Year 8 Curriculum Guide

Year 8 Curriculum Guide 2024-2025

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The Waldegrave Curriculum

The curriculum at Waldegrave is underpinned by our three values: Enjoy, Achieve, Empower. We aim for students and staff to enjoy learning, to achieve success and to feel valued. The curriculum is carefully planned and regularly reviewed to ensure that it meets the needs of all learners. We aim for a curriculum that is engaging and demanding; that not only ignites a passion for different fields of study but also prepares students for the workplaces of the future.

Enjoy

At Waldegrave we know that secondary schools are uniquely placed to offer students the opportunity to study new subjects which may excite a lifelong interest. Our curriculum is delivered by specialist teachers whose passion enthuses our students. Students will enjoy the opportunity to further explore subjects through trips and our enrichment programme.

Achieve

At Waldegrave our curriculum is broad, balanced and age appropriate, allowing students to secure the knowledge, understanding and skills they need to succeed at each stage in their learning, both at school and in their future lives. Whilst as an academy Waldegrave is not required to follow the National Curriculum, we ensure that all aspects are delivered at KS3 so that our students are ready to achieve in the next phase of their learning.

Empower

At Waldegrave we are committed to empowering students by ensuring that our curriculum is representative and diverse, challenges stereotypes and builds students' confidence and cultural capital. Students' ambitions are nurtured and supported through a comprehensive careers and advice programme, helping students secure destinations matched to their personal aspirations.

In this document you will find the Curriculum Intent for each subject across Key Stages 3, 4 and 5, which will give you an overview of the whole curriculum along with a specific learning plan in each subject for Year 8 students.

Art

Art occupies a unique position in the school curriculum. Teaching students to think and act critically and creatively is central to our aims, as is fostering a sense of excitement and possibility, and nurturing pride and achievement. Students are introduced to a diverse range of historical and contemporary artworks throughout all key stages, developing an understanding and appreciation of visual art essential for today's multicultural society.

In Key Stage 3, pupils undertake two thematic units per year setting the foundation for future knowledge and understanding. Each unit is designed to provide an engaging stimulus for pupils to develop their practical, conceptual, and communication skills. They cover topics such as drawing, painting, portraiture, printmaking, colour theory, life drawing and sculpture.

During Key Stage 4 students build on previous knowledge by studying the batik process and have the opportunity to explore ceramic sculpture. In Year 11 students choose their own topics and develop work independently to produce a personal response using media of their choice. All coursework is underpinned by contextual research into artists and designers.

In Key Stage 5 students have the option to study, both, A level Art and Photography. The courses enable students to create a portfolio which will prepare them for further education and beyond. Many students choose to undertake a creative pathway and gain places on highly competitive Art Foundation and Photography/Art Degree courses, as well as going onto study Art History and Architecture. Workshops with practising artists and visits to art galleries inspire students throughout the year.

The creative process is key to innovation in modern industry. Studying a creative subject offers many transferable skills such as time management, working within a team, problem solving and idea development, all of which can be applied within many future career opportunities.

A level and GCSE exhibitions alongside Key Stage 3 Art displays in numerous public spaces throughout the school, celebrate the work of all students. Opportunities to enter competitions throughout the year create additional exciting platforms for our students to further enrich their experience alongside KS3 and 4 art clubs and KS5 enrichment opportunities.

Art Learning Plan

Autumn 1	Self portrait - proportion, shape, tonal skills and techniques
Autumn 2	Self portrait - artist analysis and creating their own ‘Photo Booth’ images by applying new skills
Spring 1	Self portrait and proportion ‘Past, Present and Future’: Photo Booth
Spring 2	Mask Making research, Rainforest/Recycling theme
Summer 1	2D-3D Rainforest/Recycling theme
Summer 2	2D-3D Rainforest/Recycling theme

Computing

Computers are now part of everyday life and, for most of us, technology is essential to our lives, at home and at work. The computing curriculum has been designed to equip pupils with the skills that they will need in their increasingly digital world. In their lessons they will learn how computers and computer systems work, they will design and build programs, they will develop their ideas using technology, and create a range of digital content.

There are three distinct strands within the computing curriculum: computer science, information technology and digital literacy. Computer science is the scientific and practical study of computation where we study how hardware works and how we can use it to solve problems and program solutions. Information technology is concerned with how computers and telecommunications equipment work, and how they can be used to create, store, retrieve, manipulate and transmit data. Digital literacy is concerned with creating confident digital citizens through studying how to effectively, responsibly, safely and critically find, adapt and create digital content in both the online and offline world.

The focus of Computing at KS3 is to introduce and build on these three strands to give students a firm grounding in using and understanding technology. In the core curriculum students will cover topics such as coding with Python, Computer Systems, Networks, Graphics and Animation. Students from year 8 can also opt for an extra lesson of Computing a week through the enrichment program, where they can build on and expand their knowledge through more detailed project work and competitions. Both pathways give students an excellent foundation for choosing to study GCSE Computer Science.

