



# The Wallace High School Key Stage 3 Curriculum

Updated September 2020

## Year 8

<p><b>Art &amp; Design</b></p> <p><b>Sketchbook practice</b> Exploring a range of graphic media for observation. Understanding line, shape, form, tone, texture and colour</p> <p><b>Textiles</b> Observations, researching the work of textile artists, developing design ideas, textile practical techniques.</p> <p><b>3D construction</b> Observations, researching the work of sculptors , developing design ideas, 3D construction techniques.</p> <p>Pupils are given opportunities to develop a wide range of transferable skills e.g. independent learning, working with others, ICT.</p>	<p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Cells</li> <li>2. Animal Reproduction</li> <li>3. Coordination and the Senses</li> <li>4. Plant Reproduction</li> </ol>
<p><b>Chemistry</b></p> <p>Getting Started Chemical changes Acids and Alkalis Solutions and Separations Atomic structure and Periodic Table</p>	<p><b>Computing</b></p> <p>Keeping Safe on the Internet. Programming with BBC MicroBits AI/Machine Learning Programming using Scratch. Web Page Using Lightbot App.</p>
<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>•What is Drama?</li> <li>•Roles and Responsibilities</li> <li>•Staging</li> <li>•History of Theatre</li> <li>•Theatres around us</li> <li>•Improvisation</li> <li>•Silent Movies</li> <li>•Gestures</li> <li>•Scriptwriting</li> <li>•Characterization</li> <li>•Musical Theatre</li> <li>•Review Writing</li> <li>•PR</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>•School and Special Times</li> <li>•Developing Comprehension skills</li> <li>•The Sea</li> <li>•Novels</li> <li>•Introduction to poetry</li> <li>•SPG - Back to basics</li> <li>•Personal, creative and descriptive writing</li> <li>•Creating multi modal texts and Review Writing</li> <li>•Introduction to Shakespeare</li> </ul>
<p><b>French</b></p> <p>Meeting, Greeting and Getting to know you In the classroom Where people live The Family and pets Physical attributes and personality descriptions</p>	<p><b>Geography</b></p> <p>Geography Passports &amp; What is Geography? A Sense of Place (UK &amp; NI) Settlement OS Map Skills Careers - Famous Geographers Weather and Climate Ecosystems and People Passion based learning (post May examinations)</p>

History	Home Economics
<p>What is History?  Why study History?  Historical Skills  The History of WHS  Who were the Normans?  The events of 1066  Contenders for the Throne  Williams Problems  The Normans in Ireland  Optional topic post May examinations</p>	<p>Let's Get Started - an introduction to Home Economics  What's on Your Plate? The Eatwell Guide  Family matters  Throughout the year pupils make a range of dishes to demonstrate their ability to prepare food in a safe, hygienic and creative way.  Pupils are given opportunities to develop a wide range of transferrable skills e.g. independent learning, working with others, ICT.</p> <p>Four core assessment tasks are completed and contribute to formal examinations i.e. end of unit test and practical exam (Winter Session); coursework and practical exam (Summer Session).</p>
Learning for Life and Work	
<p><b>Employability</b>  In Year 8 students begin the process of career planning and the factors that can affect them including the global market. In particular:</p> <ul style="list-style-type: none"> <li>• The skills and qualities that employers are looking for, their past, present and future career ideas</li> <li>• Setting personal goals, beginning to plan for their future to include careers research</li> <li>• The type of jobs in both the local and global Economy</li> <li>• What is Enterprise and how enterprising are they?</li> </ul> <p><b>Citizenship</b>  In Year 8 students study the topics of identity and diversity including:</p> <ul style="list-style-type: none"> <li>• Factors that influence identity</li> <li>• The ways in which identity can be expressed</li> <li>• How and why conflict may arise in the community</li> <li>• How conflict may be managed and positive community relations promoted</li> </ul> <p>Pupils conclude Year 8 by beginning to examine human rights instruments before studying the topics of equality and social justice in Year 9.</p> <p><b>Personal Development</b>  Year 8 students begin to explore:</p> <ul style="list-style-type: none"> <li>• Health as the development of a whole person</li> <li>• Influences on physical and emotional /mental personal health</li> <li>• Strategies to manage, the effects of change on body, mind and behaviour</li> <li>• Preventative strategies in relation to accidents in the home, school and on the road</li> <li>• The qualities of relationships including friendship &amp; the qualities of a loving respectful relationship</li> <li>• Sense of self</li> <li>• Influences on a young person</li> <li>• Personal morals, values and beliefs</li> <li>• Strategies to improve own learning</li> </ul>	

