



# **Year 8 Curriculum Handbook**

2025-2026

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# Welcome to Year

Dear Year 8 families,

We have produced this handbook to support you with the education of your Year 8 son/daughter here at Kingsthorpe College. We hope that you will use this information to ask questions of your child whilst they progress through the curriculum this year and/or support them with their learning.

We have worked hard to design an ambitious and engaging curriculum which supports your child from their primary school studies into key stage 3. There are lots of opportunities for enrichment opportunities to further their studies as shown throughout this handbook.

If you have any queries, the best people to contact are either your child's teacher of the subject or their tutor in the first instance. We have also given you some key contacts for subject areas if you have any general questions.

We look forward to working with you over this academic year.

Yours sincerely,

Miss Helen Gilligan

*Deputy Headteacher, Quality of Education*

## Year 8 Curriculum Overview

Students in Year 8 study a broad and balanced curriculum. They are in sets for English/ Humanities/ MFL and Maths/ Science/ IT; all other subjects are taught mixed ability. Setting is fluid throughout the year and groups are looked at regularly. The number of hours given to each subject per fortnight and a key contact is shown in the table below:

Subject	Hours	Key contact
English	7	Mrs Wright <a href="mailto:Hayley.Wright@kingsthorpecollege.org.uk">Hayley.Wright@kingsthorpecollege.org.uk</a>
Maths	7	Mr Rushton <a href="mailto:Matthew.rushton@kingsthorpecollege.org.uk">Matthew.rushton@kingsthorpecollege.org.uk</a>
Science	7	Mr Kent <a href="mailto:Robert.kent@kingsthorpecollege.org.uk">Robert.kent@kingsthorpecollege.org.uk</a>
Geography	3	Mrs Sheriff <a href="mailto:Fiona.old@kingsthorpecollege.org.uk">Fiona.old@kingsthorpecollege.org.uk</a>
History	4	Mrs Paice <a href="mailto:Gail.paice@kingsthorpecollege.org.uk">Gail.paice@kingsthorpecollege.org.uk</a>
RE	2	Mrs Ackumey <a href="mailto:Mabel.ackumey@kingsthorpecollege.org.uk">Mabel.ackumey@kingsthorpecollege.org.uk</a>
MFL – French or German	3	Mrs Sherred <a href="mailto:Sarah.sherred@kingsthorpecollege.org.uk">Sarah.sherred@kingsthorpecollege.org.uk</a>
IT	2	Mrs Landers <a href="mailto:Frances.Landers@kingsthorpecollege.org.uk">Frances.Landers@kingsthorpecollege.org.uk</a>
Visual Arts	3	Mr Griffiths <a href="mailto:Peter.griffiths@kingsthorpecollege.org.uk">Peter.griffiths@kingsthorpecollege.org.uk</a>
Performing Arts – dance, drama, music	5	Mrs Townsend <a href="mailto:Lucy.townsend@kingsthorpecollege.org.uk">Lucy.townsend@kingsthorpecollege.org.uk</a>
PE	3	Miss Newell <a href="mailto:Victoria.newell@kingsthorpecollege.org.uk">Victoria.newell@kingsthorpecollege.org.uk</a>
PSHE	2	Mrs Lloyd-Jones <a href="mailto:Ella.lloyd-jones@kingsthorpecollege.org.uk">Ella.lloyd-jones@kingsthorpecollege.org.uk</a>
Electives	2	Mrs Lloyd-Jones <a href="mailto:Ella.lloyd-jones@kingsthorpecollege.org.uk">Ella.lloyd-jones@kingsthorpecollege.org.uk</a>

## Year 8 Assessments

In year 8, they will be placed into one of 5 bands depending on their key stage 2 SATs scores. At each of the two reporting points during the year, your child will be rank scored into one of the 5 bands depending on the progress they are making in each subject. Teachers will also report an “attitude to learning” grade.

Each key stage 3 band refers to the typical grades your child will achieve at key stage 4 in each subject as shown in the table below.

Key Stage 3 Band	Typical Key Stage 4 Grades
1	7 to 9
2	5 to 7
3	4 to 6
4	3 to 5
5	1 to 4

At the start of Year 7, all students will sit English, maths and science baseline assessments; these will show in detail to our core teachers the strengths and areas of development for the year group as well as each student individually. Students will then sit a similar progress test at the end of year 7 so we can monitor the progress that has been made. This assessment will not be shared with students or parents as it is used to support teaching.

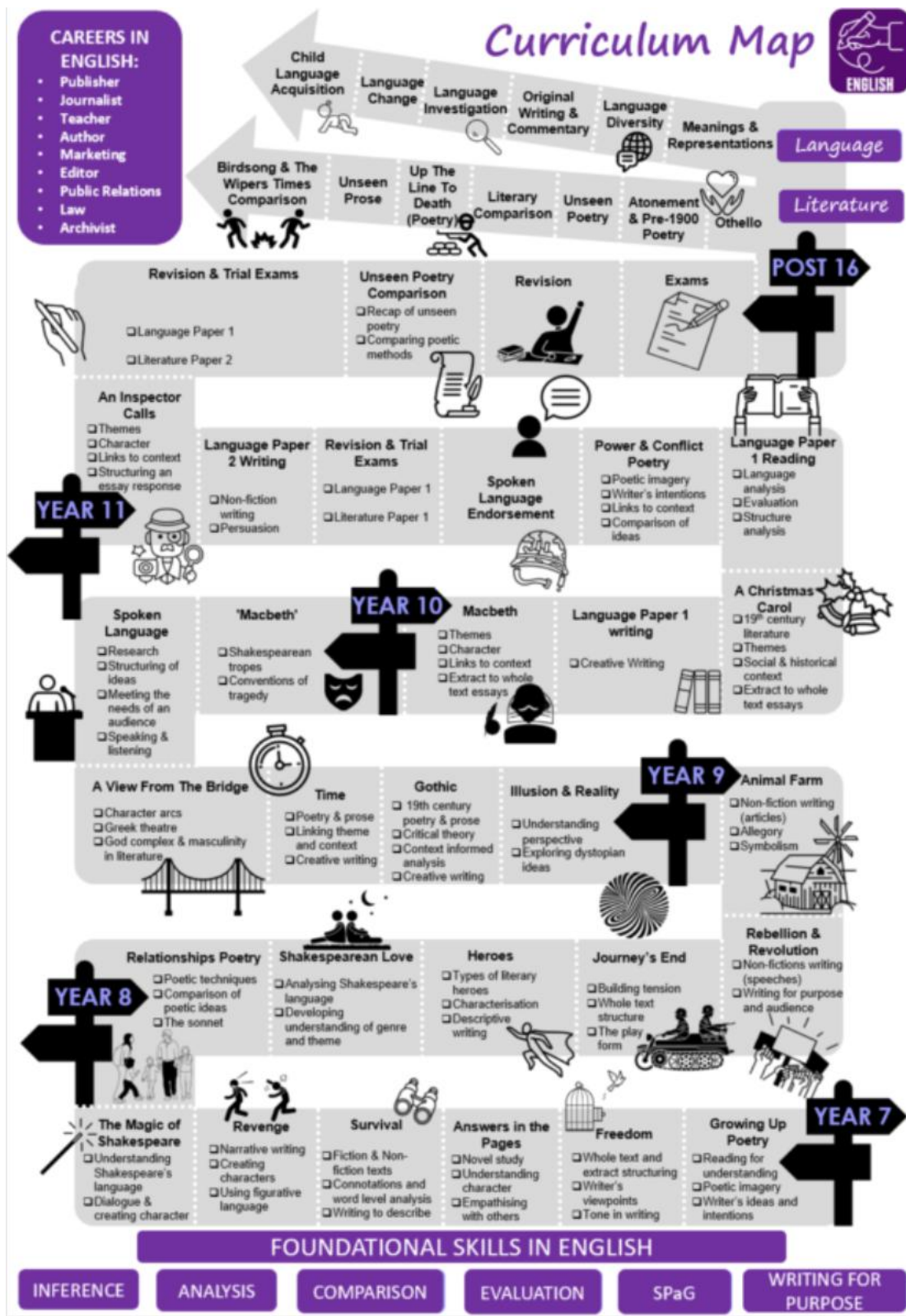
Although there are two summative in class assessment points during the year, some subjects may wish to do more frequent assessment for learning (eg end of unit tests). Details of assessments, including what your child will be assessed on is given in more detail on the subject pages which follow

Key dates for Year 8 for the academic year 2024-25 are shown below:

Dates	Activity

## Year 8 English

<b>Subject Overview</b>	The Year 8 curriculum in English builds upon the solid foundations set out in Year 7. We introduce more of a focus on literature skills such as whole text structure analysis and character and theme development. We will also ensure that students continue to be exposed to a range of genres and text types and start to compare the purpose, audience and form of texts, whilst also considering the intent and perspective of the writer. In writing, students will start to focus more intently on writing for non-fiction purposes and creating a voice in their own writing.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Relationships Poetry:</b> Poetic techniques, comparison of poetic ideas, the sonnet.
<b>Term 2</b>	<b>Shakespearean Love:</b> Analysing Shakespeare's language, Developing understanding of genre and theme.
<b>Term 3</b>	<b>Heroes:</b> Types of literary heroes, characterisation, descriptive writing.
<b>Term 4</b>	<b>Journey's End:</b> Building tension, whole text structure, the play form.
<b>Term 5</b>	<b>Rebellion and Revolution:</b> Non-fiction writing (speeches), writing for purpose and audience.
<b>Term 6</b>	<b>Animal Farm:</b> Non-fiction writing (articles), symbolism, allegory.
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed in a range of ways throughout the course. We track the skills needed for students to confidently unlock their next levels in their learning, gaining a clear picture of each learner and their needs. Students will complete two formally assessed pieces of work each term which give students the opportunity to showcase their skills and knowledge. The first receives a feedback sheet identifying strengths of the class and individual areas for improvement. The second allows students to show improvements made from the first task and students receive a Deep Marking feedback sheet for this work. This data then goes towards our reporting.
<b>Homework</b>	All students in Year 8 receive spelling homework which is set and checked on a weekly basis.
<b>Enrichment</b>	We offer many opportunities for students to develop their writing skills through entry to national writing and poetry competitions. In Year 8, we organise a trip to the Imperial War Museum in the Spring Term to support our studies of Journey's End and literary heroes.
<b>Online resources</b>	Sonnets: <a href="https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zwn66g8">https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zwn66g8</a> Romeo & Juliet: <a href="https://www.bbc.co.uk/bitesize/topics/zykncwx">https://www.bbc.co.uk/bitesize/topics/zykncwx</a> Non-fiction Writing: <a href="https://www.bbc.co.uk/bitesize/topics/zv7fqp3">https://www.bbc.co.uk/bitesize/topics/zv7fqp3</a>
<b>Extra reading</b>	The Taming of the Shrew by William Shakespeare, Twelfth Night by William Shakespeare, Frankenstein by Mary Shelley, I Am Malala by Malala Yousafzai, My Story by Rosa Parks, The Lord of the Rings by JRR Tolkien, Harry Potter & The Deathly Hallows by JK Rowling.



## Year 8 Maths

<b>Subject Overview</b>	Teaching and learning is at the heart of everything we do in the maths team; we want to encourage risk taking and creativity in our students by being creative teachers. ICT is used to enhance teaching and learning and promote independent learning using online resources.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Ratio and Proportion and Rates of Change/Numbers:</b> Ratio and scale, multiplicative change, multiplying and dividing fractions.
<b>Term 2</b>	<b>Geometry, Statistics and Probability:</b> Working in the Cartesian Plane, representing data, tables and probability.
<b>Term 3</b>	<b>Algebra:</b> Brackets, equations and inequalities, sequences and indices.
<b>Term 4</b>	<b>Number:</b> Fractions and percentages, standard index form and number sense.
<b>Term 5</b>	<b>Geometry:</b> Angles in parallel lines and polygons, more complex areas, symmetry and reflection.
<b>Term 6</b>	<b>Statistics:</b> The data handling cycle and measures of location.
<b>Additional Information</b>	
<b>Assessments</b>	Students are formally assessed at regular intervals, and each receives a PLC, (personal learning checklist) after each assessment showing strengths and topics for improvement. A website where students can access support on these topics is referenced in the PLC.
<b>Homework</b>	Homework is set regularly, and students are given a roughly a week in which to complete it. It may take the form of a set of questions related to the topic being currently studied; an online task set through the Sparx website or a set of past key stage questions. Books and homework are reviewed according to the College policy. Students will be guided and supported on how to improve if any misconceptions are uncovered.
<b>Enrichment</b>	We have a maths club and drop-in sessions for support with homework on a weekly basis. Each student has a personal log in to the maths watch website where they can access online support and challenging tasks.
<b>Online resources</b>	
<b>Extra reading</b>	



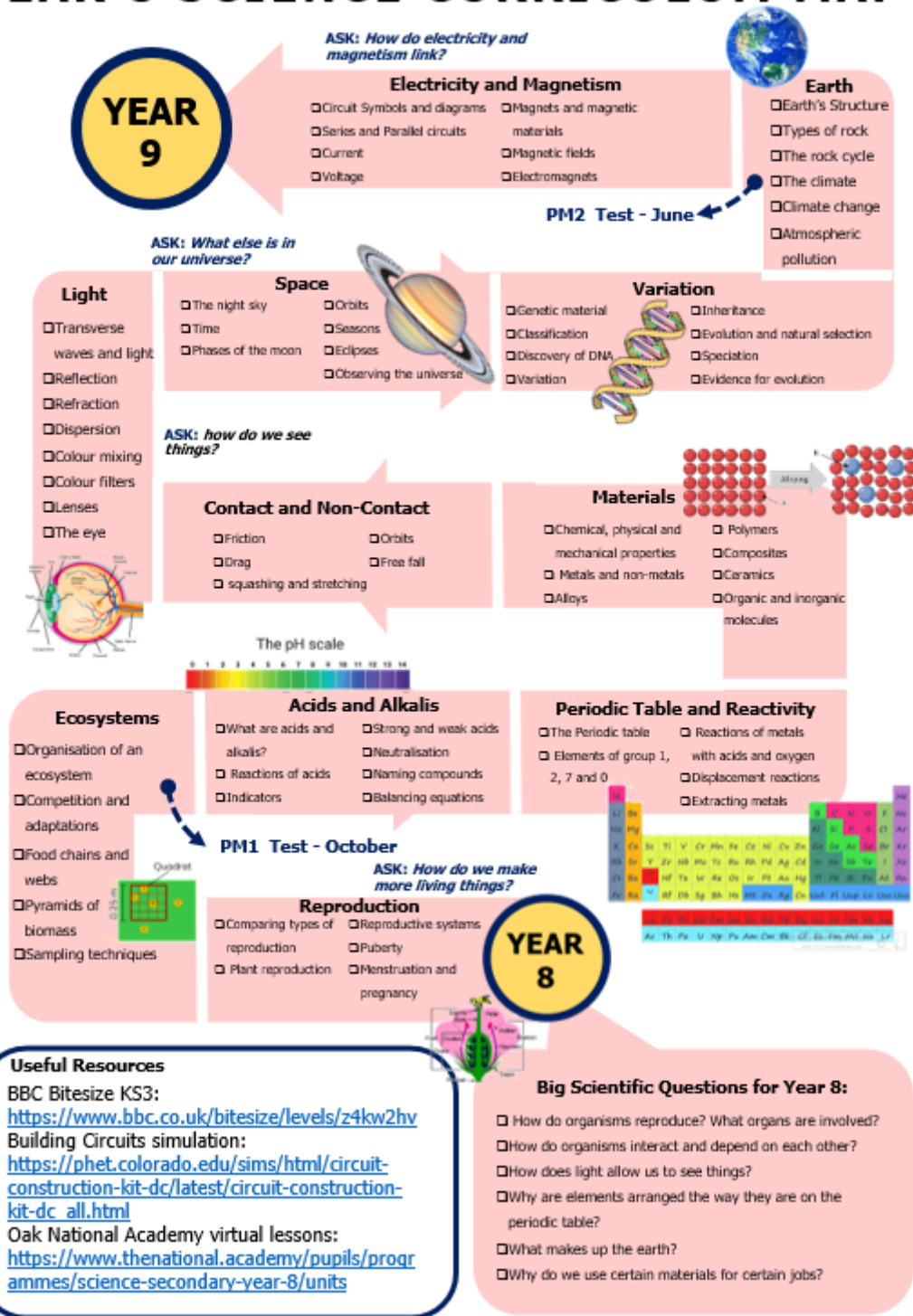
## Year 8 Science

<b>Subject Overview</b>	Students in Year 8 continue KS3 Science in a number of interesting and exciting ways. Students are able to investigate how lifestyle can impact our health, how animals are adapted to their environments and learn about the structure of the Earth. Students are
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	taught to carry out a number of practical activities that will help them to understand the Periodic Table, discover the properties of acids and metals and start tackling more complex ideas surrounding electricity and the force of magnetism.
<b>Curriculum Content</b>	
<b>Unit 1</b>	Reproduction
<b>Unit 2</b>	Ecosystems
	<b>PM Test October</b>
<b>Unit 3</b>	Acids and Alkalis
<b>Unit 4</b>	Periodic Table and Reactivity
<b>Unit 5</b>	Materials
<b>Unit 6</b>	Contact and Non-Contact
<b>Unit 7</b>	Light
<b>Unit 8</b>	Space
<b>Unit 9</b>	Variation
<b>Unit 10</b>	Earth
	<b>PM 2 Test June</b>
<b>Unit 11</b>	Electricity and Magnetism
<b>Additional Information</b>	
<b>Assessments</b>	<p>The students will be assessed through a variety of tasks that involve a range of strategies which include:</p> <ul style="list-style-type: none"> <li>• Starter activities to start students thinking from the moment they walk into the lab.</li> <li>• End of chapter questions and termly tests.</li> </ul>
<b>Homework</b>	In Science, homework is set weekly on Sparx Science. This covers content that pupils have seen over the previous fortnight as well as revisiting key concepts from earlier in the course.
<b>Enrichment</b>	Pupils can complete independent work on either Sparx or Century Tech. They can also access the online resources and extra reading below to explore the curriculum further.
<b>Online resources</b>	<p>BBC Bitesize KS3: <a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a></p> <p>Oak National Academy virtual lessons:  <a href="#">Science, secondary, Year 8 - Unit listing   Oak National Academy</a></p> <p><a href="https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc-virtual-lab">https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc-virtual-lab</a></p>
<b>Extra reading</b>	<p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2024/11/golden-mole_article.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2024/11/golden-mole_article.pdf</a></p> <p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2022/12/biomimicry_article_lower_level.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2022/12/biomimicry_article_lower_level.pdf</a></p> <p><a href="https://www.sciencejournalforkids.org/wp-content/uploads/2024/12/earth-rings_article.pdf">https://www.sciencejournalforkids.org/wp-content/uploads/2024/12/earth-rings_article.pdf</a></p>