Computing Learning Plan

Autumn 1	Algorithms and computational thinking
Autumn 2	Computing Systems
Spring 1	Media - Vector graphics
Spring 2	Programming with Python
Summer 1	Developing for the web - HTML and CSS
Summer 2	Mobile App development

Design & Technology

Design and technology is about designing and making things that people want and that work well. It is a challenging subject as it requires an enquiring mind, initiative, determination, the careful management of time and resources and a sense of responsibility for making decisions and taking action. An important feature is that it makes immediate and practical use of knowledge and skills from other subjects. It is linked directly with Art, Mathematics, Science and Computing and also covers issues which are part of PDC and Geography. Through studying Design and Technology, all students can become discriminating and informed users of products as well as potential innovators of the future.

At Waldegrave we combine practical skills with an understanding of aesthetics, function, and social and environmental issues. All students have the opportunity to work with a range of materials including food, textiles, timbers, papers & boards, plastics and electronics. Our aims are to set challenging targets with high expectations for all pupils. We offer a variety of approaches to teaching and learning to engage and motivate pupils and demand active participation. Enrichment opportunities outside the curriculum further enhance pupils' understanding and enjoyment of Design & Technology as well as showcasing the vast range of further / higher education and employment possibilities there are.

At the end of their KS3 curriculum, each student will be able to: use ICT to enhance their Design & Technology work; choose and manage resources effectively; critically analyse their work and that of others; use verbal, graphical and modelling skills in the process of designing; select and use appropriate tools and equipment safely and with growing competency. They will also disassemble and evaluate products and their applications and explore values and attitudes to the made world and how we live, work and interact within it.

At KS4 Design & Technology students will deepen further their skills and knowledge in all of the above through short, focussed tasks, group and individual projects and practise NEAs. Whilst continuing to study about all materials, students choose to specialise in either Textiles or Timbers. This becomes the focus for their NEA which is worth 50% of their GCSE and for certain sections of the written paper.

Food & Nutrition is an integral part of the KS3 curriculum but KS4 breaks away to become a separate GCSE - 'Food Preparation and Nutrition'. This course focuses on developing a strong understanding of nutrition and food science alongside practical food preparation and cooking skills.

At KS5, Fashion & Textiles is delivered through A Level Art & Design: Textile Design (Fashion). Students study the fundamental Art & Design principles and use this understanding to develop their work and apply it to different contexts, experimenting with a wide range of techniques to make highly creative and personal final pieces that relate to their research and developmental work. Most students go on to either art/fashion foundation courses or textiles design related degree courses. However, throughout the course students develop a wide range of skills transferable to any higher education course, such as: attention to detail; problem-solving; information gathering; organisation; evaluation /appraisal; time management and planning; ability to cope with the pressure of deadlines; patience and perseverance.

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Design & Technology Learning Plan

Year 8 students have five lessons of Design & Technology per fortnight rotating through the specialist areas - Food, Textiles, Graphics and Resistant Materials (9 week rotation)

Autumn 1	**Graphics:** Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) using 2D design further skills and laser cutting. or **Resistant Materials:** Practical skills and knowledge of workshop tools and equipment. Make an open box in preparation for the lid from graphics. or **Food & Nutrition**: Meat safety, staples, special dietary needs, pastry investigation. Practicals. or **Textiles** Design and make a cuddle cushion using the techniques of applique and hand embroidery. Develop machine and hand sewing skills, pattern making and enlarging a design.
Autumn 2	**Graphics**: Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) using 2D design further skills and laser cutting. or **Resistant Materials:** Motion - levers, cams, cranks, pulleys, gears. Simple electronic circuit using Tinkercad. or **Food & Nutrition:** Meat safety, staples, sauces and gelatinisation of starch, special dietary needs, pastry investigation. Practicals. or **Textiles** Design and make a cuddle cushion using the techniques of applique and hand embroidery. Develop machine and hand sewing skills, pattern making and enlarging a design.
Spring 1	**Graphics:** Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) using 2D design further skills and laser cutting. or **Resistant Materials:** Practical skills and knowledge of workshop tools and equipment. Make an open box in preparation for the lid from graphics. or **Food & Nutrition**: Meat safety, staples, sauces and gelatinisation of starch, special dietary needs, pastry investigation. Practicals. or **Textiles**: Design and make a cuddle cushion using the techniques of applique and hand embroidery. Develop machine and hand sewing skills, pattern making and enlarging a design.
Spring 2	**Graphics:** Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) using 2D design further skills and laser cutting.

