### AYLESBURY GRAMMAR SCHOOL KEY STAGE 3 CURRICULUM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
</table>
| **Art** | Thematic – New Beginnings Foundation Project  
Observing and recording  
Developing use of a range of media  
Developing ideas, skills and techniques  
Developing use of imagination  
Introduction to artist appreciation  
Introduction to colour theory  
Developing research skills  
Develop reflective writing skills | Thematic – Identity and Culture  
Developing artist appreciation  
Exploring self-portraiture  
Observing and recording  
Develop research and design skills  
Develop ideas using imagination  
Develop the use of different media  
Develop writing skills | Thematic The Pop Art Movement  
Observing and recording  
Artist appreciation  
Developing research skills  
Working in the style of an artist/movement  
Developing design skills  
Colour theory  
Exploration of a range of media  
Developing painting skills and techniques  
Model making  
Develop writing skills |
| **Classics** | Classical Studies  
Myths from Ovid – literary appreciation of English translations of Roman myths  
The World of the Epic Hero – exploring the tales of Homer and learning about the key concepts in Homeric Epic in translation  
Athens and Sparta – exploring historical sources in translation from the 5th Century BCE, investigating different styles of government and the impact of conflict | Latin – Imperium Book 1  
Nouns and the Case system:  
Nominative, Vocative, Accusative, Genitive, Dative, Ablative  
Verbs:  
Present Tense, Infinitive, Positive and Negative Imperatives, Impersonal Verbs  
Translation:  
Latin into English and English into Latin  
Background  
Childhood during the Roman period, the lives of women, Roman | During the academic year 2017/2018, students are following the same course as Year 8. In the Academic Year 2018/2019 they will study as follows:  
Latin – Cambridge Latin Course 1  
Nouns:  
As Year 8  
Verbs:  
As Year 8 + the perfect tense, the imperfect tense, verbs which take a dative as object  
Adjectives  
Comparatives and Superlatives |
| **Entertainment** | entertainment, the life of the Emperor Trajan, rituals regarding death and burial | **Adverbs and Conjunctions** |
| **Roman Monopoly Project** | **Translation:** Extended narrative and comprehension of Latin passages, English into Latin |
| **During the year, students work on an extended group project to understand the Roman Empire's geography in 100CE** | **Background** |
| | Work on the town of Pompeii and the daily life of the Romans who lived there |
| **Reception Studies Project** | **Reception Studies Project** |
| **During the year, students will create group presentations on Classics in the 21st Century, investigating how the Classical World still influences media today.** | |

<p>| <strong>Computer Science</strong> | <strong>COMPUTER SYSTEMS:</strong> What would make for the fastest computer system in the world? |
| <strong>INTRO TO PROGRAMMING:</strong> Is artificial intelligence really ‘artificial’? |
| <strong>E-SAFETY/GRAPHIC DESIGN:</strong> Are we ever safe, does being offline make a difference? |
| <strong>INTRO TO PROGRAMMING PART II:</strong> how challenges are best met with computer programs? | <strong>COMPUTING HARDWARE:</strong> What would make for the fastest computer system in the world? |
| <strong>EFFICIENT PROGRAMMING:</strong> What do we need to know about the hardware in order to write good software? |
| <strong>INTRO TO SPREADSHEETS:</strong> what models of the world can we build using computer software? |
| <strong>NETWORKS:</strong> The world has run out of version 4 internet protocol addresses. How will the internet transmission speeds keep up as it grows? |
| <strong>BUILDING A WEBPAGE:</strong> How can we display web pages with text, colour, | <strong>CYBER SECURITY:</strong> Most hackers only do it for the money? That is bad, but what is so precious and valuable about our data? |
| | <strong>EFFICIENT PROGRAMMING PART II:</strong> What type of programming challenges can we solve with efficient programs? |
| | <strong>ETHICAL, LEGAL, CULTURAL AND ENVIRONMENTAL CONCERNS:</strong> do you ever wonder if the world today would have been better without computers? In what way? |</p>
<table>
<thead>
<tr>
<th>Design Technology</th>
<th>Clock</th>
<th>Steady Hand Game</th>
<th>Night Light</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Designing and making project</td>