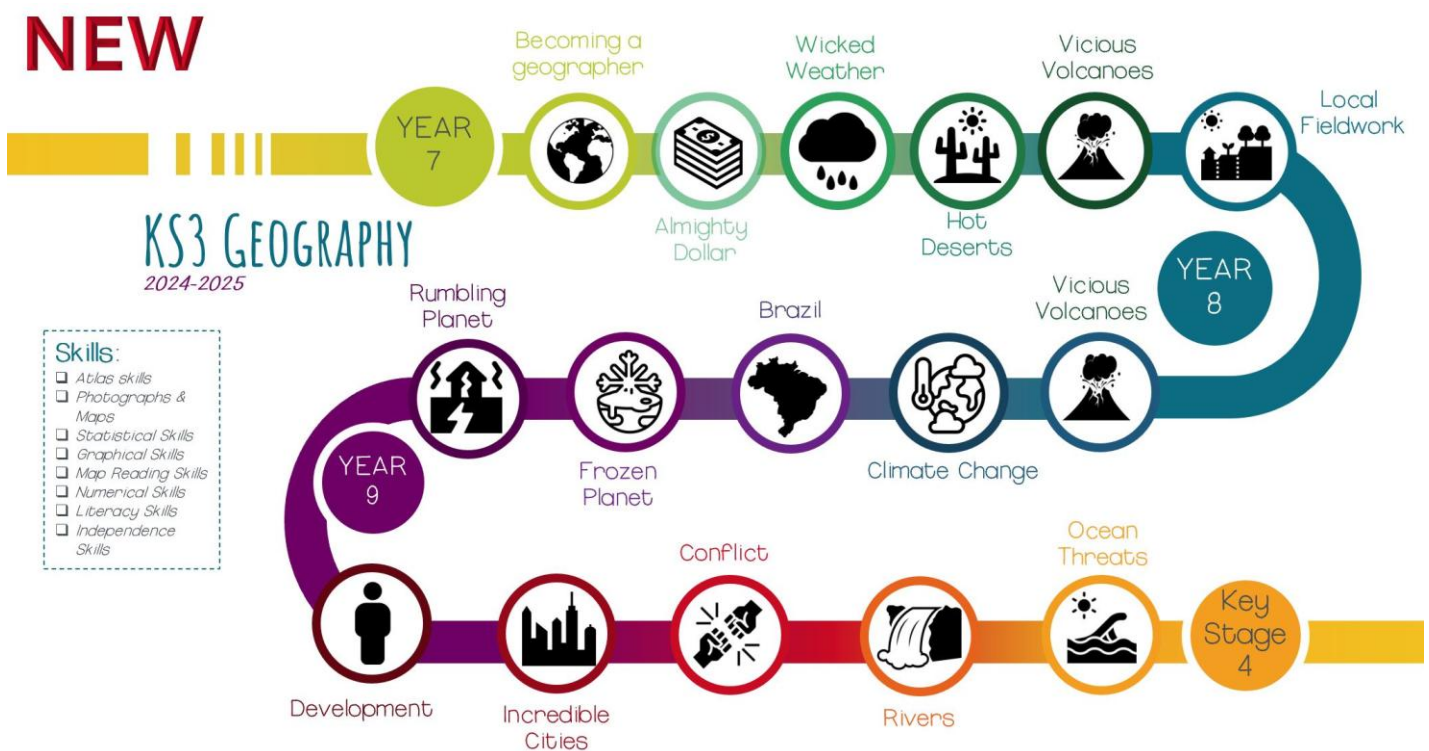
# YEAR 8 SCIENCE CURRICULUM MAP



## Year 8 Geography

<b>Subject Overview</b>	<p>Our Year 8 curriculum builds on the knowledge and skills studied in Year 7 and introduces our students to a range of new concepts such as climate change, decolonisation and the Anthropocene.</p> <p>From journeying our way through the Amazon Rainforest during our Brazil topic to shivering with penguins, students will once again study a wide range of locations around the world including; Brazil, Antarctica, Svalbard, Pakistan, Tuvalu, Japan and Haiti.</p> <p>They will build on their knowledge of processes, for example their understanding of plate tectonics through the study of earthquakes and tsunamis. Year 8 also offers students the opportunity to build on their cross-curricular knowledge through the study of climate change.</p> <p>Studying contrasting biomes to those studied in Year 7, will give Year 8 the opportunity to develop their understanding on physical and human processes as students will study the tropical rainforests, tundra and taiga.</p>
<b>Curriculum Content</b>	
<b>Unit 1</b>	<p><b>Vicious Volcanoes (2025 only)</b></p> <p>Students will build upon their primary knowledge of tectonic hazards and look closely at a range of volcanoes and their associated hazards. Using GIS and a range of experiments we will look closely at what happens when a volcano erupts and how easy it is to predict an eruption.</p>
<b>Unit 2</b>	<p><b>Should we be worried about climate change?</b></p> <p>A pressing issue for our planet, students will study the science of climate change alongside what we can do reduce our impact on the planet. Students will study Tuvalu and the Solomon Islands as well as impacts of climate change on the UK. Students will complete a lichen study for their fieldwork in this unit.</p>
<b>Unit 3</b>	<p><b>Brazil</b></p> <p>Through this unit students will study the concept of colonisation and how this has shaped Brazil today. We will remove the stereotypes often given to NICs and build a wide narrative of what life is like in Brazil. Students will measure carbon content in trees for their fieldwork in this unit.</p>
<b>Unit 4</b>	<p><b>Frozen Planet</b></p> <p>In this unit we will study the Arctic and Antarctic and their similarities and differences. Through our connections with the UK Polar Network we will delve into polar careers, as well as understanding the impacts of climate change on our cryosphere.</p>
<b>Unit 5</b>	<p><b>Rumbling Planet</b></p> <p>Building on their knowledge of tectonic hazards we will now study earthquakes and tsunamis and the impacts they have on countries with differing levels of development. Students will study tectonic hazards in Haiti and Japan as well as build an understanding of how we can build earthquake proof structures.</p>
<b>Additional Information</b>	
<b>Assessments</b>	<p><b>Assessment:</b></p> <p>At the end of each unit of work, students will complete an assessment. There are also two key assessment points in Year 8 where students will sit assessments which combine their units of study.</p> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Should we be worried about climate change: Lichen surveys</li> <li>• Brazil: Carbon content in trees</li> </ul>
<b>Homework</b>	Homework is set every other week, and students are usually given one week to complete it. It is marked in agreement with the school's feedback policy. Homework tasks include

	spellings, additional reading and application of skills. In addition, some of the topic areas provide opportunities for longer homework projects to be set and often involves making models or completing practical activities over the space of the half term.
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Trip to the living rainforest</li> <li>• British Council school partnership activities with our overseas partner schools in Pakistan, Bangladesh and Taiwan</li> <li>• Antarctic Flags Project with the UK Polar Network</li> <li>• Local fieldwork</li> <li>• Online Q&amp;A with residents of the Solomon Islands</li> <li>• Careers talks with UK Polar Network on polar careers</li> </ul>
<b>Online resources</b>	BBC Bitesize for KS3 Geography: <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a> Seneca: <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a>
<b>Extra reading</b>	Ilan Kelman: Disaster by Choice Greta Thunberg: The Climate Book Lily Dyer: Earth Heroes