	or **Resistant Materials:** Motion - levers, cams, cranks, pulleys, gears. Simple electronic circuit using Tinkercad or **Food & Nutrition:** Meat safety, staples, special dietary needs, sauces and gelatinisation of starch. Pastry investigation. Practicals. or **Textiles**: Design and make a cuddle cushion using the techniques of applique and hand embroidery. Develop machine and hand sewing skills, pattern making and enlarging a design.
Summer 1	**Graphics:** Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) 2D design further skills and laser cutting. or **Resistant Materials:** Practical skills and knowledge of workshop tools and equipment. Make an open box in preparation for the lid from graphics. or **Food & Nutrition**: Meat safety, staples, sauces and gelatinisation of starch, special dietary needs, pastry investigation. Practicals. or **Textiles**: Design and make a cuddle cushion using the techniques of applique and hand embroidery. Develop machine and hand sewing skills, pattern making and enlarging a design.
Summer 2	**Graphics:** Using biomimicry and mathematical principles of symmetry, rotation and tessellation as inspiration to design, develop and model the lid of a box (base to be made in RM) 2D design further skills and laser cutting. or **Resistant Materials:** Motion - levers, cams, cranks, pulleys, gears. Simple Electronic circuit using Tinkercad. or **Food & Nutrition:** Meat safety, staples, special dietary needs, pastry investigation. Practicals. or **Textiles**: Design and make a cuddle cushion using the techniques of applique and hand embroidery.Develop machine and hand sewing skills, pattern making and enlarging a design.

Drama

The Waldegrave Drama Department is an exciting place, where learners develop in a creative and stimulating environment. Students respond positively to the freedom that Drama at Waldegrave allows, as well as valuing our outstanding resources which enable them to realise purposeful and sophisticated pieces of drama.

In Year 7 students are introduced to the full range of explorative strategies and drama techniques that enable them to access both thematic and text based schemes of learning. It is in this first year of Drama at Waldegrave that a foundation of shared knowledge and understanding is acquired and this paves the way into their next two years of study at KS3. In Year 8 students are encouraged to explore important themes ranging from bullying to refugees as well as revisiting and developing the key skills obtained in Year 7. In their final year at KS3 students can respond to more challenging stimulus material and develop leadership capacities which will help them in their future careers.

At GCSE and A level students are challenged to work to professional standards in an atmosphere of creative collaboration. The chosen exam syllabuses encourage students to study a number of theatre texts from Greek classics to contemporary drama. We seek to surprise, amaze and challenge our older students, not only through the stimulating work within the course, but through exposure to a range of other theatre experiences through workshops and theatre visits.

Central to Drama is the opportunity for learners to unleash their individual potential in a variety of ways; through their work in lessons, in extra-curricular Drama Clubs and in school productions and concerts.

Drama occupies a unique position in the school curriculum, providing students with opportunities to collaborate, debate and to realise creative intentions as a performer, director and designer, to the highest of standards. Encouraging students to take risks in their learning is central to our aims, as is fostering a sense of curiosity and critical thinking reflection. This ethos facilitates a creative process from which students create work with a sense of pride and achievement.

Drama Learning Plan

Autumn 1	**Bullying** Theme based exploration using drama strategies & symbolism. Forum Theatre. **(Collaborative skills assessed)**
Autumn 2	**Melodrama** Study of theatrical genre and performance skills. **(Performance skills assessed)**
Spring 1	**Noughts and Crosses** Study of selective scenes and character study. Developing techniques and skills; marking the moment. **(Creative ideas assessed)**
Spring 2	**Devising** Refugees. Devising from a variety of stimuli to develop understanding and consider the journey of a refugee. **(Collaborative skills assessed)**
Summer 1	**Stage Fighting** Disciplined performance skills. Cross curricular with ICT dept. **(Performance skills assessed)** **Witchcraft** Creating drama from pictorial stimulus and text work; *The Crucible, Macbeth and St Joan.* **(Creative skills assessed)**
Summer 2	**Witchcraft** Creating drama from pictorial stimulus and text work; *The Crucible, Macbeth and St Joan.* **(Creative skills assessed)** **Devising** Refugees. Devising from a variety of stimuli to develop understanding and consider the journey of a refugee. **(Collaborative skills assessed)**

English

We **enjoy** that our thoughts and feelings are valued in English.

We **achieve** well academically: English opens doors.

English **empowers** us to be resilient, independent, curious and communicative.

Speaking

- We are empowered to express ourselves confidently and thoughtfully.
- We debate by listening and responding to others, so we can develop and reconsider our opinions and mindsets in this digital world.
- We create and perform speeches, drama and poetry helping us build our confidence and voices for life beyond school.

Reading

- We read and critique a diverse range of challenging and engaging novels, plays, poetry and media texts.
- We study a culturally responsive curriculum, striving to engage across all groups and communities and boost our empathy and understanding.
- We enjoy reading for pleasure and are given opportunities to discover new books and share with our peers.

Writing

- We develop our ability to write a range of different forms; from critical, analytical essays to poetry, stories, letters and articles.
- We grow our writing resilience, so we can express our ideas fully.
- We carefully craft our vocabulary and grammar to shape our own voice, so we can express ourselves with clarity and persuasion, preparing ourselves for the future.