<td>Mainly making project</td>
<td>Mainly designing with making</td>
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<tr>
<td></td>
<td>Materials with smart and new materials</td>
<td>Technology in Society focus</td>
<td>Basic electronics</td>
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<td></td>
<td>Design focused on Art Deco</td>
<td>Electronics basics including simple circuits, electronic components and their function</td>
<td>Application of design skills leading to personalisation of design brief</td>
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<tr>
<td></td>
<td>Plastics materials and processes focus</td>
<td>CAD/CAM manufacture and output using CAM cutter</td>
<td>CAD/CAM processes including laser cutting</td>
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<tr>
<td></td>
<td>CAD/CAM manufacture</td>
<td>Development of design skills leading to individual and peer evaluation of design ideas</td>
<td>Development of planning and assembly skills</td>
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<td></td>
<td>Development of workshop skills</td>
<td>Opportunities for personalisation through design generation</td>
<td>Cyber pet</td>
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<tr>
<td></td>
<td>Development of design skills leading to individual and peer evaluation of design ideas</td>
<td>CAD/CAM manufacture and output using CAM cutter</td>
<td>Designing with making and programming</td>
</tr>
<tr>
<td>Noteholder</td>
<td>Mainly making project</td>
<td><strong>Crane Challenge</strong></td>
<td>Basic electronics manufacture leading to programming, testing and simulating</td>
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<tr>
<td></td>
<td>Metal materials focus</td>
<td>Team-based challenge</td>
<td>Introduction to micro-control using PICAXE system</td>
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<tr>
<td></td>
<td>Workshop practices including hand skills, centre lathe, drilling, joining and finishing processes</td>
<td>Problem solving skills used in response to design problem</td>
<td>Development of iterative design process skills, modelling and simulating within a micro-control environment</td>
</tr>
<tr>
<td></td>
<td>Introduction to CAD/CAM manufacture and laser cutting</td>
<td>Mechanisms knowledge and understanding focus</td>
<td><strong>Food &amp; Nutrition</strong> Food science experiments relating to development of flavour in meat cooking. Knowledge and research around the science of eggs. Make Salads, quiche, marinades, trial and develop dishes for the canteen and Pizza. Research around Food Security and the global</td>
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<tr>
<td></td>
<td><strong>Food &amp; Nutrition</strong> Healthy eating choices, safe use of tools and equipment, basic food skills to gain confidence and pleasure in making healthy mainly savoury dishes, crumble, stir fry, tuna and broccoli bake, burgers and the Veggie Challenge. Application of design and evaluative skills to make improvements and adaptations</td>
<td>Generation of solutions through an iterative design process</td>
<td><strong>Tablet Stand</strong> Mainly making project</td>
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<td></td>
<td><strong>Noteholder</strong> Mainly making project</td>
<td>Prototyping and simulating</td>
<td>Timber-based material focus</td>
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<td></td>
<td>Metal materials focus</td>
<td><strong>Tablet Stand</strong> Mainly making project</td>
<td>Mechanisms knowledge and understanding focus</td>
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<td></td>
<td>Workshop practices including hand skills, centre lathe, drilling, joining and finishing processes</td>
<td><strong>Tablet Stand</strong> Mainly making project</td>
<td>Development of timber-based workshop skills and processes</td>
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<td></td>
<td><strong>Night Light</strong> Mainly designing with making</td>
<td><strong>Night Light</strong> Mainly designing with making</td>
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<tr>
<td>Drama</td>
<td>Creating, Performing, Evaluating</td>
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<td>Units of work help pupils create drama, work on core performance skills (voice and movement) and evaluate theatre.</td>
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<td></td>