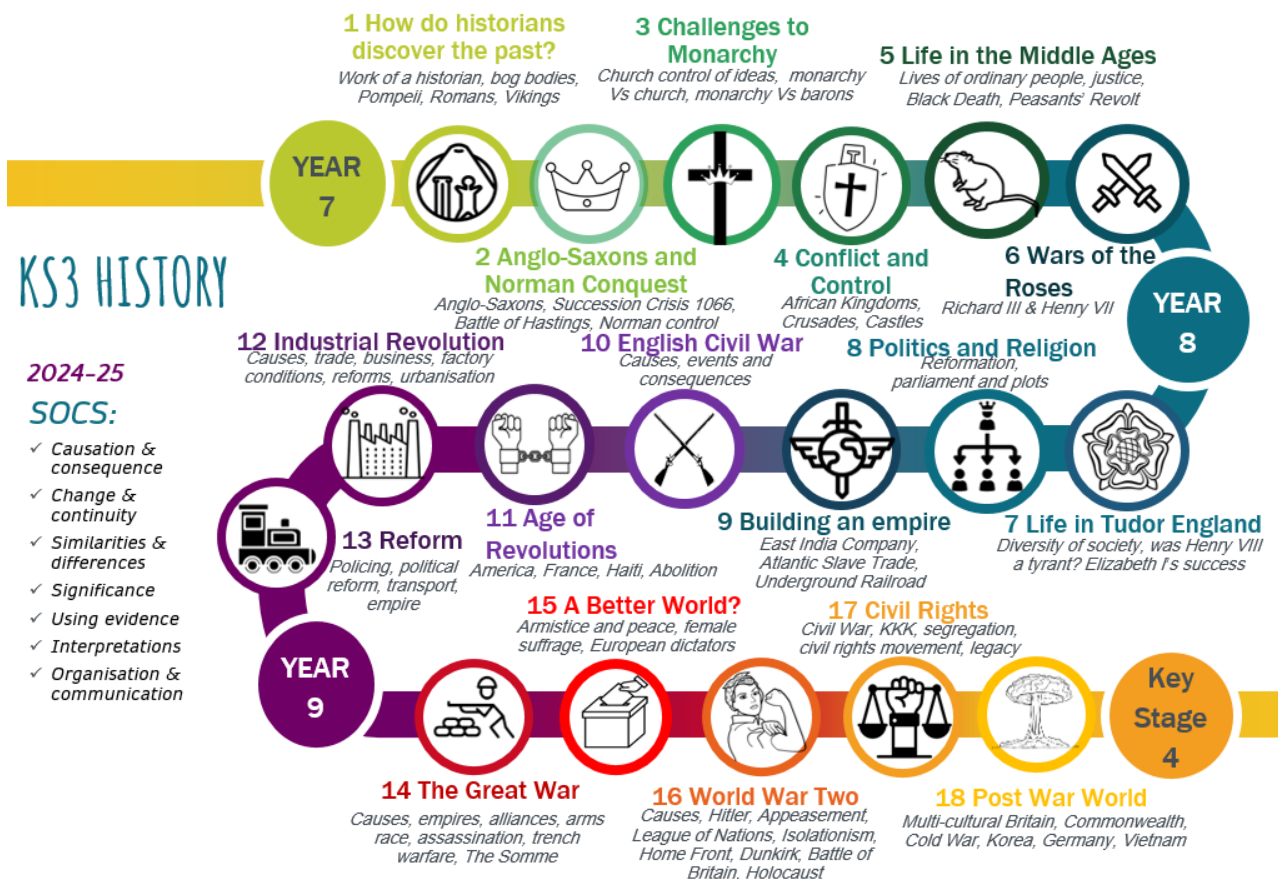


# Year History

<b>Subject Overview</b>	The Y8 History curriculum builds on students' historical learning and skills introduced in Y7 with a continued chronological approach, structured around a series of enquiry questions. We focus on the Tudor and Civil War periods before moving onto investigating a range of examples of revolution in the 18th and 19th centuries. In Year 8 students will revisit the key historical concepts of parliament, monarchy, diversity, revolution, empire and justice by setting these into differing contexts. We aim to build their confidence in thinking and writing like a historian.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Life in Tudor England</b> <ul style="list-style-type: none"> <li>Enquiry 1 How diverse was Early Modern England? (Similarities &amp; differences) Poverty, vagrancy, wealth, family life, women, Black migrants, Great Chain of Being, social class and status Vs race</li> <li>Enquiry 2 Was Henry VIII a tyrant? (Interpretations) Parliament, Lords and Commons, King's "Great Matter", Reformation, Church of England, monasteries, dissolution, union with Wales</li> <li>Enquiry 3 Did being a woman stop Elizabeth I being a successful monarch? (Significance) marriage and succession, Virgin Queen, Religious Settlement</li> </ul>
<b>Term 2</b>	<b>Politics and Religion</b> <ul style="list-style-type: none"> <li>Enquiry 3 Did being a woman stop Elizabeth I being a successful monarch? (Significance) Mary Queen of Scots and plots, Spanish Armada and war with Spain, image and propaganda, development of parliament, Ireland</li> <li>Enquiry 4 How did Britain build an empire? (Causation &amp; consequence) Privateering, piracy, English colony in West Indies, East India Company, Atlantic slave trade, plantations, slave rebellions, underground railroad</li> <li>Enquiry 5 How was the "world turned upside down"? (Change &amp; continuity – revolution) Causes of the English Civil War: Parliament, House of Commons, Monarchy, Divine right to rule, control of army</li> </ul>
<b>Term 3</b>	<b>Building an Empire</b> <ul style="list-style-type: none"> <li>Enquiry 5 How was the "world turned upside down"? (Change &amp; continuity – revolution) English Civil War: Royalists / Cavaliers, Battle of Naseby, New Model Army, trial and execution of Charles I, Cromwell, Puritans,</li> <li>Enquiry 6 How "merry" was Stuart England? (Interpretations) Restoration, exile, "Merry monarch", scientific revolution, witchcraft, Great Plague 1665, Great Fire of London 1666, United Kingdom</li> </ul>
<b>Term 4</b>	<b>English Civil War</b> <ul style="list-style-type: none"> <li>Enquiry 7 What did "Revolution" mean in the "Age of Revolutions"? (Change &amp; continuity – revolution) American Revolution, French Revolution, Haitian revolution</li> <li>Enquiry 8 How have black abolitionists been "brushed to the margins of history"? (Causation &amp; consequence) Wilberforce, Sharpe and Wedgwood, trade, Olaudah Equiano, slave rebellion in Jamaica</li> </ul>
<b>Term 5</b>	<b>Age of Revolutions</b> <ul style="list-style-type: none"> <li>Enquiry 9 Was the Industrial Revolution the "Dawn of Liberty"? (Interpretations) causes of the Industrial Revolution, urbanisation and living conditions, entrepreneurs, factory conditions, Northampton's industrialisation, impact of railways</li> </ul>



	<ul style="list-style-type: none"> <li>Enquiry 10 How far did democracy develop in the 19th century? (Change &amp; continuity) political system, rotten boroughs, Whigs, Tories, 1832 Reform Act, political reform, protests</li> </ul>
<b>Term 6</b>	<b>Industrial Revolution</b> <ul style="list-style-type: none"> <li>Enquiry 11 What does the case of Jack the Ripper reveal about Victorian society? (Using evidence) Victorian values, media, attitudes towards the police, The Five</li> <li>Enquiry 12 Was the British Empire a "force for good"? (Interpretations) Trade and exports, Slave trade, India, East India Company, China, Ireland, India, Australia</li> </ul>
<b>Additional Information</b>	
<b>Assessments</b>	Students will be assessed through two main summative assessments throughout the year. These are completed in lesson time and marked according to an agreed mark scheme. These summative assessments cover all historical skills in the course of each academic year and are mapped across KS3 to build progression and prepare students for GCSE History. In addition to this, students complete guided practice on each historical skill area regularly in lessons, with written feedback given termly.
<b>Homework</b>	Fortnightly homework tasks include spellings, knowledge tests, online quizzes and "meanwhile, elsewhere" research sheets.
<b>Enrichment</b>	We run a visit for Year 8 students to the Black Country Living Museum during Term 6.
<b>Online resources</b>	BBC Bitesize for KS3 History: KS3 History - BBC Bitesize Seneca Learning: Seneca - Learn 2x Faster (senecalearning.com)
<b>Extra reading</b>	Ian Mortimer "A Time Traveller's Guide to Elizabethan England" Catherine Johnson "To Liberty! The Adventures of Thomas-Alexandre Dumas"