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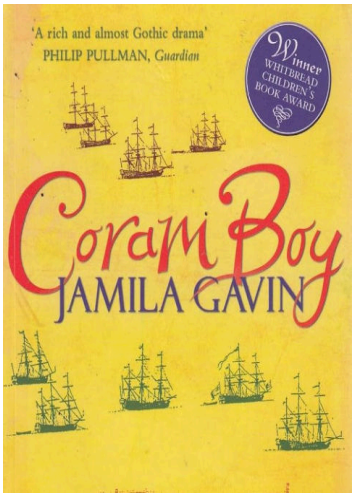
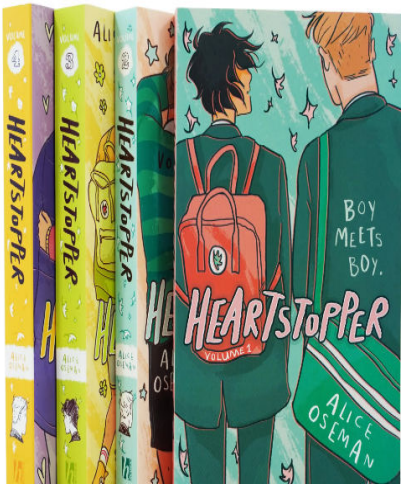
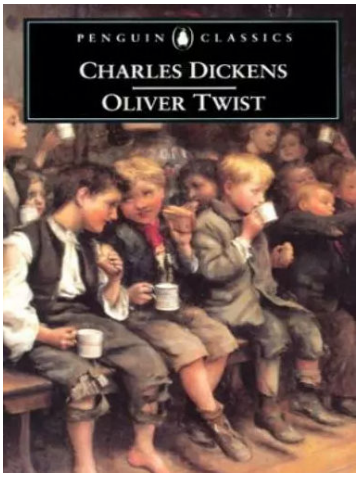
English Learning Plan

Autumn 1	Class novel: Young Lives *'Coram Boy'* by Jamila Gavin
Autumn 2	Class Novel: Finishing Coram Boy and introducing the 19th century novel Oliver Twist by Dickens
Spring 1	Non-Fiction Unit Comparing Viewpoints and Perspectives Comparing viewpoints across time.
Spring 2	The Choices Poets Make Using an anthology of poems
Summer 1	Graphic Novel: HeartStopper by Alice Oseman Exploring a graphic novel considering ideas around form and genre
Summer 2	Short Stories Using EMC Iridescent Adolescence Exploring genres from personal to critical responses







Geography

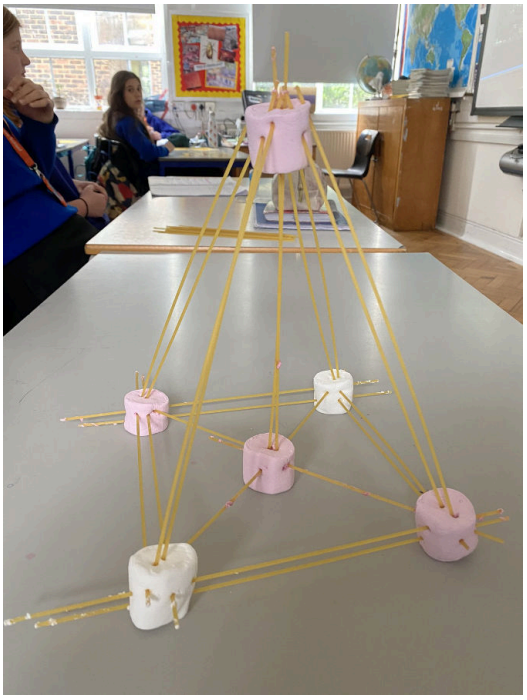
Geography is challenging, motivating, relevant and it must help us think about our alternative futures. Waldegrave students display empathy towards others and are able to critically think about issues facing the world today, applying them across a range of geographical scales. It is these people that the world needs if we are to build a more socially and environmentally sensitive, informed and responsible society. As Michael Palin puts it: Geographers hold the key to the world's problems.

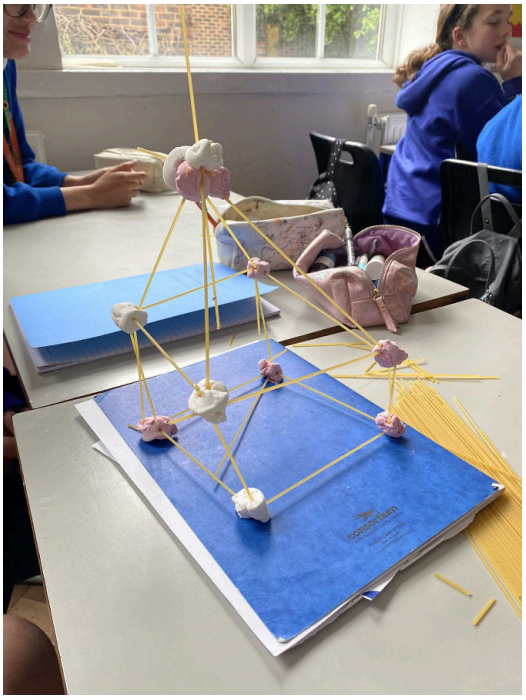
At Waldegrave, Year 7-9 Geographers will learn through lessons which are structured using enquiries, allowing pupils to apply concepts to their own everyday norms. Geographers are charged with the task of viewing the world through two lenses; geophysical and socio-economic, and very often how the two can overlap with one another. Topics are widely diverse, including river landscapes, global health patterns, weather systems, emerging nations and urbanisation. There are three formal assessments each year, which often use the 'Issue Evaluation' approach, in order to weave such core skills into the fabric of our curriculum. At GCSE level, pupils will enjoy a deeper study of those topics initially introduced in lower school.

