Therfield School

Excellence Leadership Opportunity

KEY STAGE 3 CURRICULUM INFORMATION

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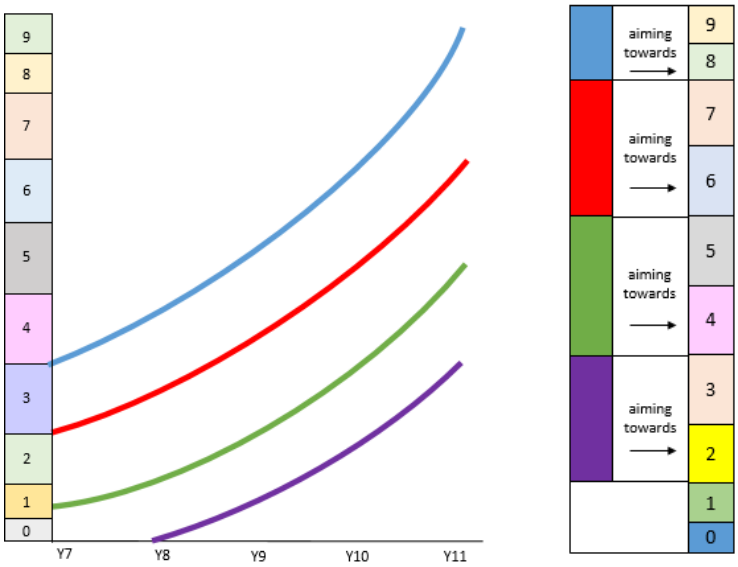
Therfield School
The Best for All - Excellence, Leadership, Opportunity

Key Stage 3 Assessment
FLIGHTPATHS

Our Key Stage 3 assessment system is designed to prepare students for the GCSE examinations they will sit in Year 11. Our flightpath system is focussed on developing knowledge, understanding and skills which enable your child to achieve their very best; recognising that there should be no wasted years, and that your child stands the very best chance of success through this ongoing preparation.

Step One:
We look at all student's attainment at Key Stage 2 and assessments within subjects to determine what students are likely to be aiming for when they sit their GCSE exams.

Step Two:
We set students one of four flightpaths based on this information. These are shown below and ensure that all students are being helped to achieve their potential from an early stage.



Step Three:
Students are challenged and supported in their subjects to enable them to make maximum progress for their ability. Work is set which makes it clear how students on different flightpaths can succeed and develop the skills they need. Students are given clear and formative feedback to ensure they understand how they can improve their work and develop these skills. Students will act on this feedback continuously as part of our feedback policy.
The students will have a large part to play in this step of the process. Your children will need to be proactive in asking for support or challenge in all their lessons. They will also need to be reflective on their practise to ensure they are making the most of their opportunities and seek out feedback wherever possible to help themselves make the most possible progress.

Step 1	Step 2	Step 3
Students are assessed on entry	Flightpaths are set according to expected KS4 outcomes	Students are challenged and supported in all lessons towards the flightpath they are on

FREQUENTLY ASKED QUESTIONS

1. **Can students move up from their current flightpath?**

   If students show sustained progress above their current flightpath then they can be moved up in that subject to ensure they are being challenged sufficiently at all times.

2. **Why is my child not moving up flightpaths when their assessment marks are at the top end of their band?**

   We use a range of assessment information to monitor student progress. If your child feels they could be challenged more in some areas, they should discuss this with their class teacher.
   If a student is working at their expected flightpath throughout their time in years 7, 8 and 9 it shows they are making good progress and are developing towards the knowledge, understanding and skills they will need to succeed in their GCSE subjects.

If you have any further questions which you don't feel have been answered please contact Mr Matt Houghton through the school office or via email at mhoughton@therfield.surrey.sch.uk

English

The teaching of English at Therfield School aims to foster a love of literature and reading in all pupils of all abilities. The English curriculum aims to also provide a well-balanced and contemporary view of the world. Teaching of English at Therfield is underpinned by opportunities for students to make further progress with supportive guidance from dedicated teachers.

In their writing, students are challenged to develop a full range of reading, writing and speaking skills underpinned by a secure knowledge of grammar and literary tradition. Students develop their application of literary analysis and creative writing to create a seamless transition into their Key Stage 4 journey. Our approach to reading challenges students to engage with language, themes, structure and content to apply those skills and knowledge in later life.

Within the Key Stage 3 curriculum, students will also be able to participate in a range of extra-curricular opportunities such as writing competitions, trips, lectures, and be part of the brilliant First Give programme.

Areas of Study

YEAR 7	
Autumn Term	Reading and Writing Skills Frankenstein - Pullman's Play adaption
Spring Term	Ghost Boys – Jewell Parker Rhodes
Summer Term	Exploration of Shakespeare Fierce Fairy-Tales – Nikita Gill
End of Year Assessment	Language Analysis Creative Writing

YEAR 8	
Autumn Term	Face – Benjamin Zephaniah
Spring Term	Identity Poetry First Give
Summer Term	Victorian Monsters Blood Brothers
End of Year Assessment	Language Analysis Creative Writing

YEAR 9	
Autumn Term	Representation in Non-Fiction Animal Farm
Spring Term	Macbeth
Summer Term	Romanticism Voices of the Decade
End of Year Assessment	Language Analysis Creative Writing

Useful Home Learning Resources

https://www.lovereading4kids.co.uk/ - book recommendation site for books suitable for children to develop love of reading.

https://www.bbc.com/bitesize/subjects/english - covers many topics such as language analysis and creative writing skills.
https://www.english-online.org.uk/games - a fun and interactive site to help with spelling, punctuation and grammar.

https://www.sparknotes.com/ - study guides for KS3 and KS4 English. Particularly useful for studying Shakespeare.