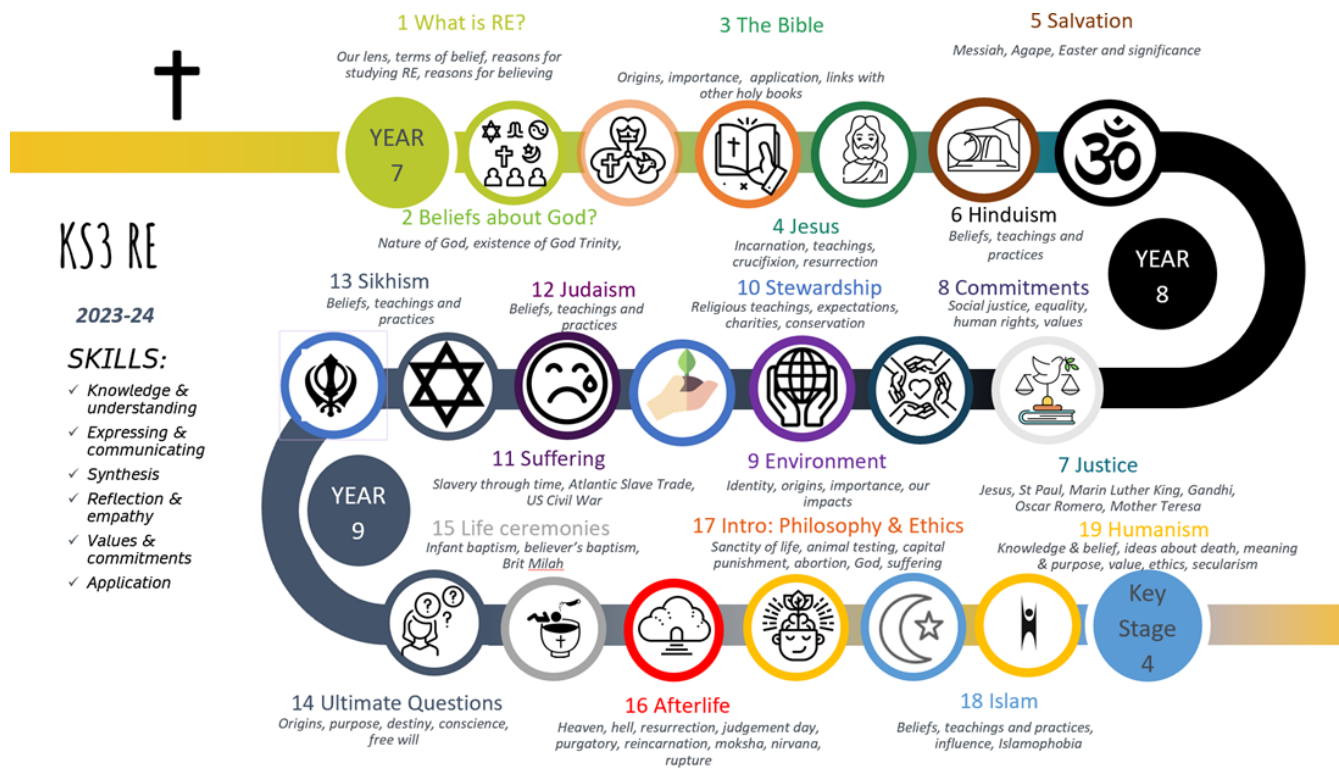


## Year 8 RE

<b>Subject Overview</b>	In accordance with the Northamptonshire Agreed Syllabus, approximately 20 weeks are spent on the Christianity units in each of Years 7 and 8 and 9, and approximately 15 weeks on Hinduism (Year 7), 15 weeks on Judaism (Year 8) and 15 weeks on Islam (Year 9). This is to provide a balance between Christianity and other religions.
<b>Curriculum Content</b>	
<b>Unit 1</b>	<b>Justice:</b> Jesus, St Paul, Martin Luther King, Gandhi, Oscar Romero, Mother Teresa.
<b>Unit 2</b>	<b>Commitments:</b> Social justice, equality, human rights, values.
<b>Unit 3</b>	<b>Environment:</b> Identity, origins, importance, our impacts.
<b>Unit 4</b>	<b>Stewardship:</b> Religious teachings, expectations, charities, conservation.
<b>Unit 5</b>	<b>Suffering:</b> Types of suffering, case studies, practical and theoretical responses to suffering and Christian responses.
<b>Unit 6</b>	<b>Judaism:</b> Belief, teachings and practices.
<b>Unit 7</b>	<b>Sikhism:</b> Belief, teachings and practices.
<b>Additional Information</b>	
<b>Assessments</b>	Students are assessed continuously throughout the different units, using expectations statements and level descriptors to level pieces of class and homework. Tasks are varied to consider varied learning styles, for example, written, verbal and visual.
<b>Homework</b>	Fortnightly homework tasks include spellings, knowledge tests, viewing reflections, online quizzes and “meanwhile, elsewhere” research sheets.
<b>Enrichment</b>	Virtual Tour of the Ten Boom Museum
<b>Online resources</b>	<ul style="list-style-type: none"> <li>• <b>"The RE Podcast"</b> <a href="https://www.therepodcast.co.uk/">https://www.therepodcast.co.uk/</a></li> <li>• <b>"He Named Me Malala"</b> Documentary <a href="https://www.youtube.com/watch?v=XLrVqzWWlsc">https://www.youtube.com/watch?v=XLrVqzWWlsc</a></li> <li>• <b>BBC Bitesize – ALL TOPICS</b> <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li> <li>• <b>Eco-Congregation Resources</b> <a href="#">Eco-Congregation</a></li> <li>• <b>Young Christian Climate Network (YCCN)</b> <a href="#">YCCN</a></li> <li>• <b>Islamic Foundation for Ecology and Environmental Sciences (IFEES)</b> <a href="#">IFEES</a></li> </ul>
<b>Extra reading</b>	<ul style="list-style-type: none"> <li>• <b>"The Lion, the Witch and the Wardrobe"</b> by C.S. Lewis</li> <li>• <b>"The Boy in the Striped Pyjamas"</b> by John Boyne</li> <li>• <b>"The Life of St. Francis of Assisi"</b> by Paul Sabatier</li> <li>• <b>"Respecting the Environment"</b> by Louise Spilsbury</li> <li>• <b>"Judaism: A Very Short Introduction"</b> by Norman Solomon</li> <li>• <b>"Judaism: Belief and Practice"</b> by Dan Cohn-Sherbok</li> <li>• <b>"Judaism"</b> by Andy Lewis</li> <li>• <b>"World Beliefs: Sikhism"</b> by Sue Penney</li> <li>• <b>"Sikhism: A Very Short Introduction"</b> by Eleanor Nesbitt</li> </ul>

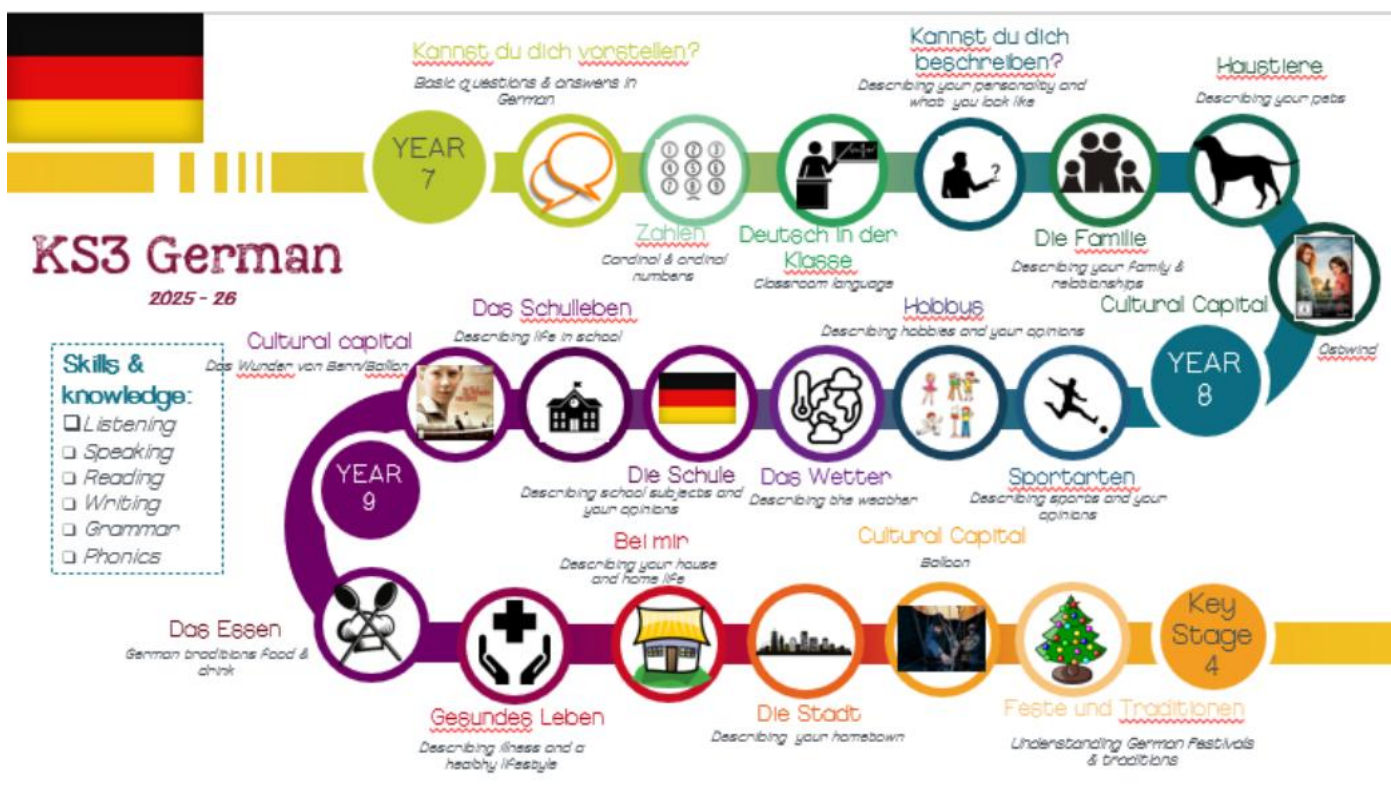
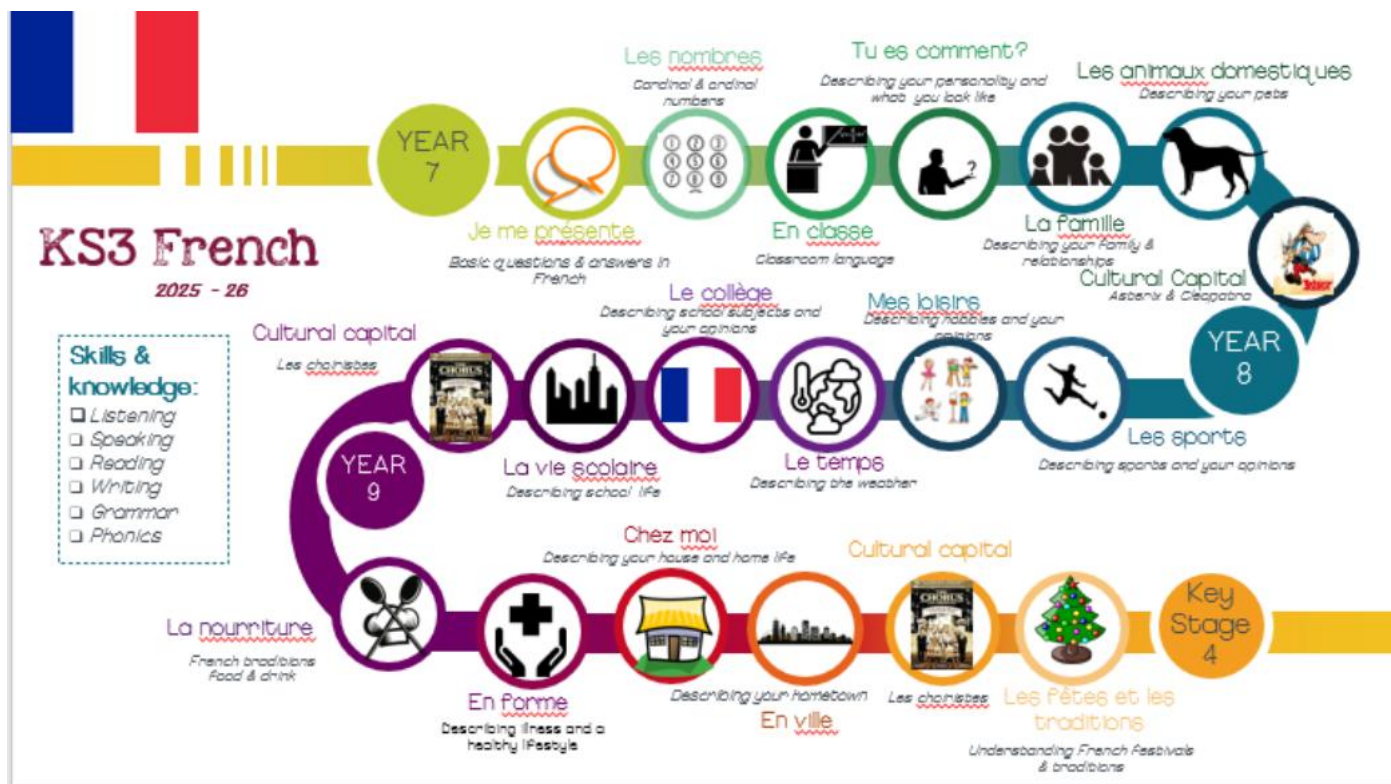