We endeavour to foster a lifelong love of the subject through varied activities both inside and outside the classroom. Various field work opportunities present themselves in the form of cityscape analysis, coastal investigations and beyond. We aim to prepare well-rounded students for post-school study and the world after education.

Geography Learning Plan

Autumn 1	**Population and migration** including urbanisation, immigration & emigration, the migration city of London
Autumn 2	**Sustainable Tourism in Thailand** including reasons for tourism in SE Asia, issues with over-tourism and how to combat such problems
Spring 1	**Coastal Systems** including marine processes, coastal landforms and coastal management
Spring 2	**Development and Nigeria** including the physical & human features within Nigeria, the changes in Nigerian cities and the future in Nigeria
Summer 1	**Hazards** including earthquakes & volcanoes, protection against tectonic hazards and case studies of recent events
Summer 2	**Geography of food** including food miles, organic farming





History

We aim to create the very best historians. We challenge students to think, act and speak like those working in the field would, to research thoroughly, weigh up evidence, understand chronology, evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well-supported judgements and learn to express themselves articulately using historical vocabulary.

The purpose of our curriculum is to give students a broad (mostly chronological) knowledge and understanding of significant people, events and developments and their impact, from the medieval period to the 21st century. Within this, there will be aspects of depth study and aspects of thematic study.

Our enjoyable Key Stage 3 curriculum aims to provide a good foundation and smooth transition for those who opt to study History at GCSE and A Level. Enquiry based lessons cover a range of historical periods and topics including the Middle Ages; Tang Dynasty China, the Tudors, African Kingdoms; Industrial Revolution; Empire, Rights of Women and War in the 20th century. During lessons students are introduced to key historical concepts and skills including change and continuity; significance; causation and interpretations which provide students with the tools to fire their curiosity and start asking interesting questions about the past.

The Key Stage 4 curriculum provides students with the opportunity to develop these foundational skills and apply them in a more sophisticated way to new areas of study. Our breadth study on the History of Medicine, 1250 - Present provides students with the opportunity to study a topic over an extended period of time. This contrasts with a depth study of Germany 1919-39, which examines the challenges of starting a new democracy in post WW1 Germany, and the reasons for Hitler's ascent to power. The course is completed with two further studies: Elizabethan England and the American West.

Students who choose to continue History at Key Stage 5 start their A Level with a study of two Communist States in the twentieth century: Russia and China. The coursework unit of A Level is valuable preparation for degree level study where the students learn to work as an historian, researching areas of academic debate and formulating their own extended responses to key historical questions. The Tudor unit on rebellion and disorder, 1485-1603 provides students with the opportunity to study the enormous political and religious changes of the period which marked the beginning of our modern nation state.

Underpinning all aspects of our curriculum is the importance of students being able to see themselves represented in the past so they understand their place in the present. We aim to deliver a diverse outward looking curriculum which examines some of the key events which shaped the Britain we live in today such as the arrival of the Empire Windrush in 1948 which brought some of the first post-war migrants from the Caribbean to Britain. We also cover areas of non European history including African Kingdoms; Tang Dynasty, China and the American West.

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History Learning Plan

Autumn 1	1: Early modern and industrial Britain: - Did the changes during the years 1500 to 1900 really cause people to 'redefine themselves'
Autumn 2	2: Revolutionary England - How did revolutions change early modern England? 3: Exploration and early colonisation - What impact did early European colonisation have on Indigenous people across the world?
Spring 1	4: Migration and diversity in the early modern period - How did migration impact early modern England? 5: The Mughal Empire - Why did the Mughal Empire become so powerful?
Spring 2	6: The British Empire and slavery - How far was modern Britain built on the profits from Empire and slavery?
Summer 1	7: Industrial Britain - How did the Industrial Revolution change life in Britain?
Summer 2	8: The birth of the city: Paris and London - Were London and Paris really that different in the nineteenth century?

Mathematics

Our goal is to equip every student with the tools they need to apply mathematical skills and principles to their everyday lives. Mathematics is not only relevant but intrinsic to the world around us and therefore we want to build the foundations of why and how Mathematical principles work. We want to imbue each student with a flair and enthusiasm for Mathematics and enable them to problem solve creatively, as well as analyse and evaluate with a structured understanding built upon the framework during their time at Waldegrave.