<td>1. <strong>Baseline assessment</strong> – pupils create a short drama called &quot;The Key&quot;</td>
<td>1. <strong>Greek Theatre</strong></td>
<td>1. <strong>The animal sanctuary</strong> – a mock public enquiry that enhances the pupils' critical thinking skills</td>
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<td></td>
<td>2. <strong>Silent Movies / Mime</strong> – Developing movement skills</td>
<td>2. <strong>Commedia Dell'arte</strong></td>
<td>2. <strong>Button Button</strong> – adapting a short story for theatrical performance</td>
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<td></td>
<td>3. <strong>Storytelling</strong> – creating plots to aid theatrical performance.</td>
<td>3. <strong>Shakespeare</strong></td>
<td>3. <strong>Knife Crime</strong> – using drama to explore a social issue</td>
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<td></td>
<td>4. <strong>The New Frontier</strong> – a dramatic guided fantasy to improve imagination and increase empathy.</td>
<td>4. <strong>Naturalism</strong></td>
<td>4. <strong>I saw it in the paper</strong> – using drama techniques to explore the social issues in the famous poem</td>
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<td></td>
<td>5. <strong>Jabberwocky</strong> – pupils learn basic physical theatre skills to enhance the performance of the famous poem</td>
<td>5. <strong>Modernism &amp; Post Modernism</strong></td>
<td>5. <strong>Soap Opera</strong> – Differences between stage and television acting.</td>
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<thead>
<tr>
<th>English</th>
<th>Chaucer</th>
<th>Grammar and Poetry</th>
<th>Gothic Literature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A Shakespeare play (A Midsummer Night's Dream and Julius Caesar are currently taught in Year 7, but they may vary)</td>
<td>Shakespeare's Twelfth Night</td>
<td>Shakespeare's Much Ado About Nothing</td>
</tr>
<tr>
<td></td>
<td>Shakespeare's Much Ado About Nothing</td>
<td>A novel (e.g. Stone Cold, A Monster Calls, Talking in Whispers)</td>
<td>A novel with focus on context (e.g. Of Mice and Men, To Kill a Mockingbird, Lord of the Flies)</td>
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</tbody>
</table>

Issues of food science and provision or an increasing world population. Development of evaluative skills.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
| **French** | Greetings  
Talking about yourself  
Nouns, gender and adjectives  
Pronunciation and spelling  
Dates  
Family, pets, descriptions  
Jacques Prévert poem "Poème pour enfants – l'hiver"  
The verbs avoir and être  
Regular – er verbs  
Talking about where you live  
Telling the time  
Paul Eluard poem "Dans Paris"  
Bastille Day Project  
Describing town and giving directions  
Café dialogues  
Daily routine  
Reflexive verbs  
Talking about school  
Developing opinions  
Leisure activities  
Present tense of faire  
Future tense with aller  
Present tense of pouvoir  
Perfect tense of regular -er avoir verbs  
Jobs  
Weather  
-ir and –re verbs  
Present tense of venir  
Paris Project  
Perfect Tense  
Modal verbs: vouloir, pouvoir, devoir  
Invitation dialogues  
« Le Comte de Monte Cristo » project  
Developing descriptions  
Irregular adjectives; comparative and superlative forms of adjectives  
Shopping dialogues  
Talking about food and healthy and unhealthy eating  
Food dialogues  
Food in France  
Asking questions  
Holidays  
French Resistance and D-Day Project |
| **Geography** | Your Place in the World  
Map Skills & Atlas Skills  
Food Miles  
The causes, consequences and solutions to Food Miles  
Coasts & Coastal Fieldwork  
The processes, features and management present at the Coast. Coasts fieldwork will be completed in May at Southend.  
India  
China  
The environmental, economic, social and political changes occurring in China.  
Weather & Climate  
The causes and nature of British weather.  
Settlement & Olympic Fieldwork  
Processes which change our urban areas. Fieldwork about the impacts of the Olympics on east London.  
Impossible Places  
Ecosystems (GCSE) & Fieldwork  
The types of ecosystems in the world. A study of the causes, consequences and solutions of deforestation in the Amazon. A fieldwork study of an Oak ecosystem as well as dormitory settlements and tourism.  
UK Landscapes  
A study of the main characteristics of the UK landscape.  