Year 8 MFL (French/German)

<b>Subject Overview</b>	Students continue to study either French or German on 3 lessons a fortnight. Students will continue with the language which they began in Year 7 in order to increase their familiarity with it.
<b>Curriculum Content</b>	
<b>Term 1</b>	<b>Sports</b> – describing sports you like & dislike and be able to give your opinion on them, and how often you do them.
<b>Term 2</b>	<b>Hobbies</b> – saying what hobbies you like and dislike, including the playing of musical instruments and the sorts of TV programmes you watch.
<b>Term 3</b>	<b>The weather</b> – being able to describe the weather and what activities you do and don't do depending on the weather.
<b>Term 4</b>	<b>School subjects</b> – talking about school subjects you like and dislike and being able to give reasons for whether you like them or not.
<b>Term 5</b>	<b>Describing your school life</b> – learning to describe your school timetable and what your school and your teacher are like.
<b>Term 6</b>	<b>Describing your uniform</b> – learning the German for clothing and how to describe what you wear to school and whether you like your uniform or not.
<b>Additional Information</b>	
<b>Assessments</b>	Students can be assessed in any of the 4 language skills: Listening, Reading, Speaking and Writing. Students will have 2 summative assessments over the course of the academic year, with smaller formative assessments taking place during each topic. They will also have regular vocabulary tests to check their recall of new language learnt.
<b>Homework</b>	Students should receive one piece of homework per week. This might be the learning of new vocabulary, or activities to reinforce new vocabulary on Language Gym - Home (language-gym.com), which is a website we use. Instructions to access the platform will be provided.
<b>Enrichment</b>	There are options for students who speak another language (i.e. Polish, Italian etc.) to gain early GCSE's in these subjects in conjunction with the EAL department. Students can learn Beginners German & Spanish in Electives.
<b>Online resources</b>	<a href="https://www.language-gym.com/">Language Gym - Home (language-gym.com)</a> school account <a href="https://www.duolingo.com/">https://www.duolingo.com/</a> many students set up their own accounts
<b>Extra reading</b>	





## Year 8 IT

<b>Subject Overview</b>	<p>IT &amp; Computer Science promote safe, confident and independent users of IT. They make creative use of the different tools available to construct digital artefacts that can target familiar and diverse audiences.</p> <p>We explore different uses and allow students to bring their own interests into their work. They should be able to explore formal and professional uses of IT &amp; Computer Science to understand how it is used internationally.</p> <p>The different skills that they make use of in the subject such as analysis, design, implementation, testing and evaluation that are core to a wide range of job roles both inside and outside of the IT sector.</p>
<b>Curriculum Content</b>	
<b>Unit 1</b>	<p><b>Computer Crime and cyber security:</b></p> <p>This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and GDPR and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” identity theft and safe use of social media are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p>
<b>Unit 2</b>	<p><b>Interface design:</b></p> <p>Students will use the knowledge they acquired in unit 1 to develop an interface to guide others through the topic of cyber security. They will plan out their interface and then create an interface that uses a range of techniques to engage their audience and has a high level of usability.</p>
<b>Unit 3</b>	<p><b>Artificial Intelligence:</b></p> <p>This unit gives students an introduction to the world of artificial intelligence (AI) and machine learning. Throughout this unit, students will experience a variety of real-world AI applications and be made aware of the ever-increasing range of AI-related careers. As well as considering the social and ethical implications of AI developments, they will have the opportunity to delve deeper and explore machine learning models and the engines that make them work.</p>
<b>Unit 4</b>	<p><b>Small Basic programming:</b></p> <p>Students build on their logical thinking and programming skills developed in year 7. They move from block-based programming to textual programming, developing their knowledge of key concepts such as iteration and selection. They learn the structure and commands of the language to apply programming concepts to artistic creations.</p>
<b>Unit 5</b>	<p><b>Vector graphics:</b></p> <p>This is an introduction to graphics and graphic file types. The unit explores how vector images are represented and stored by the computer. There is also opportunity for pupils to practise skills in design, image-editing and manipulation using a suitable graphics package.</p>
<b>Additional Information</b>	
<b>Assessments</b>	Each unit has an electronic assessment completed consisting of multiple choice and written answers.
<b>Homework</b>	Each lesson will include a homework set on Teams.
<b>Enrichment</b>	Weekly lunchtime Computer Games Club
<b>Online resources</b>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a>





## Year 8 Visual Arts

<b>Subject Overview</b>	Students have three, one-hour lessons per fortnight. The key concepts of key stage 3 are built around the formal elements, with a curriculum tailored around creative development. During this key stage we explore landscapes, portraiture and still life. There is an emphasis on students building and mastering key artistic and creative skills, such as painting and drawing using a range of materials, sculpting, mixed media as well as carrying out contextual investigations through artist research. In year 8 the key focus will be on Morandi, Picasso and Hundertwasser.
<b>Curriculum Content</b>	
	<b>Baseline Assessment</b>
<b>Topic 1</b>	Drawing of spherical objects
<b>Topic 2</b>	Painting tonal ladder
<b>Topic 3</b>	Still life painting
	<b>Assessment point 2</b>
<b>Topic 4</b>	Morandi still life drawing
<b>Topic 3</b>	Negative space drawing
<b>Topic 4</b>	Picasso cubism
	<b>Assessment point 3</b>
<b>Topic 5</b>	Hundertwasser pencil crayon study
<b>Topic 6</b>	Hundertwasser designs
<b>Topic 7</b>	Hundertwasser textile trees
<b>Topic 8</b>	Hundertwasser clay tiles
	<b>Assessment point 4</b>
<b>Additional Information</b>	
<b>Assessments</b>	There will be a baseline assessment at the start of the year for all students, following this at the end of each unit there will be an assessment to be completed (in total 3 assessment points in visual arts in year 8).
<b>Homework</b>	Homework is set using extended tasks, based around a theme or artist being covered in their art and design lessons. These are an opportunity for students to demonstrate and build on skills learnt in lessons and are assessed along with the completed project.
<b>Enrichment</b>	Students can attend after school sessions to work on their projects and prepare extra outcomes for art challenges. G&T Students have the opportunity to enter local and national competitions, and we also run enrichment art trips for all students, these have involved visits to Compton Verney Art Gallery and Park in Warwickshire and the Natural History Museum/ Pitt Rivers collection in Oxford.
<b>Online resources</b>	Videos on Morandi, his work, and how he approached his work. Cubism explanation so students understand the movement. Videos also focus on the two main pioneers (Picasso and Braque) of cubism and shows examples of their work with discussions on what they were trying to achieve and why.
<b>Extra reading</b>	



# Topic Overview

## Year 8

Morandi, Picasso and Hundertwasser



Still-life pencil drawing  
Baseline Assessment



Drawing spherical  
objects



Painting tonal ladder



Marble Painting



Red/blue still-  
life painting  
Assessment  
Point 2

Picasso Cubism  
Assessment Point 3



Morandi: Negative space  
drawing



Morandi still life  
drawing

Hundertwasser  
pencil crayon study



Hundertwasser  
designs



Hundertwasser  
textile trees



Hundertwasser  
Clay tiles

Hundertwasser  
Clay Tile  
Assessment Point 4

### Formal Elements

Tone	Texture
Line	Colour
Shape	Pattern
Form	Space



Kingsthorpe  
College



## Year 8 Dance

<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Dance, students explore a theme accompanied by a style every term. This maybe Disco with Cars, or a trip around the globe with World Dance. Every scheme ends with a performance assessment.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Term 1</b>	Graffiti/Street
<b>Term 2</b>	War
<b>Term 3</b>	Decades
<b>Term 4</b>	Swansong
<b>Term 5</b>	Stimuli
<b>Term 6</b>	Choreographers
<b>Additional Information</b>	
<b>Assessments</b>	Students' work is graded against the specifications.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Students can attend after school sessions in dance in all year groups. We also have an elite dance company, Defined, who compete in the national Udance competition.</p> <p>There is an annual dance showcase every March, and we also attend Move It in London.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
<b>Online resources</b>	<p>Youtube</p> <p>Rambert.org.uk</p>
<b>Extra reading</b>	Fifty Contemporary Choreographers

