 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.

	Food and Textiles Tiers
5	<p><b>Knowledge and Investigating</b></p> <ul style="list-style-type: none"> <li>• I can independently explore tasks and be discriminating in the selection and use of information sources to support my work</li> <li>• I can apply my knowledge to make decisions on materials, ingredients and techniques based on my understanding of physical properties and working characteristics.</li> </ul> <p><b>Designing and Trialling Ideas</b></p> <ul style="list-style-type: none"> <li>• I can respond creatively to tasks and communicate my ideas in new or unexpected ways</li> <li>• I can use my understanding of other designers/makers work in innovative ways</li> <li>• I able to justify my decisions regarding the choice of materials and manufacturing processes</li> <li>• 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</li> </ul> <p><b>Practical Work and Final Products</b></p> <ul style="list-style-type: none"> <li>• I can work with tools, equipment, materials, ingredients and components to a high degree of precision.</li> <li>• I can work independently and find solutions to design &amp; practical problems</li> <li>• I can make products that are reliable and robust and that fully meet the quality requirements given in the design proposal.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• I can produce detailed plans for the production of my products which ensures a quality outcome is produced</li> </ul> <p><b>Evaluation and Reflection</b></p> <ul style="list-style-type: none"> <li>• I can reflect critically and effectively throughout designing and making processes.</li> <li>• I can evaluate my designs and products against criteria that I have set and relate my findings to environmental, ethical, social and cultural issues</li> </ul>
4	<p><b>Knowledge and Investigating</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Designing and Trialling Ideas</b></p> <ul style="list-style-type: none"> <li>• I can explore different materials, components or ingredients and use technical information to decide if they are suitable for the final product</li> <li>• I can model ideas by producing 3d models or using ICT design software</li> </ul> <p><b>Practical Work and Final Products</b></p> <ul style="list-style-type: none"> <li>• I can use a range tools and equipment with precision</li> <li>• I can carry out a wide range of specialist techniques (with support)</li> <li>• I can produce a high quality, well considered final product</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• I can produce a detailed plan which includes accurate timings and fully considers all safety and quality issues</li> </ul> <p><b>Evaluation and Reflection</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
3	<p><b>Knowledge and Investigating</b></p> <ul style="list-style-type: none"> <li>• I can identify, explain &amp; explore appropriate ingredients, equipment, materials, components and techniques</li> <li>• I can independently investigate a task or topic using a variety of sources and summarise a range of relevant points based on my findings</li> </ul> <p><b>Designing and Trialling Ideas</b></p> <ul style="list-style-type: none"> <li>• I can generate detailed design sketches/recipes/drawings/ prototypes</li> <li>• I can show how I have used research to influence my design ideas</li> <li>• I can share ideas with other students and give the constructive feedback</li> </ul> <p><b>Practical Work and Final Products</b></p>

	<ul style="list-style-type: none"> <li>• I can independently select &amp; use a range of appropriate tools and equipment</li> <li>• I can work with accuracy to produce a good quality final product</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Evaluation and Reflection</b></p> <ul style="list-style-type: none"> <li>• I can analyse evidence that I have collected when comparing my design ideas/final product against the design brief and/or criteria.</li> <li>• I can explain why materials, ingredients or components have been used and I can discuss the environmental and moral issues associated with these choices.</li> <li>• I can identify and justify any changes from the final design idea to the final product</li> </ul>
2	<p><b>Knowledge and Investigating</b></p> <ul style="list-style-type: none"> <li>• I can identify and describe ingredients, equipment, materials, components and techniques that are appropriate or relevant to the task</li> <li>• I can investigate the requirements of the task or topic and show evidence of my existing knowledge</li> </ul> <p><b>Designing and Trialling Ideas</b></p> <ul style="list-style-type: none"> <li>• I can generate a range of creative design ideas</li> <li>• I can make links from my research and my existing knowledge</li> <li>• I can create basic samples from my ideas</li> </ul> <p><b>Practical Work and Final Products</b></p> <ul style="list-style-type: none"> <li>• I can manage some short tasks independently (without help from the teacher)</li> <li>• I can produce a finished product</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• I can identify the correct materials and equipment for the production of my product.</li> <li>• I am able to produce a step by step plan which shows consideration of health and safety.</li> </ul> <p><b>Evaluation and Reflection</b></p> <ul style="list-style-type: none"> <li>• I can identify what worked well and what could be improved about my finished product and my design process.</li> <li>• I can compare my design ideas/final product against the design brief criteria and explain how my product might need to be developed further</li> <li>• I can reflect on my work and use the opinion of others to identify areas of strength and weakness</li> </ul>
1	<p><b>Knowledge and Investigating</b></p> <ul style="list-style-type: none"> <li>• I can identify basic ingredients, equipment, materials, components and techniques</li> <li>• I can apply some of my existing knowledge to my work</li> </ul> <p><b>Designing and Trialling Ideas</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Practical Work and Final Products</b></p> <ul style="list-style-type: none"> <li>• With guidance, where needed, I can use equipment, tools and materials safely to produce a sample or final product</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• I can produce a basic order of tasks using some accurate terminology to describe processes and equipment</li> </ul> <p><b>Evaluation and Reflection</b></p> <ul style="list-style-type: none"> <li>• I can make basic judgements on my final product/outcome and a few basic suggestions for improvements.</li> </ul>