Glacial Landscapes |
<table>
<thead>
<tr>
<th><strong>German</strong></th>
<th>The environmental, economic, social and political changes occurring in India.</th>
<th>The study of places that seem to be 'impossible' such as Las Vegas.</th>
<th>The processes, features and management present in Glacial areas. Glacial fieldwork will be completed during Y10.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German</strong></td>
<td>Phonics and pronunciation</td>
<td>Describing where you live and where things are</td>
<td>Talking about how you spend your time after school</td>
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<tr>
<td></td>
<td>Introducing yourself</td>
<td>Talking about facilities in a town</td>
<td>Discussing healthy living and lifestyles</td>
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<tr>
<td></td>
<td>Cardinal and ordinal numbers</td>
<td>Learning how to order food and snacks</td>
<td>Describing clothes</td>
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<td>Talking about your school</td>
<td>Saying what you would like to do</td>
<td>Explaining your daily routine</td>
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<td>Times of the day</td>
<td>Describing events in the past</td>
<td>Learning about exchange visits and Stuttgart</td>
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<td>Describing your family and friends</td>
<td>Talking about shopping and pocket money</td>
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<td>Discussing free time activities</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>Medieval England.</strong></td>
<td><strong>Expansion, Trade &amp; Industry.</strong></td>
<td><strong>The Era of the Second World War.</strong></td>
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<td></td>
<td>The Norman invasion &amp; conquest of England, including the Battle of Hastings,</td>
<td>The Industrial Revolution &amp; changes in transport.</td>
<td>Inter-war problems such as the Versailles Treaty, League of</td>
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<tr>
<td></td>
<td>Norman castles, the feudal system &amp; the Domesday Book.</td>
<td>The Transatlantic Slave Trade.</td>
<td>Nations &amp; Appeasement.</td>
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<tr>
<td></td>
<td>Medieval religion, including the murder of Thomas Becket.</td>
<td>The Impact of the British Empire.</td>
<td>The impact of the war on Britain, including the Battle of</td>
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<tr>
<td></td>
<td>Medieval life, including the outbreak &amp; impact of the Black Death.</td>
<td><strong>The First World War.</strong></td>
<td>Britain &amp; the Blitz.</td>
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<tr>
<td></td>
<td><strong>The Tudor &amp; Stuart Period.</strong></td>
<td>The causes of the First World War.</td>
<td>The global nature of the Second World War.</td>
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<td></td>
<td>The reign of Henry VIII, including his 6 wives, the quest for a male heir and</td>
<td>Trench warfare of the Western Front, including the Battle of</td>
<td>The Holocaust.</td>
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<td>the Break with Rome.</td>
<td>The Somme.</td>
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<td>Religious change &amp; conflict in the Tudor period, including the reign of</td>
<td>The impact of the war on Britain.</td>
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<td>‘Bloody Mary’.</td>
<td>The end of the War &amp; the Versailles Treaty.</td>
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<td>The reign of Elizabeth I, including Catholic plots &amp; the threat of the</td>
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<td>Spanish Armada.</td>
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</tbody>
</table>
| Maths | The causes of the English Civil War, focusing on the reigns of James I & Charles I. The main events & outcome of the English Civil War. | Problem solving  
Indices  
LCM and HCF  
Geometric and recursive sequences  
Equation of a straight line  
Expanding and factorising  
Solving equations with fractions  
Real life graphs  
Bearings and loci  
Informal transformations  
Area and circumference of a circle  
Angles in parallel lines  
Congruency (informal)  
Probability (two or more events)  
Stem and leaf diagrams  
Averages  
Scatter diagrams | Recurring decimals  
Reverse percentages  
Upper and lower bounds  
Standard form  
Compound measures  
Index laws and surds  
Simultaneous equations  
Changing the subject of a formula  
Arcs and sectors  
Similarity  
Curved graphs  
Perpendicular lines  
Congruency proofs  
Pythagoras  
GCSE Trigonometry  
GCSE Transformations  
GCSE Statistics  
GCSE Probability |
|---|---|---|
| Maths | Negative numbers  
Calculator methods  
Fractions, decimals and percentages  
Formulae  
Factors and multiples  
Solving simple linear equations  
Ratio and proportion  
Plotting straight line graphs  
Sequences  
Properties of 2D shapes  
Area of parallelogram and trapezium  
Volume and Surface area of prisms  
Construction  
Probability – single events  
Pie charts  
Questionnaires | | |
| Music | Class Singing,  
Reading music through singing  
Learning the guitar.  
Grade 1 theory. Opportunity to enter a theory exam.  