In Year 7 and 8, our mastery curriculum is designed to expand and secure mathematical understanding of the key concepts in number, geometry, algebra, ratio, proportion and statistics; in order to have a smooth transition into the GCSE syllabus. At GCSE and A level we continue to expand students' knowledge, understanding and love of Mathematics. For both GCSE and A-Level we follow the EdExcel syllabus.

Mathematics Learning Plan

Autumn 1 **- Proportional Reasoning**	Unit 1 - Ratio & scale Unit 2 - Multiplicative change Unit 3 - Multiplying and dividing fractions
Autumn 2 **- Representations**	Unit 1 - Working in the Cartesian plane Unit 2 - Representing data Unit 3 - Tables & Probability
Spring 1 **- Algebraic Techniques**	Unit 1 - Brackets, equations & inequalities Unit 2 - Sequences Unit 3 - Indices
Spring 2 **- Developing Number**	Unit 1 - Fractions & percentages Unit 2 - Number sense
Summer 1 **- Developing Geometry**	Unit 1 - Area of trapezia & circles Unit 2 - Line symmetry & transformations
Summer 2 **- Reasoning with Data**	Unit 1 - The data handling cycle Unit 2 - Measures of location

Modern Foreign Languages

“The limits of my language mean the limits of my world.” — Ludwig Wittgenstein.

We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our aim is to broaden pupils’ horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Furthermore, we want to increase their cultural capital through a range of class activities, cultural events and trips. It is noteworthy that employers consistently rank skills in Modern Foreign Languages as among the most desirable in an ever-competitive global jobs’ market.

The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape a pupil's ideas in this critical area as well as giving them a new perspective on their own language.

Students confidently improve their speaking skills through the use of the target language for real purposes. They also develop their listening and reading skills to enhance comprehension of the language. Through writing and translation, students are able to apply the rules of grammar which, in addition, allows them to enrich their linguistic knowledge of English.

Learning a language equips students with transferable skills, such as problem solving, the ability to infer and deduce meaning, memorisation and promote independent learning.

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MFL Learning Plan

Autumn 1	**French**	Where I live
	German	Shopping & Food Healthy eating In the restaurant
	Spanish	Town / Arranging to go out *The Day of the Dead*
Autumn 2	**French**	Food & Healthy Lifestyle
	German	Holidays Holiday activities Weather Transport
	Spanish	Media / Past Holidays
Spring 1	**French**	Weekend activities
	German	My town Directions My house My bedroom Weather and carnival
	Spanish	Food / At the Restaurant
Spring 2	**French**	Going out
	German	My town Directions My house My bedroom Weather and carnival
	Spanish	Clothes / Shopping *Spanish Holy Week*
Summer 1	**French**	Holidays
	German	School subjects School uniform School rules
	Spanish	Health / At the Pharmacy
Summer 2	**French**	Shopping Film: Kirikou
	German	Exams / Vorstadtkrokodil
	Spanish	Healthy living Revision / Assessments Films: *El Libro de la Vida*

Music

“Creativity comes from the freedom to fail. And freedom to fail comes from experimentation, and that's what gives something its individuality.” — Peter Gabriel

Music is a vital part of the school curriculum where, through practical based lessons, students develop their creative, analytical and collaborative skills. All students get the opportunity to compose, learn various instruments and to explore a wide variety of music from around the world.

Students at Waldegrave begin their creative journey through an exploration of the foundational elements of music. They learn the basics of music theory, keyboard skills, simple music technology, key vocabulary and begin to develop their compositional and performance skills. These themes and skills are then grown and developed throughout the rest of key stage 3 through the exploration of music from a range of genres and diverse cultures. All students finish key stage 3 being able to discuss the music they hear linking it to the context in which it was written; being able to compose in a wide range of different styles and to perform with confidence in both an ensemble and solo setting.

The study of music at KS4 builds upon our KS3 curriculum in terms of the breadth and depth of the music covered. The course is made accessible to all students through our enrichment opportunities which allow students to develop the key performance skills required at this level.

At KS5, music serves as an academic subject preparing students not just for a degree or conservatoire place but also for law, medicine, veterinary science as a result is very popular as a fourth A Level.

The academic curriculum is supported by an inclusive and diverse extracurricular programme with opportunities for students to create their own ensembles alongside taking part in one of the many choirs, orchestra, jazz and other instrumental ensembles run by the music team. Performances take place throughout the school year both in house, in the local area and further afield including European tours. We also regularly take students to see live performances and collaborate with leading professionals to deliver masterclasses and lectures to our students.

By studying music, students become dedicated, resilient, creative, analytical and collaborative individuals. These transferable skills make the subject valued by many different professions and an excellent foundation for further study.