## Geography

Geography at Oakgrove is all about exploring connections between people and the environment, whether that is in the UK, Europe or further afield. We use an enquiry approach which means lessons include practical exercises, group work, problem solving and role play. We also use lots of different resources including books, magazine articles, maps, aerial photos, ICT and the internet.

At Key Stage 3 our priority has been to design a course which the pupils enjoy, while meeting all the requirements of a changing National Curriculum. However, we don't teach through discreet topics (like it has traditionally been taught), but through key geographical locations around the world, which means physical and human Geography is taught in unison. This includes the development of geographical skills and appreciation of the values and attitudes of others as well as the study, in a variety of countries, of tectonic and geomorphological processes, weather and climate, ecosystems, population distribution and change, changing settlements, the changing distribution of economic activity, development, globalisation, environmental and resource issues. Particular attention is placed upon understanding impacts on society and the environment

A series of mid-topic and end of module assessment activities allow pupils an opportunity to develop their own level of attainment. Pupils follow a varied course designed to meet their future needs and lay sound foundations for GCSE work. Throughout KS3 Geography is taught in set groups.

In year 7 pupils investigate a variety of topics around the Geography of the UK. The topics and issues that are covered during this academic year include map skills, geology of the UK, coasts and coastal processes, weather and climate, and London.

In year 8 pupils study the Geography of The Indian Subcontinent, Sub-Saharan Africa & North America; topics and issues that are covered during this academic year include tectonics, tourism, meteorological hazards, development issues, disease, colonialism and urbanisation and megacities.

In year 9 pupils study Russia, China and Rivers; topics and issues that are covered during this academic year include Geo-politics, population issues, culture, biomes and soils and flood management. Students undertake a GCSE style decision making paper for their end of year assessment based on an environmental issues from around the world.

<b>Geography Tiers</b>	
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 (links) 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.
	Is using case study knowledge effectively
4	Assess geographical issues by looking at both sides of the situation and reaching a justified conclusion, offering solutions to particular issues.
	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 (links) 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
3	Starting to use case study knowledge effectively.
	Beginning to assess geographical issues by looking at both sides of the situation and reaching a justified conclusion.
	Developing good knowledge and understanding of aspects of the Geography of the UK and wider world to describe and begin to analyse the 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
2	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
	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

### Year 7

The Year 7 History course begins with a unit entitled “What is History?” which examines the nature of History, the skills of a historian and different types of evidence. Students will then investigate the Roman Empire which will give them an understanding of Rome’s early beginnings, Roman expansion, the qualities of the different emperors and everyday life. Following this, students begin a study of the Medieval period, starting with the Norman Conquest before moving on to a unit which looks at the power of Medieval Kings and how this changed due to developments in the Church, state and society in Medieval England.

### Year 8

The Year 8 History course follows on from the topics studied in year 7 and begins with a study of Tudor England. Students will first look at the religious changes of the Reformation and Tudor monarchs, before studying everyday life in Tudor England. Students will then study the Stuart Period with an investigation into the English Civil War and its causes, examining why Parliament ordered the execution of the King and how this was a turning point in the power of the English monarchy. The Year 8 curriculum also includes a study of the transatlantic slave trade; its effects and eventual abolition, and the origins and expansion of the British Empire. Students then move on to a depth study examining women throughout the ages, before finishing the school year by looking at the Industrial Revolution.