Mathematics	Music
<p>In Year 8 pupils will study the following components of Mathematics:</p> <ul style="list-style-type: none"> <li>• Number including; Use of 4 main operations with whole numbers, fractions (only + &amp; -) and decimals, simple percentages, directed number, binary form and numerical patterns</li> <li>• Algebra including; Equations up to unknowns on both sides and use of formulae.</li> <li>• Shape, space and measure including; angles in shapes and around parallel lines, triangle and quadrilateral properties, area and volume of common shapes, coordinates and metric and imperial units.</li> <li>• Handling Data including; Collecting, displaying and grouping data and mean, median and mode from a list.</li> </ul>	<p>Putting on a concert Students prepare a concert for all parents and friends in which some from each class perform solos, and the whole set performs a 4 chord song on Guitars, electric guitars, Bases, Double basses, Drums, keyboards, piano, and others.</p> <p>Study of the Four Chord Song.</p> <p>What makes a good song?</p> <p>Elements of Music and Active Listening</p> <p>Polyrhythms and Minimalism</p>
Physics	Physical Education
<p>What is Science Forces - Balanced and unbalanced forces Energy - Types, resources and kinetic energy Space - Our Solar System Light - Rays and reflection</p>	<p>Movement Skills Gymnastics Basketball Athletics Softball</p>
Religious Studies	Technology & Design
<p>Module on Thinking skills, alongside Christian and opposing opinions:</p> <ol style="list-style-type: none"> <li>1. Listening and analysis skills</li> <li>2. Jesus in the Gospels and other writings</li> <li>3. Miracles, particular focus on Jesus' supernatural birth</li> <li>4. Sermon on the mount</li> <li>5. Jesus' death and resurrection</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication Task - Health and Safety modelling in groups.</li> <li>2. Graphics - Basic drawing techniques. (Simple shapes, rendering, isometric)</li> <li>3. Design - Design of Bug Project</li> <li>4. Manufacture - workshop skills and safety to produce (a) picture frame (b) soldered circuit and vacuum formed housing for bug project.</li> <li>5. Theory Health and Safety, Materials and Electronics.</li> <li>6. ICT - Keynote presentation/log of design and manufacture activities.</li> </ol>

## Year 9

<p><b>Art &amp; Design</b></p> <p><b>Sketchbook practice</b> Exploring a range of graphic media for observation. Understanding perspective along with line, shape, form, tone, texture and colour</p> <p><b>Colour Theory</b> Introduction to colour theory and painting</p> <p><b>Book Illustration - graphic design</b></p> <p><b>Printmaking</b> Observations, researching the work of artists, developing design ideas, printmaking techniques.</p> <p><b>Gallery visit assignment</b></p> <p>Pupils are given opportunities to develop a wide range of transferable skills e.g. independent learning, working with others, ICT.</p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>● Diet and Digestion</li> <li>● Breathing and Respiration</li> <li>● Plant Biology</li> </ul>
<p><b>Chemistry</b></p> <p>Elements, Compounds and Mixtures Reactions Patterns of reactivity and Displacement Kinetic theory Careers</p>	<p><b>Computing</b></p> <p>Word processing and safety online Quiz App in a webpage Introduction to Programming in Python. Machine Learning Swift using Playground App.</p>
<p><b>English</b></p> <ul style="list-style-type: none"> <li>● Heroes</li> <li>● Magic and Mystery</li> <li>● Environment</li> <li>● Introduction to literary analysis – essay writing</li> <li>● The Apprentice</li> <li>● Persuasive writing</li> <li>● Functional writing</li> <li>● Class Novel</li> <li>● SPG - Back to basics</li> <li>● Analysing and creating multi modal texts ad Film Review</li> <li>● Shakespeare’s A Midsummer’s Night’s Dream</li> </ul>	<p><b>French</b></p> <p>School, time and Daily routine Home and Local Environment, Transport and travel Food and Drink Shopping for food and souvenirs</p>
<p><b>Geography</b></p> <p>A Sense of Place - Europe and the EU Rivers (processes &amp; landforms) and Flooding Careers - the Perfect Geographer Population and Migration Glaciation (processes &amp; landforms) and Avalanches Passion based learning (post May examinations)</p>	<p><b>German</b></p> <p>Meeting, Greeting and getting to know you My Family My school My house and home Food and drink Hobbies and interests</p>