Introduction to drumming, pop-singing, creating a band, learning the guitar. | Composing to film using Garageband  
Grade 2 Theory of Music – Opportunity to enter the external examination (June)  
Rock/Pop conventions and arranging  
Listening skills – Classical to Modern day  
Blues/Jazz conventions and arranging | Set work; The Marriage of Figaro.  
Characters, plot, historical points etc  
Creative computer work / learning the guitar further stages.  
Set work; West Side Story  
Characters, plot, racism, conflict escalation etc  
Set work; Les Misérables  
Characters, historical points, plot etc.  
Creating a band / class band.  
Guitars, bass guitar, drumming. Pop-singing. |
| Physical Education & Games | PE: Basketball  
Gymnastics  
Racket Sports  
Health Related Fitness  
Swimming  
Games: Rugby  
Football  
Athletics  
Cricket | PE: Basketball  
Gymnastics  
Racket Sports  
Health Related Fitness  
Swimming  
Games: Rugby  
Football  
Athletics  
Cricket | PE: Basketball  
Gymnastics  
Racket Sports  
Health Related Fitness  
Swimming  
Games: Rugby  
Football  
Athletics  
Cricket |
|---|---|---|
| Religious Studies | Philosophy: Beliefs and values  
Ultimate Questions  
The Soul and being Human  
Ideas about God  
Religion: Authority: Proof and Truth  
Scripture: Hebrew and Christian  
Prayer  
Pilgrimage: Islamic, Christian, and Hindu  
Rites, Rituals and Symbols  
Introduction to Judaism, Hinduism and Sikhism  
Ethics: Animal Rights | Religion: Christianity  
Places of Worship  
Islam  
Religion and Music  
Philosophy: Arguments for the Existence of God  
The Problem of Evil and Suffering  
Ethics: Environmental Issues | Religion: Buddhism  
Evangelical Christianity  
Philosophy: Religion and Science  
Atheism and Humanism  
Moral Philosophy, Utilitarianism and Faith in Action  
Ethics: Religion and Politics |
| Science | Working scientifically  
Particles and their behaviour  
Forces  
Cells  
Elements, atoms and compounds  
Sound  
Structure and function of body systems  
Reactions  
Light  
Reproduction  
Acids and Alkalis  
Space | Health and lifestyle  
The periodic table  
Electricity and Magnetism  
Ecosystem processes  
Separation techniques  
Energy  
Adaptation and inheritance  
Metals and acids  
Motion and pressure  
The Earth | In Year 9, students begin the GCSE course and are taught biology, physics and chemistry as separate lessons. Details can be found in the GCSE options booklet |
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<thead>
<tr>
<th>Spanish</th>
<th>Introductions</th>
<th>Describing personality</th>
<th>Brothers and sisters</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Birthdays</td>
<td>Pets</td>
<td>Hobbies</td>
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<td></td>
<td>Weather</td>
<td>Sports</td>
<td>Favourite things</td>
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<td></td>
<td>School</td>
<td>Family and friends</td>
<td>Physical descriptions</td>
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<td></td>
<td>Town / city</td>
<td>Time</td>
<td>In a café</td>
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<td>Present and future tenses</td>
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<td></td>
<td>Holidays</td>
<td>Technology</td>
<td>Mobile phones</td>
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<td>Music TV</td>
<td>Food</td>
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<td>Breakfast</td>
<td>Breakfast</td>
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<td>In a restaurant</td>
<td>Shopping</td>
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<td>Going out</td>
<td>Excuses</td>
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<td>Getting ready</td>
<td>Clothes</td>
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<td>Project on Madrid</td>
<td>Research other cities</td>
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<td>Preterite tense</td>
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<td></td>
<td>Likes and dislikes</td>
<td>Films</td>
<td>Celebrities</td>
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<td>Jobs</td>
<td>Your future plans</td>
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<td></td>
<td>Daily routine</td>
<td>Healthy diet</td>
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<td>Getting fit</td>
<td>Parts of the body</td>
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<td>Ailments</td>
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<td>Unit on 'The Golden Age' - looking at literature, poetry, artwork</td>
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<td>Project on a LA country</td>
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<td>Irregular present tense</td>
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<td>Recap of all present, past and future</td>
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