### Year 9

The Year 9 History course is centred around a study of the events of the Twentieth Century. 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, including events on the Western Front, as well as the impact on those at home in Britain. Students will then investigate the situation following the First World War in Germany which led to the rise of Hitler before studying the events of the Second World War and the Holocaust. In the final half term students will study Russian history, which is excellent preparation for the content of our History GCSE course.

The focus of activities and assessment at KS3 will be on equipping students with the main skills that they will require to be successful historians: developing a sense of chronology, the ability to interpret evidence and to begin to question its utility and reliability, and reaching their own conclusions. There will also be a focus on extended writing, including structuring and paragraphing answers. Throughout KS3 History, as well as developing their factual knowledge, students will develop a coherent, chronological understanding of the past, learn to use historical terms accurately and develop their skills in explaining and interpreting and evaluating evidence. There is also a focus on communication to ensure students are able to write in a fluent and well-structured manner.

	<b>History Tiers</b>
5	Answers will be produced using detailed, extensive and relevant factual knowledge. Answers will show explanation of at least 3 reasons. These will be consistently well explained and must go beyond suggestions provided by the exam question.
	Judgement based questions will show both sides and produce an overall explanation that links to the question. Both sides will be consistently well explained as will the final judgement which will be supported by the overall answer.
	Sources will be analysed and correctly interpreted. Context will be used to form a judgement on the utility of sources and will be explained. Both provenance and contextual knowledge will be used to provide a precise judgement on how useful the source is.
	Able to explain reasons for differences between interpretations of events, using contextual knowledge to explain which is most valid. At this level a judgement on whether an interpretation is valid will be provided based on precise analysis of the interpretation alongside detailed supporting contextual knowledge. An overall judgement will be made on how valid the interpretation
4	Answers will be produced using good and relevant factual knowledge which will relate to answers showing explanation of more than one reason.
	Judgement based questions will show both sides and an overall explanation that links to the question will be produced.
	Sources will be understood and put into the correct context. This context will be used to form a judgement on the utility of sources and will be explained. Provenance of the sources will be considered within the answer alongside contextual knowledge.
	Able to understand different interpretations of events and will start to explain why they are different. At this level a judgement on whether an interpretation is valid will be provided with some justification using contextual knowledge for
3	Answers will be produced which show some relevant factual knowledge relating to answers which will begin to show explanation of one reason. At this level there may be lack of detailed supporting evidence.
	Judgement based questions may show both sides, or be one sided, but they will begin to show supporting evidence and produce an overall explanation that links to the question.
	Sources will be understood and put into the correct context. This context will start to be used to form a judgement on the utility of sources but at this level it may lack detailed analysis.
	Able to understand different interpretations of events and will begin to offer some explanation as to why they are different. At this level students may be able to provide a judgement on whether they feel an interpretation is valid with some supporting evidence.
2	Attempts to organise facts into an answer although this will lack detail and be largely descriptive. At times the focus of the question may be missed.

	Judgements may be one sided.
	Sources will be understood and their content will be considered. Some own knowledge may be used to consider their usefulness but this will not be detailed.
	Able to understand different interpretations of events and identify evidence that links to them, although the focus will probably be on describing them. A judgement may be made on whether an interpretation is valid or not but will probably be unsupported.
1	Able to state simple, generalised facts without organisation or development. May not even put them into clear sentences.
	Use sources implicitly and at face-value - selects simple information—at this level may not fully understand the sources.
	Able to understand different interpretations of events but without any analysis. Simple knowledge may be used to agree or disagree with an interpretation.

## French

Students learn French at Oakgrove. We follow the Dynamo/ Studio series, a fun and exciting course which enables students to make excellent progress throughout Key Stage 3, fully preparing them for the rigours of GCSE French. Parents are encouraged to buy the Dynamo (Year 7) and Studio books (Years 8 and 9) if they can to support learning at home. Dynamo is the updated version of Pearson's 'Studio' course, which it is replacing gradually over the next two years.

Homework is set each week and students are also given regular vocabulary tests.

### Year 7

In Year 7, students start with Dynamo 1. They are taught how to conjugate verbs and techniques to help them memorise vocabulary and understand grammar. Topics include describing yourself and others, talking about school, free time activities, where you live and your family. We use an interactive book and each lesson focuses on developing students' listening, reading, writing and speaking skills. By the end of Year 7, students should have a core understanding of the French language and be able to hold a basic conversation in French.