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Music Learning Plan

Autumn 1	**African Music** African vocal / instrumental music *Texture* **Group performance** Related listening
Autumn 2	**Western Classical Music** Periods of music *Staff notation (2)* Theme and variations composition **Individual composition** Related listening
Spring 1	**Blues** History of the blues: it's development and impact on pop and jazz *Building triads(2)* Compose a blues song **Group composition** Related listening
Spring 2	**Music Technology 2** Dance Music Manipulating audio samples on Bandlab **Individual composition** Related listening
Summer 1	**Programme Music** Sea inspired pieces *Tonality* **Set Work: Britten Sea Interludes** **Group composition** Related listening
Summer 2	**A Cappella** Intro to different a cappella performance styles *Chord sequences* Arranging and performing a mash up **Group composition/performance** Related listening

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PDC

To provide students with a safe space to discuss sensitive topics and be empowered to make informed choices for a happy, healthy and fulfilling future.

Autumn 1	● Citizenship & Enterprise project ● Wellbeing .b Mindfulness programme (part 2)
Autumn 2	● Restorative approaches to conflict ● Drugs & the law
Spring 1	● Healthy choices: diet & exercise ● Maintaining physical health ● Influences on lifestyle choices ● Alcohol ● Cannabis and young people
Spring 2	● Financial capability ● Causes & effects of cyber crime
Summer 1	● First aid - Asthma, anaphylaxis, Bleeding & shock ● Careers: Strengths & attributes ● Setting goals at work ● Workplace skills
Summer 2	● Relationship values ● Influences on relationship expectations ● Sexual orientation and gender identity ● Consent: avoiding assumptions ● Introduction to contraception ● Online stress and FOMO

Physical Education

The Waldegrave PE curriculum is designed so students will be able to develop competence in a broad range of physical activities and engage in competitive sports, but at the same time develop the confidence to participate and achieve in sport and exercise outside of school, and to know why and how to lead healthy, active lives.

Lessons and schemes of work in KS3 are structured to allow students to develop and become more confident in their techniques and to learn how to use strategies and tactics, and to then apply the knowledge and skills learned across different sports. Students are offered a wide and varied curriculum including team games, individual activities, competitive activities and creative activities such as dance, to encourage participation and promote enjoyment. We want students to be confident in taking on a range of roles including performer, coach and official. As students enter KS4 they also have opportunities to experience new activities to further promote lifelong participation.

Students regularly work in groups to encourage values such as fairness and respect and students are encouraged to be cooperative and supportive of each other. They will also learn to analyse their performances and feel empowered to identify how to improve.

PE Learning Plan

Students will complete these activities on a rotational basis

Autumn 1	2 activities from Badminton/ Dance/ Gymnastics/Netball/ Rugby/ Football/ Volleyball/ Handball
Autumn 2	2 activities from Badminton/ Dance/ Gymnastics/ Netball/ Rugby/Football /Basketball/Handball
Spring 1	2 activities from Badminton/ Dance/ Gymnastics/ Netball/ Rugby/Football/ Basketball/ Handball
Spring 2	2 activities from Badminton/Dance/ Gymnastics/ Netball/ Rugby/Football/ Basketball/Handball
Summer 1	Athletics
Summer 2	Rounders, Cricket, Lacrosse, Ultimate Frisbee & Tennis

Religious Studies

Religious Studies is a thriving part of the curriculum at Waldegrave School and is a subject where students can start to understand the world around them by studying different faiths, beliefs systems and cultures. It provides an excellent forum for students to develop and explore their own beliefs and moral values. Religious Studies is a subject where students can develop their skills of evaluations and analysis, debating today's moral issues and developing empathy essential for today's multicultural society.

The focus of RS at Key Stage 3 is learning about the main religions represented in Great Britain, including Humanism. Students also focus on Philosophy and key questions like, 'Does God exist?'. The Key Stage 3 curriculum gives students an excellent foundation for starting their GCSE RS where they will start looking at Christianity and Islam in further detail. They will focus on key beliefs for each religion and how this affects believer's lives and actions. Ethical topics are also studied including issues of life and death for example euthanasia, abortion and the afterlife, and in Y11 issues of crime and punishment. In the Sixth Form, Religious Studies A level is a popular choice with students focusing on Philosophy, Ethics and Theology. Religious Studies provides a strong academic foundation for further study and a diverse range of future careers including law, politics and medicine.

Religious Studies curriculum extends beyond the classroom with trips to places of worship, visiting speakers and conferences led by eminent philosophers and academics. Students also enter a national spirited arts competition where they produce a personal piece of art in response to a philosophical question.

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Religious Education Learning Plan

Autumn 1	Protest: Should people protest?, Pacifism, Christianity and Injustice, Burning of Thich, Prisoners of Conscience
Autumn 2	Humanism: What is Humanism?, Moral values, Example of Humanists, Humanism and ethical theories, Evaluation of Humanism
Spring 1	Revelation: How do we know? Faith, belief and fact, Examples of Special and General Revelations, Evaluation of revelation-Reality or illusion?
Spring 2	Spirited Arts: Cosmological Argument, Design Argument, Experiencing God, Planning artwork. Art Exhibition, and Religion in Art.
Summer 1	Places of Worship: Intro to Buddhist beliefs, Buddhist Worship, study of different places of worship - why they are important to believers, what they look like, and how they help their community. Presentations.
Summer 2	Tribes: Intro to the Island, Symbols, rites of passage, similarities and differences with rites of passages, presentations - rites of passage.