# KS3 Dance

2024-2025

## Skills:

Styles  
Choreography  
Technique  
Rehearsal  
Performance  
Professional  
works



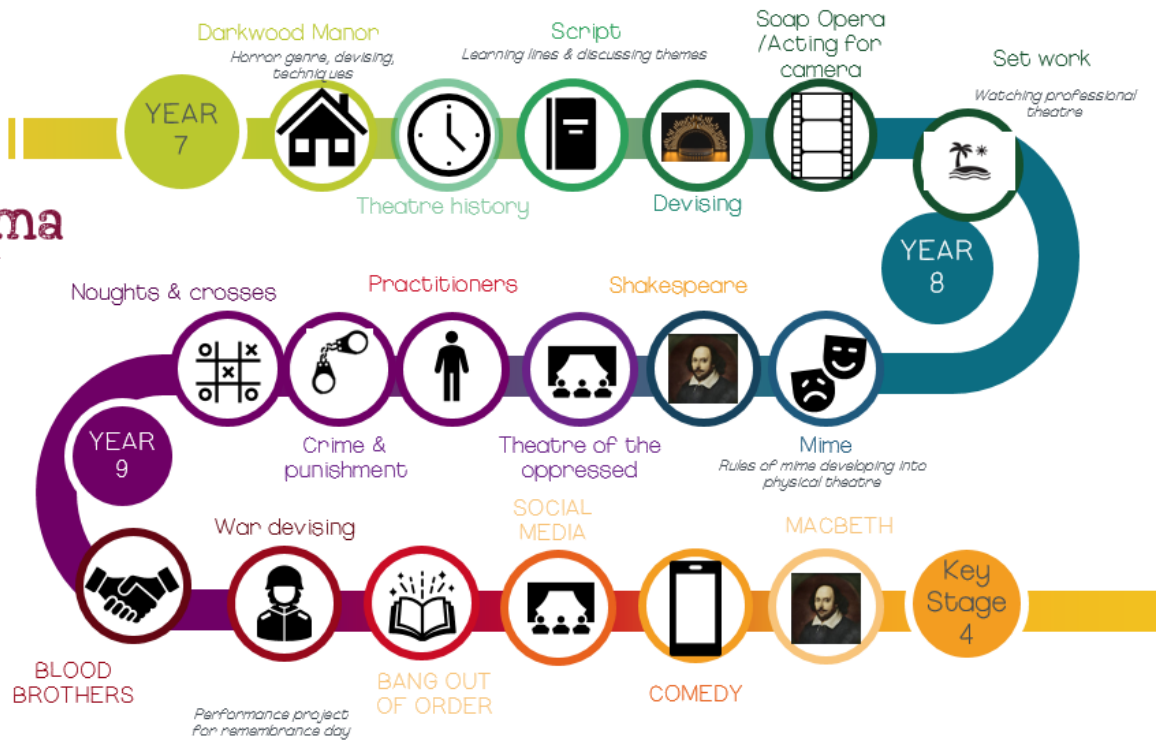
## Year 8 Drama

<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Drama, students study skills, techniques and practitioners who have influenced theatre. They devise their own work and bring scripts to life.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Term 1:</b>	<b>Mime:</b> Rules if mime developing into physical theatre.
<b>Term 2:</b>	Shakespeare
<b>Term 3:</b>	Theatre of the Oppressed
<b>Term 4:</b>	Practitioners
<b>Term 5:</b>	Crime and Punishment
<b>Term 6:</b>	Noughts and Crosses
<b>Additional Information</b>	
<b>Assessments</b>	Students' work is graded against the specifications.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	<p>The KC Performing Arts extra-curricular offer is extensive:</p> <p>Actors focus on the whole school production in the autumn term, before the return of Drama club from January. Our elite actors compete in National Theatre Connections.</p> <p>There are frequent trips in Performing Arts as well as professional visitors.</p>
<b>Online resources</b>	<p>RSC</p> <p>National Theatre</p>
<b>Extra reading</b>	Theatre in Practice

# KS3 Drama

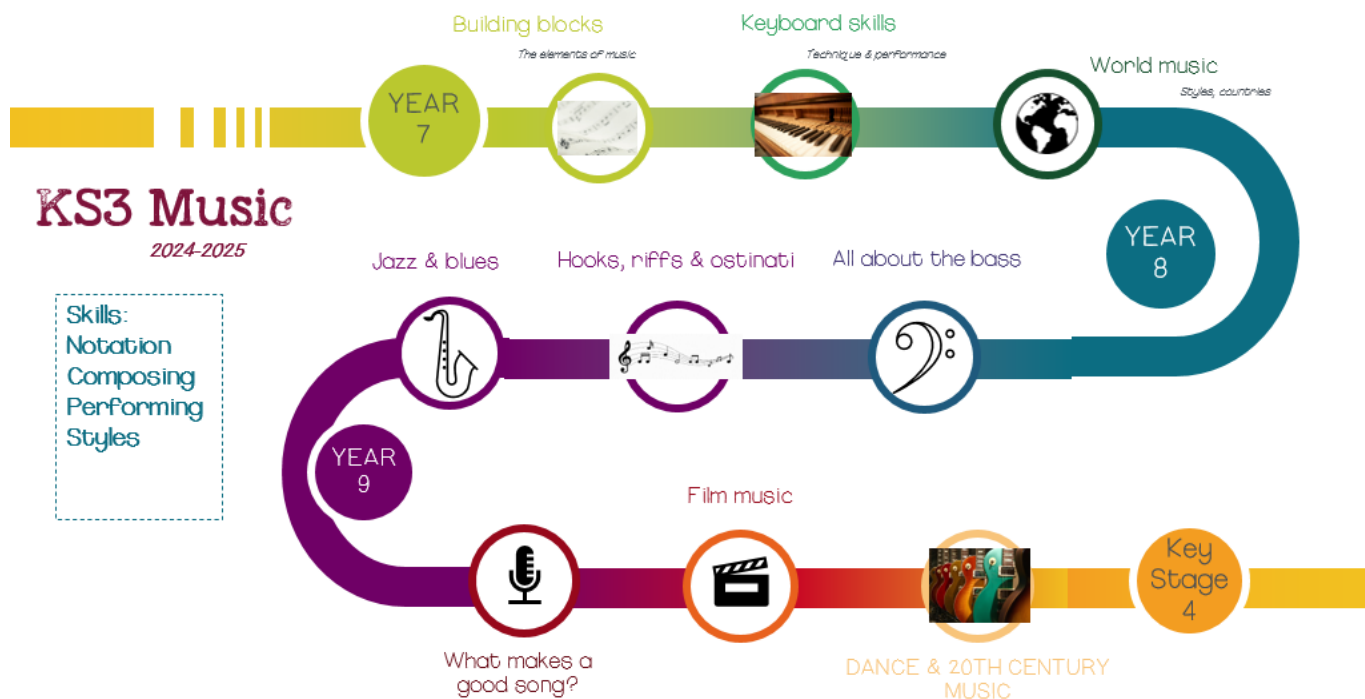
2024-2025

Skills:  
Devising  
Techniques  
Styles  
Script work



## Year 8 Music

<b>Subject Overview</b>	<p>Performing Arts encompasses Dance, Drama and Music, all of which we offer at key stages 3, 4 and 5.</p> <p>Students study a vast range of styles and stimuli in Performing Arts, and every lesson provides them with time to improve their skills and knowledge. There is a strong focus on creativity and performing, studying famous practitioners in all disciplines, and developing collaborative skills.</p> <p>In Music, they have a practical lesson in a specialist music room, supplemented by a variety of rehearsal rooms.</p> <p>The schemes of work at key stage 3 are all created with key stage 4 and 5 in mind, looking at the skills and knowledge needed to succeed in the courses further up the school. They are also designed to engage our students, assist their creativity and have fun in Performing Arts!</p>
<b>Curriculum Content</b>	
<b>Unit 1</b>	All About the Bass
<b>Unit 2</b>	Hooks, Riffs and Ostinati
<b>Unit 3</b>	Jazz and Blues
<b>Additional Information</b>	
<b>Assessments</b>	Students' work is graded against the specifications.
<b>Homework</b>	Homework is set regularly to support delivery of the units being studied at that time and is crucial to ensure students do not fall behind in meeting the criteria. It could be theory based to help develop knowledge and understanding of practitioners or rehearsal based.
<b>Enrichment</b>	Musicians can attend, orchestra, choir and we have peripatetic lessons in Brass, Strings, Singing, Piano, Drums, Guitar and Woodwind.
<b>Online resources</b>	Musictheory.net
<b>Extra reading</b>	Music theory – From absolute beginner to expert