### Year 8

Year 8 students continue their French studies with 'Studio'. The course is differentiated, with students using either Studio 2 vert (foundation level) or Studio 2 rouge (higher level). Students continue to build their confidence in speaking, reading, writing and listening in French through studying topics such as how they use the internet, what books and films they enjoy and expressing themselves in more detail about where they live and holiday plans. Students also improve their knowledge of French grammar, learning how to construct more complex sentences and form different tenses.

### Year 9

Year 9 French continues with the Studio series. As in Year 8, the course is differentiated, with students using either Studio 3 vert (foundation level) or Studio 3 rouge (higher level). Both courses build on the knowledge gained in years 7 and 8, extending students' vocabulary and grammar. Topics include talking about young people's social lives, healthy eating, the world or work and priorities for young people today.

By the end of year 9, students should be able to write and speak fluently on the topics they have been taught. They should be able to write from memory and manipulate the French language to express their own opinions.

<b>French Tiers</b>	
5	<p>Able to understand extracts from texts containing unfamiliar language. Understands a range of complex sentences and familiar language when spoken by a native speaker.</p> <p>Able to hold a conversation, ask questions and respond fluently.</p> <p>Able to use a range of vocabulary, tenses and subordinate clauses in writing and manipulate grammar to express opinions.</p> <p>Able to translate complex sentences accurately.</p>
4	<p>Able to read and understand more complex texts and infer meaning in extracts of texts.</p> <p>Able to start and develop conversations.</p> <p>Able to write longer paragraphs and more complex sentences and adapt words learnt for new purposes.</p> <p>Able to translate sentences containing different tenses and subordinate clauses.</p>
3	<p>Understands peoples' opinions and can identify the present and future tenses during listening tasks in spoken passages.</p> <p>Can give opinions and use the present and future tenses when speaking in a foreign language.</p> <p>Uses new grammar in certain situations and is able to use the present and future tenses when writing in the foreign language.</p> <p>Able to translate short paragraphs.</p> <p>Can read longer passages and identify present and future tenses.</p>
2	<p>Able to guess the meaning of unfamiliar words using context.</p> <p>Understands longer spoken passages and picks out the main points.</p> <p>Able to take part in conversations, ask questions and give three or four replies.</p> <p>Can write longer phrases from memory and give opinions.</p> <p>Can conjugate regular verbs in the present tense from memory.</p> <p>Able to translate longer sentences.</p> <p>Can read and understand longer passages in French.</p>
1	<p>Able to work out the meaning of cognates and near-cognates.</p> <p>Can understand short spoken passages and pick out the main points.</p> <p>Can take part in simple conversations and give two or three replies.</p> <p>Can write simple short phrases from memory.</p> <p>Able to translate short sentences.</p> <p>Can read and understand short passages in French.</p>

## **Music**

### **Year 7**

At the beginning of Year 7, all students participate in 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”, “Rhythm, Pitch and Pulse” and “The Instruments of the Orchestra”.

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 “Blues & Jazz”.

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” or an “Own Choice Project”.

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.

	<b>Music Tiers</b>
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.
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.

## PE

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.

The PE department offers a range of opportunities for students, with the belief that sport truly offers something for everyone. We have an extensive extra-curricular programme, providing competitive sports through our inter-house structure and inter-school league participation. We also offer recreational activities and those extending beyond our school curriculum for added diversity.

We believe in equal opportunities for boys and girls, reflected in the similar content completed by all our students. The PE department recognises the benefits derived from traditional games units. Not only are students able to develop and apply sport specific skills, but they also develop personable skills such as teamwork, cooperation and respect. The curriculum helps to build resilience as students encounter activities that challenge and seek to develop perseverance and application. Both individual and team scenarios help secure a love of learning, underpinned by knowledge and understanding of the benefits of exercise. Lessons aim to enable personalised progress embedded within fun and excitement, reinforcing the importance of lifelong sporting participation.

Physical Education at Oakgrove School will be taught through a variety of teaching methods to include command, reciprocal and independent learning, in order to incorporate all students' learning styles. Enjoyment of activities is paramount, and although students will be encouraged to learn through healthy competition, the principles of 'fair play' and sportsmanship will also be observed at all times.

Wherever possible, students will incorporate ICT skills to further develop learning and cross-curricular links will be utilised.