Science

The school's vision is modelled in the Science curriculum. We believe in inclusive education - that all of our students deserve a curriculum that meets their differing needs and enables them to fulfil their unique potential. We want to enable our students to maximise their life opportunities – as curious individuals; capable learners and scientifically literate and engaged members of a changing society.

Intellectual exploration and discovery are at the core of human progress. Modern scientific enquiry formalises these processes. Studying science allows individuals to connect with the primal inclination to 'find out why'.

The domain knowledge gained from studying the science curriculum can answer many of the universal questions that people ask over the course of their lives. Additionally, the procedural knowledge learned when studying science allows our students to seek reliable answers to whatever unique questions they have about the world around them. These two aspects form the basis of our science curriculum – 'Scientific Concepts' and 'How Science Works'. Put together, these aspects will enable all students to cultivate their ability to critically assess information, problem solve and create solutions beyond the scope of educational settings.

Children transition from learning concrete ideas in Key Stage 2 to learning and applying abstract concepts to explain natural phenomena in Key Stage 3. The foundational concepts at the heart of our Schemes of Work are in line with the National Curriculum. Science is taught in three distinct disciplines for the first time.

Science teaches us that wrong turns and mistakes should be welcomed, as they open doors to discovery. This ethos underpins design of the science curriculum and extra-curricular Science Club at KS3, where practical learning opportunities are plentiful.

The autumn term of Year 9 bridges the gap between KS3 and KS4. An enjoyable sense of academic momentum and challenge is achieved through the 'Scientific Skills' topic. Our method of delivery links and embeds scientific conventions across the three disciplines through application-based learning tasks.

The teaching of GCSE courses commences after Christmas in Year 9. Students study the three disciplines, either as part of Combined Science or Triple Science options. Teaching is led by subject specialists; however, links between disciplines established in the 'Scientific Skills' topic are strengthened by continued practical work, the use of scientific conventions and explicit linking of concepts. This encourages students to form a more global view of Science. Students can apply to be Science Prefects. For those students who do not go on to study science Post-16, the KS3 and KS4 science curriculum has provided a loose framework within which they can explore what is meaningful for them.

The science curriculum is narrated to students throughout all Key Stages. Teachers encourage students to think about the value of the scientific endeavour by situating their learning within broader contexts. Telling stories about significant developments, introducing personalities from diverse backgrounds, highlighting career opportunities and the potential of science to solve world problems brings science alive and leaves students feeling that their knowledge is relevant and powerful.

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Science Learning Plan

Autumn 1	**Biology**	**Introductory lessons - scientific skills** **Relationships between living things** ● Sampling and identification ● Interdependence - feeding and pollination ● Adaptations of predators and prey ● Toxic materials
	Chemistry	**Introductory lessons - scientific skills** ● Data collection - range and repeats ● Scientific communication ● Evidence and theories ● Risks and benefits **The Earth's Structure** ● Igneous rocks ● Sedimentary rock ● Metamorphic rock ● The rock cycle ● Fossil fuels
	Physics	**Introductory lessons - scientific skills**
Autumn 2	**Biology**	**Microbes and disease** ● Bacteria ● Viruses ● Pathogens and disease ● Treatment of disease
	Chemistry	**Mixtures** ● Pure Substances ● Separating Mixtures ● Chromatography ● Dissolving
	Physics	**Forces and motion** ● Elastic materials ● Moments ● Speed ● Distance-time graphs
Spring 1	**Biology**	**Nutrition and digestion** ● Food tests ● Mechanical and chemical digestion ● Absorption ● Bacteria in the gut ● How plants absorb nutrients
	Chemistry	**Mixtures - continued**
	Physics	**Particles of matter Matter** ● Density ● Pressure in the atmosphere and fluids ● Heating and cooling curves ● Conduction, convection, radiation

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		• Insulation
Spring 2	**Biology**	**Nutrition and digestion - continued**
	Chemistry	**Metals and Acids** • Symbols Equations • The Reactivity of metals • The Extraction of metals • Metals and acids • Bases and acids • Making a soluble salt
	Physics	**Light waves** • Nature of light waves • Reflection • Refraction • The Electromagnetic Spectrum • The Eye
Summer 1	**Biology**	**The Healthy body** • Muscles and movement • The effect of exercise • Anaerobic respiration in animals, plants and microorganisms • Nutrition and lifestyle • Drugs • Maternal lifestyle and the foetus
	Physics	**Electricity and Magnetism** • Generating electrical current • Static Electricity • Models of electrical circuits • Potential Difference in Series and Parallel • Resistance • Magnetism and electromagnetism **Water rockets - STEM challenge**
Summer 2	**Biology**	**The healthy body - continued**
	Physics	**Space** • The Solar System • Days, Nights, Seasons • Light Years • The expanding Universe • The Big Bang