History	Home Economics
<p>The Reformation Henry VIII Mary Queen of Scots The Spanish Armada The Plantations in Ireland The English Civil War Oliver Cromwell in Ireland The Restoration The Williamite Wars in Ireland May optional module post examinations</p>	<p>Unit 1 Food and Nutrition</p> <p>Unit 2 Taking Care of Your Food (Food Safety)</p> <p>Unit 3 Growing Up (Babies and Young Children) and Growing Older</p> <p>Pupils prepare a range of dishes in class when studying each Unit e.g. Chilli con carne to demonstrate their ability to prepare food in a safe, hygienic and creative way</p> <p>Pupils have opportunities to develop a wide range of transferrable skills including research, independent learning, working with others, being creative</p> <p>Four core assessment tasks are completed throughout the year which contribute to formal examinations i.e. Winter session - an end of unit test and a practical examination; Summer session - a practical examination and a coursework task.</p>
<b>Learning for Life and Work</b>	
<p><b>Employability</b> Year 9 students develop their understanding of career planning and the impact of the global market. In particular, they cover:</p> <ul style="list-style-type: none"> <li>• Career Management</li> <li>• Working in the Local and Global Economy</li> <li>• The skills for Enterprise and Entrepreneurship</li> </ul> <p><b>Citizenship</b> Students address the following topics:</p> <ul style="list-style-type: none"> <li>• How and why inequalities arise in society and how these can be seen</li> <li>• How and why people may experience inequality and social exclusion</li> <li>• The roles of intergovernmental, governmental and nongovernmental organisations which aim to promote equality and social justice</li> </ul> <p><b>Personal Development</b> Year 9 students continue to develop and explore:</p> <ul style="list-style-type: none"> <li>• Health and the whole person</li> <li>• Strategies to manage, the effects of change on body, mind and behaviour</li> <li>• Preventative strategies in relation to accidents in the home, school and on the road &amp; Strategies to promote personal safety</li> <li>• Effects on the body of legal and illegal substances values and beliefs</li> <li>• Qualities of relationships including friendship &amp; Qualities of a loving, respectful relationship</li> <li>• Different ways to develop self esteem</li> <li>• Skills and strategies to improve own learning</li> <li>• Explore and express a sense of self</li> <li>• Personal morals, values and beliefs</li> </ul>	

Mathematics	Music
<p>In Year 9 pupils will study the following components of Mathematics:</p> <ul style="list-style-type: none"> <li>• Number including; Multiplication and division of fractions, rounding including significant figures, change between decimals, fractions and percentages, standard form and indices and ratio.</li> <li>• Algebra including; breaking brackets, substitution, equations involving fractions.</li> <li>• Shape, space and measure including; further areas of triangles and quadrilaterals, area and circumference of a circle, Pythagoras' Theorem, transformations, scale drawing and angles around polygons.</li> <li>• Handling Data including; Mean, median and mode from a list and frequency table, basic probability, scatter graphs and correlation.</li> </ul>	<p>Blues and Jazz Students study the Cotton slave triangle, the abolition of slavery and the move from Negro Spirituals to work songs and Blues. Students perform 12 bar Blues pieces on classroom instruments ( restricted to keyboards only in Covid 19 pandemic.)and in GarageBand. Elements of Music and Active Listening Music notation</p> <p>Latin American rhythms Students study and perform Samba rhythms and create Latin style compositions on GarageBand.</p>
Physics	Physical Education
<p>Light - Refraction, colour &amp; E-M Spectrum Sound waves Pressure Thermal Physics Radioactivity Static &amp; Circuit Electricity</p>	<p>Gymnastics Fitness Tennis Athletics Softball</p>
Religious Studies	Spanish
<p>Comparative Religions Module Course considers three questions: 1.Where have we come from? 2.What is our purpose? 3.Where are we going? Within these three units, students will consider different perspectives offered by world religions such as Christianity, Islam and Hinduism. Naturalism will also be considered such as the perspective of atheists, agnostics and humanists.</p>	<p>Spain and the Spanish-speaking world Number, ages and birthdays Where people live The family Descriptions School</p>
Technology & Design	
<ol style="list-style-type: none"> <li>1. Communication Task - Mini Company (Animal Conservation/ Protection).</li> <li>2. Graphics - Development of drawing techniques. (More complex shapes/products, rendering, isometric)</li> <li>3. Design - Design of Mechanical Toy Project.</li> <li>4. Manufacture - workshop skills and safety to produce (a) Mechanical Toy.</li> <li>5. Theory Health and Safety, Materials and Mechanisms.</li> <li>6. ICT - Keynote presentation/log of design and manufacture activities also to include information on purpose of Mini Company. 3 fold leaflet (Company based).</li> </ol>	