### **Key Stage 3**

Students will be taught a variety of activities in single sex groupings. The duration of lessons is 1 hour, and each activity will be taught in module blocks of approximately 6-8 x 1 hour lessons. Students will undertake 2 x 1 hour lessons per week. Activities, timing and staffing will be assigned and distributed via curriculum maps at the start of the year.

Activity modules taught during Key Stage 3:

Outwitting opponents	Accurate replication of actions, phrases,	Performing at maximal levels	Exercising safely and effectively to improve health & well being
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	sequences and emotions		
Association Football Badminton Basketball or Netball Cricket or Rounders Rugby Union	Trampolining Dance Gymnastics	Athletics Mile Run(s)	Continuous training (Mile run) Theory performance within the fitness unit

The following principles will be core strands delivered through the activities mentioned above:

- a) Outwitting opponents
- b) Accurate replication of actions, phrases and sequences
- c) Performing at maximum levels in relation to speed, height, distance, strength or accuracy
- d) To be able to exercise safely and effectively to improve health and wellbeing
- e) Leading small groups of students within micro-teaching scenarios

Students in Year 9 will also cover a unit of work preparing them for the content associated with the OCR Sports Studies course and allowing them to make an informed decision regarding their upcoming options process. This will comprise of an introduction lesson with some smaller linked tasks for students to complete independently.

## Tier 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.

## Tier 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.

## Tier 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.

## Tier 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.

#### Tier 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**

### **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.

Tier	Product Design Tiers
5	<p>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.</p>
4	<p>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.</p>
3	<p>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.</p>
2	<p>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.</p>
1	<p>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.</p>

## Religious Education

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 main religions of the world.. 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 begins 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 begins 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 Jewish belief in God. Finally, students study a series of moral issues drawing on a range of different religious and non-religious viewpoints from across KS3.

<b>Religious Education Tiers</b>	
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 philo-
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.

## Life Studies

Life Studies 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: A mindset for success where students explore how a Growth mindset can enable them to succeed in many areas of life; 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: A Mindset for Success, where students explore how a Growth mindset can enable them to succeed in many areas of life, and how failure can be a path to understanding and mastery of skills; 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: A Mindset for Success, where students further explore having a Growth mindset can help them to see failure (and the ability to learn from mistakes) as the path to understanding and mastery of skills with particular focus on challenging themselves academically in preparation for GCSEs; Global Issues and 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.

Tiers are not based on end of topic assessments. They are based on your judgment of students' progress in transferable skills that will develop with each topic and depth of knowledge in these areas. Students will demonstrate progress through their; decision-making, listening skills, books, pair and group discussions, presentations and self-improvement and respect and understanding of their own and others' viewpoints.

The student should be able to...

5	Mastering	demonstrate a detailed and comprehensive understanding of the complex issues affecting the world today
	Progressing	evaluate different points of view to reach judgements about moral and ethical behaviour in society and cultures across the world.
	Developing	justify and argue using a range of specialist vocabulary appropriately in regards to the themes studied and their impact on impact on local and wider communities.
	Launching	interpret and summarize a variety of information and perspectives
4	Mastering	reflect and compare opinions showing a secure knowledge and understanding of the complex issues affecting the world today
	Progressing	categorise and independently formulate ideas
	Developing	analyse and appraise a range of viewpoints in order to advance understanding of the themes studied
	Launching	develop and uses a range of specialist vocabulary appropriately.
3	Mastering	breakdown and express their own opinion and that of others in relation to the themes and topics covered.
	Progressing	make and articulate decisions in a reflective way, about the themes studied
	Developing	interpret and make independent decisions in a rational and clear manner
	Launching	using evidence show an understanding of topics studied
2	Mastering	defend a viewpoint and question a different one to their own whilst respecting and acknowledging differences
	Progressing	select relevant information and give examples to support and develop viewpoints
	Developing	discuss issues affecting the world today and offer ideas as to how being a good citizen can make an impact on local and wider communities
	Launching	form and express an opinion and make reasoned contributions relating to topics studied
1	Mastering	present, either by writing or orally simple reasons in support of an opinion about the issues and themes studied.
	Progressing	recognise and describe the impact of themes and topics studied; on themselves, others and the world around them.
	Developing	identify and outline ideas and themes relevant to the world around them
	Launching	list and state basic vocabulary related to topics studied