## Year 8 PE

<b>Subject Overview</b>	<p>At Kingsthorpe College, the KS3 PE curriculum aims to develop students' physical, social, emotional and cognitive well-being through engaging physical activities.</p> <p>Physically, the curriculum aims to improve fundamental movement skills, physical competence, and fitness levels.</p> <p>Socially - there are opportunities for students to foster teamwork, communication, cooperation, and respect for others through physical activity.</p> <p>Emotionally, the activities help in building self-confidence, resilience, and positive attitudes towards physical challenges and competition.</p> <p>Cognitively - students should develop an understanding of tactics, strategies, rules, and the importance of healthy lifestyles.</p>
<b>Curriculum Content</b>	
<b>Term 1-6</b>	<p><b>Throughout each term of Year 7, students will focus on the following;</b></p> <p>Developing their physical, social, emotional and cognitive abilities.</p> <p>During the first 4 terms, students will focus on the above through the following activities;</p> <p>Invasion games, Health and Wellbeing, Gymnastic activities, OAA, Net/wall games.</p> <p>In terms 5 and 6, students will then move onto;</p> <p>Athletics and Striking and Fielding Activities.</p>
<b>Additional Information</b>	
<b>Assessment</b>	<p>Pupils will take part in a range of physical activities across the range and content of the National Curriculum.</p> <p>Pupils will be regularly assessed throughout each activity block. Activity blocks will usually be 4 weeks in duration. During these activity blocks, pupils will be assessed against the following themes;</p> <p>Move (physical ability), think (knowledge and understanding), feel (following rules, dealing with emotions, approach to learning), connect (working with others)</p> <p>All activities will be standardised to ensure that all teaching staff are making accurate and reliable judgements.</p>
<b>Homework</b>	<p>Homework may be set, at times, to aid in developing student knowledge and understanding of key concepts that are being covered.</p>
<b>Enrichment</b>	<p>All pupils will be actively encouraged to take part in recreational activities and competitive sports, at lunchtime and after-school through extra-curricular clubs and/or through community links. We offer a range of extra-curricular sports clubs and participate in a number of competitions across a range of sports. The extra-curricular programme is continually being developed and refined to ensure that all pupils are provided with the opportunity to participate in a range of activities. Activities that we usually offer are: Football, Rugby, Netball, Basketball and Trampolining after school during the first 2 full terms. This then turns to Summer sports such as; rounders, cricket, athletics and tennis in the third full term. We also offer a range of lunch time sports clubs, including; Basketball, Table Tennis, Badminton and Indoor Football. Participation in extra-curricular sport is an important feature of school sport at Kingsthorpe College as it provides students with the opportunity to succeed and excel in a competitive environment.</p>

<b>Online resources</b>	
<b>Extra reading</b>	



## Year 8 PSHE

<b>Subject Overview</b>	<p>Education that prepares for life today, and tomorrow. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change and giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success.</p>
<b>Curriculum Content</b>	
<b>Term 1</b>	<p><b>Health and Wellbeing - Drugs and Alcohol:</b></p> <ul style="list-style-type: none"> <li>• About medicinal and reactional drugs</li> <li>• About the over-consumption of energy drinks</li> <li>• About the relationship between habit and dependence</li> <li>• How to use over the counter and prescription medications safely</li> <li>• How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• How to manage influences in relation to substance use</li> <li>• How to recognise and promote positive social norms and attitude</li> </ul>
<b>Term 2</b>	<p><b>Living in the Wider World - Community and Careers:</b></p> <ul style="list-style-type: none"> <li>• About equality of opportunity in life and work</li> <li>• How to challenge stereotypes and discrimination in relation to work and pay</li> <li>• About employment, self-employment and voluntary work</li> <li>• How to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<b>Term 3</b>	<p><b>Relationships – Discrimination:</b></p> <ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decisions</li> <li>• About group-think and persuasion</li> <li>• How to develop self-worth and confidence</li> <li>• About gender identity, transphobia and gender-based discrimination</li> <li>• How to recognise and challenge homophobia and biphobia</li> <li>• How to recognise and challenge racism and religious discrimination</li> </ul>
<b>Term 4</b>	<p><b>Health and Wellbeing – Emotional Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• About attitudes towards mental health</li> <li>• How to challenge misconceptions stigma</li> <li>• About daily wellbeing</li> <li>• How to manage emotions</li> <li>• How to develop digital resilience</li> <li>• About unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>• About healthy coping strategies</li> </ul>
<b>Term 5</b>	<p><b>Relationships – Identity and Relationships:</b></p> <ul style="list-style-type: none"> <li>• The qualities of positive, healthy relationships</li> <li>• How to demonstrate positive behaviours in healthy relationships</li> <li>• About gender identity and sexual orientation</li> <li>• About forming new partnerships and developing relationships</li> <li>• About the law in relation to consent</li> </ul>

	<ul style="list-style-type: none"> <li>• That the legal and moral duty is with the seeker of consent</li> <li>• How to effectively communicate about consent in relationships</li> <li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• About basic forms of contraception, e.g. condom and pill</li> </ul>
<b>Term 6</b>	<b>Living in the Wider World – Digital Literacy:</b> <ul style="list-style-type: none"> <li>• About online communication</li> <li>• How to use social networking sites safely</li> <li>• How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• How to respond and seek support in cases of online grooming</li> <li>• About age restrictions when accessing different forms of media reliability, finance and gambling hooks.</li> <li>• How to recognise biased or misleading information online</li> <li>• How to critically assess different media sources</li> <li>• How to distinguish between content which is publicly and privately shared</li> <li>• How to protect financial security online</li> <li>• How to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>
<b>Additional Information</b>	
<b>Homework</b>	Research from some elements for discussion. Look at websites / networks for support.
<b>Enrichment</b>	SMSC, building cultural capital, links to debate elective group, links to British Values, Protected Characteristics, links to What's in the News? In form time & assembly themes, various academic opportunities/trips offered.
<b>Online resources</b>	PSHE Association
<b>Extra reading</b>	<a href="https://pshe-association.org.uk/">https://pshe-association.org.uk/</a>

# PSHE Curriculum Map



## Next Steps

Application processes, and skills for further education, setting SMART targets, revision techniques and strategies, post 16 options, CV, personal statement and interview technique, employment and career progression.

## Communication in Relationships

Personal values, gender identity, sexual orientation, assertive communication (including in relation to contraception, consent and sexual health), unwanted online attention, sexual harassment, stalking, abuse relationships, unhealthy relationships, relationship challenges and abuse.



## Independence

Responsible health choices, emergency first aid, assessing emergency and non-emergency, lifestyle choices and health, the importance of screening, vaccinations and immunisations, how to register at health services, managing body image, donations in blood, organ and cells and safety in independent contexts.



## Families

Different families and parental responsibilities, fertility, managing change and loss pregnancy, marriage and forced marriage and changing relationships



POST 16

## Building for the Future

Self-efficacy, stress management, stereotyping, self-efficacy and self-concept, effects of stress, stress management, resilience and perseverance, online safety, managing work life balance and future opportunities.

YEAR 11

## Financial Decision Making

The impact of financial decisions, budgeting and debt, gambling (including online) and the impact of advertising on financial choices, cybercrime and fraud.



## Addressing Extremism and Radicalisation

Communities, Equalities Act, managing beliefs, opinions and misleading information, challenge discrimination, diversity and values, belonging. Challenging extremism and radicalisation.



## Exploring Influence

The influence and impact of drugs, gangs, positive and negative role models and the media. The impact of drugs and alcohol and keeping self and others safe (including exit strategies).

## Healthy Relationships

Expectations, challenges, forming relationships, the media and pornography. Ethical and legal implications linked to consent including manipulation, coercion and capacity to consent. Reporting and responding to coercion, victim blaming and asexuality, abstinence & celibacy.



## Healthy Lifestyle

Diet, exercise, lifestyle balance and healthy choices, first aid, managing influence and prevention of disease.



## Intimate Relationships

Relationships and sex education including consent, contraception, pregnancy, the risks of STIs, and attitudes to pornography. Online safety and managing risks.



## Employability Skills

Employability and online presence. Employment law and protected characteristics.

YEAR 10

## Mental Health

Changes in adolescents, reframe negative thinking, promote Mental health and emotional wellbeing, mental ill health and how to access support, stigma and the media, safeguarding health, including during periods of transition or change



## Work Experience

Preparation for work experience and readiness, overcoming challenges and adversity in the workplace, responsibility in the workplace, health and safety, positive personal presence online.

## Respectful Relationships

Families and parenting, healthy relationships, conflict resolution, relationship, family changes and support services.



## Setting Goals

Learning strengths, transferable skills, employment and career options and goal setting as part of the GCSE options process.



## Peer influence, substance use and gangs

Healthy and unhealthy friendships, peer influence, risk management, knife crime and the law, assertiveness, substance misuse and gang exploitation.



YEAR 9

## Digital Literacy

Online safety: grooming, exploitation, extremism, radicalisation and the law, digital literacy, media reliability, finance and gambling hooks.



YEAR 8

## Drugs and Alcohol

Alcohol and drug misuse and pressures relating to drug use and the risks associated with these.



## Community and Careers

Equality of opportunity in careers and life choices, challenging stereotypes and discrimination in the workplace and different types and patterns of work as well as employment.



## Discrimination

Discrimination in all its forms including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.



## Emotional Wellbeing

Mental health and emotional wellbeing, managing emotions, digital resilience, body image and coping strategies.



## Identity & Relationships

Gender identity, sexual orientation, Healthy relationships, consent, 'sexting', and an introduction to contraception.



## Financial Decision Making

Saving, borrowing, budgeting and making financial choices



## Building Relationships

Self-worth, romance, healthy & unhealthy relationships, friendships (including online) and relationship boundaries (including consent).

## Health & Puberty

Healthy lifestyles and Healthy living – diet, exercise, sleep & hygiene, influences, managing caffeine, risks of smoking & drinking alcohol, puberty, unwanted contact and FGM



## Diversity

Diversity, prejudice, bullying, rights & responsibilities, stereotypes, discrimination and bullying.

## Developing skills and aspirations

Careers, teamwork, enterprise skills and raising aspirations



## Transition & Safety

School transition, friendship, identity, managing emotions and personal safety (online and offline) in and outside school & first aid



YEAR 7