## Year 10

Art & Design	Biology
<p><b>Sketchbook practice</b> Exploring a range of media for observation. Continuing to develop understanding of line, shape, form, tone, texture, space and colour</p> <p><b>Careers in creative industries research</b></p> <p><b>Ceramics</b> Observations, researching the work of artists and designers, developing ideas and practical ceramic techniques.</p> <p>Pupils are given opportunities to develop a wide range of transferable skills e.g. independent learning, working with others, ICT.</p>	<ul style="list-style-type: none"> <li>● Blood and Circulation</li> <li>● Microbes and Disease</li> <li>● Genetics and Inheritance</li> <li>● Ecosystems</li> </ul>
Chemistry	English
<p>Neutralisation KS 3 ICT Accreditation GCSE Atomic Structure GCSE Bonding GCSE Structures GCSE Solubility</p>	<ul style="list-style-type: none"> <li>●Persuasive writing</li> <li>●Irish short stories</li> <li>●Writers' craft/ method analysis/unseen prose criticism</li> <li>●Poetry on the theme of advice – writing analytically and creatively</li> <li>●Creative writing - Friendship</li> <li>●Careers in English</li> <li>●Feature writing - Journalism</li> <li>●Shakespeare - close study</li> <li>●War Poetry – structuring a formal comparative poetry essay</li> <li>●Novel to film unit</li> <li>*Media units including Film Review</li> </ul>
French	Geography
<p>Leisure - hobbies and pastimes Travel and transport Health</p>	<p>A Sense of Place - the World Latitude, Longitude and Time Zones Plate Tectonics (earthquakes and volcanoes) Development Indicators Careers in Geography Global issues: trade, fair trade, aid Globalisation Fragile Ecosystems - tropical rainforests and/or coral reefs Passion based learning (post May examinations)</p>



<b>German</b>	<b>History</b>
My town Transport Weather and seasons Making arrangements to go out Supermarket and café At the weekend Physical and personality descriptions and relationships Daily routine, household tasks and pocket money Travelling around town Shopping and Services School Body Parts and Illness	World War One The Holocaust The Suffragettes The Jazz Age The Rise of the Nazis Nationalism in Ireland Revolutions in the USA and France The Partition of Ireland The Beginning of the Troubles

<b>Home Economics</b>
Savvy Shopper Ethical Consumer Dietary Disorders Sports' Nutrition Throughout the year pupils make a range of dishes to demonstrate their ability to prepare food in a safe, hygienic and creative way.  Pupils are given opportunities to develop a wide range of transferrable skills e.g. independent learning, working with others, ICT.  Four core assessment tasks are completed and contribute to formal examinations i.e. end of unit test and practical exam (Winter Session); coursework and practical exam (Summer Session).
<b>Learning for Life and Work</b>
<b>Employability</b> In Year 10 students focus their career plan in conjunction with the GCSE option choice process. In particular: <ul style="list-style-type: none"> <li>• A review of their skills and qualities</li> <li>• Identifying job families including identification of learning styles</li> <li>• Undertaking focused careers Research and using local market information</li> <li>• Writing a Personal Career Plan with established goals to include the GCSE option choice process</li> <li>• Writing a CV and Personal Statement</li> <li>• Undertaking a Dragon's Den style entrepreneurship exercise</li> </ul> <b>Citizenship</b> The final topic in Year 9 acts as a bridge into Year 10 when pupils will examine: <ul style="list-style-type: none"> <li>• The basic characteristics of democracy</li> <li>• Ways to participate in school and society</li> <li>• The necessity of rules and laws</li> </ul> Pupils will also return to the explicit study of human rights when studying: <ul style="list-style-type: none"> <li>• The importance of upholding human rights standards in society</li> <li>• Why different rights must be limited</li> <li>• Scenarios where rights may have been infringed</li> </ul> Pupils conclude their study of Local and Global Citizenship through investigating an issue from a range of viewpoints.  <b>Personal Development</b>

<p>Year 10 students continue to develop and explore:</p> <ul style="list-style-type: none"> <li>• Health and the whole person</li> <li>• Effects of change on body, mind and behaviour</li> <li>• Effects on the body of legal and illegal substances and the risks and consequences of their misuse</li> <li>• Effects on the body of legal and illegal substances and the risks and consequences of their misuse</li> <li>• Personal morals, values and beliefs</li> <li>• Developing Self esteem</li> <li>• Influences on a young person</li> <li>• Strategies to improve own learning</li> </ul> <p>Students also focus on:</p> <ul style="list-style-type: none"> <li>• Relationship Scenarios &amp; Dealing with conflict</li> <li>• Qualities of relationships including friendship &amp; Qualities of a loving, respectful relationship</li> <li>• Implications of sexual Maturation</li> <li>• Implications of early sexual activity</li> </ul>
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Mathematics	Music
<p>In Year 10 pupils will study the following components of Mathematics:</p> <ul style="list-style-type: none"> <li>• Number including; further use of negative numbers, percentages, trial and improvement and fractions with all four operations.</li> <li>• Algebra including; algebraic products and factors, simultaneous equations by elimination, changing the subject of a formula, sequences, algebraic fractions, graph drawing and coordinate geometry.</li> <li>• Shape, space and measure including; trigonometry, travel graphs and volume and density.</li> <li>• Handling Data including; Cumulative Frequency, Stem and leaf diagrams, Box and Whisker diagrams.</li> </ul>	<p>ICT accreditation task; Creating a soundtrack TV Themes Students perform a TV theme on classroom instruments. ( Limited to keyboards in Covid 19) Students re create a tv theme in GarageBand Students study the effect of music in advertising.</p> <p>Film Music and Casino Royale Students study the origins of film music, the effect of music on a film, and create their own soundtracks for a minute long movie in GarageBand and IMovie. Students re create scenes from Casino Royale on C2K systems.</p>
Physics	Physical Education
<p>Motion Graphs &amp; data logging Mechanical systems - moments, pulleys, gears Current Electricity - <math>V=IR</math> and Power Stations Nuclear Power - Fission &amp; Fusion Cosmology</p>	<p>Badminton Fitness Basketball Athletics Softball</p>
Religious Studies	Spanish
<p>Philosophy: Students address a number of key questions from a Theist and Atheist point of view. These questions include:</p> <ol style="list-style-type: none"> <li>1. The Existence of God</li> <li>2. The Nature of God</li> </ol> <p>Christian Ethics: (GCSE module start)</p>	<p>En casa Mi pueblo En mi tiempo libre La comida</p>

<ol style="list-style-type: none"> <li>1. Abortion</li> <li>2. Euthanasia</li> </ol>	
<b>Technology &amp; Design</b>	
<ol style="list-style-type: none"> <li>1. Communication Task - KS3 ICT Accreditation based round production of Key Fob.</li> <li>2. Graphics - Perspective Drawing. (Complex shapes/products in 1 point and 2 point perspective with some development of 3point), rendering.</li> <li>3. Design - Design of Key Fob and Light Alarm projects including design of an AI system for sensing light. Extension of AI into use of computer control of sensors and outputs.</li> <li>4. Manufacture - workshop and CAD/CAM skills and safety to produce (a) Key Fob (b) soldered circuit and housing for Light Alarm.</li> <li>5. Theory Health and Safety, Materials, CAD/CAM and Electronics.</li> <li>6. ICT - Keynote presentation for Key Fob, design and manufacture skills for use of Laser Cutter (CAD/CAM).</li> </ol>	