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Mr C Jenkins
Email contact - cjjenkins@therfield.surrey.sch.uk

Second in Charge of English – Miss A Byrne
Email contact – abyrne@therfield.surrey.sch.uk

Mathematics

At Therfield, the Mathematics Department makes every effort to provide a stimulating course that gives them the opportunity to explore Maths, through application and use of real-world Mathematics.

All students in years 7 to 9 follow a curriculum designed to both meet the National Curriculum specification and to focus on mastering skills. This heavily mirrors the shift at Key Stage 4 to a focus on the application and use of maths. When students start Mathematics at Therfield, we place them into temporary ability sets before identifying where students will be most suited, and we place them into more permanent ability groups.

Homework enhances pupil learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. All homework is recorded on class charts. The Therfield Maths department set the majority of homework using www.sparxmaths.com, an assessment tool that provides detailed insights into student understanding. The resource allows our team to quickly identify errors and misconceptions over time for individual students and set appropriate feedback for them to improve on these specific areas.

Areas of Study

YEAR 7				
Autumn Term	Number sense and calculations	Expressions and equations	Time and measures	
Spring Term	2D shapes	Coordinates and shape problems	Factors, multiples and primes Fractions	Single brackets
Summer Term	Angles	Handling data and statistical diagrams	Fractions, decimals, percentages, proportion	Probability

Autumn Term	Percentages Money Indices	Equations Sequences Ratio
Spring Term	Rounding Coordinates Area Circles	Standard form Venn diagrams 3D shapes Surface area & volume
Summer Term	Linear graphs Transformations Angles Statistical diagrams	Inequalities Brackets Algebraic fractions Recurring decimals

YEAR 9		
Autumn Term	**Reasoning with algebra** Straight line graphs Forming and solving equations Testing conjectures	**Constructing in 2 and 3 dimensions** Three-dimensional shapes Constructions and congruency
Spring Term	**Reasoning with number** Numbers Using percentages Maths and money	**Reasoning with geometry** Deduction Rotation and translation Pythagoras' theorem
Summer Term	**Reasoning with proportion** Enlargement and similarity Solving ratio and proportion problems Rates	**Representations** Probability Algebraic representation

Useful Home Learning Resources

Sparx Maths	Students login to Sparx using their Microsoft account. Homework is set weekly on Wednesdays and due in the following Wednesday. https://sparxmaths.com/
www.corbettmaths.com	Videos/ Practice Questions/ Exercises.

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Mr S Dowsett
Email contact – sdowsett@therfield.surrey.sch.uk

Science

around us and how it works. The curriculum in years 7 and 8 aims to be challenging and thought-provoking, with scientific enquiry at its core and is developed to support all students in making their way towards GCSE success in year 11. In year 9 we move onto the GCSE course and this forms part of our Key Stage 4 Curriculum.

Science is covered in six lessons a fortnight with each of the sciences being taught as discrete units covering the National Curriculum content. Students study the AQA Activate Syllabus for Key Stage 3 which covers what they need to know, what they must be able to apply and how to extend that knowledge where appropriate.

Assessments include questions from content covered in the current year of study. Questions also include working scientifically questions, such as practical methods, graph skills and evaluating data and experiments.

The AQA syllabus covers all the working scientifically objectives which are weaved throughout lessons to give a solid grounding in scientific skills. The syllabus has framework of literacy, numeracy and working scientifically which will enable our students to make the most of KS3 and prepare them to step up to KS4 study.

Areas of Study

YEAR 7	
Autumn Term	• Atoms and the Periodic Table • Cells and Reproduction • Forces and Magnetism
Spring Term	• Kinetic theory and separation techniques (particles and states of matter) • Plants (cell structure, photosynthesis and pollination)
Summer Term	• Food chains and Webs • Energy • Electricity

YEAR 8	
Autumn Term	• Healthy living (drugs and diet), • Types of reactions (equations, thermal decomposition, exothermic and endothermic reactions) • Waves (Light and sight, sound and hearing)
Spring Term	• Speed and acceleration (Forces, distance-time graphs and velocity-time graphs) • Reactivity (the periodic table and properties of elements) • Acids and Alkalis • Machines (forces and deformation, simple machines and electromagnetism)
Summer Term	• Variation and evolution • Food chains and webs • Space

Useful Home Learning Resources

Science KS3 BBC bitesize: https://www.bbc.com/bitesize	SATs past papers and answers: https://mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/	Sparx Science: Homework platform where homework will be set on Wednesday each week for the following Wednesday. https://sparxscience.com/

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Mr T Hudson

Email contact – thudson@therfield.surrey.sch.uk

Geography

At Therfield we believe that the whole school curriculum interlinks, connects and relates to geographical concepts and ideas. Knowing where countries and oceans are on a map is important, but geography is much more than the answers to trivia questions. Having the ability to geographically and critically analyse allows us to understand the world in which we live and help us prepare for the future. Pupils develop an understanding of the interaction between the physical and human environment enabling them to become responsible and proactive citizens in an increasingly connected global society.

The world is constantly changing; from the physical landscape with erosion in coastal regions to glaciers melting, from the changing climate to ecosystems growing, as well as in the human environment, e.g. population rising, food and water scarcity and urban areas growing. Everyday there are headlines in the news which relates to all of the topics we study in the KS3 curriculum.

We have chosen every topic carefully to complete a different topic per half term so students have a varied Geography diet. The content of each topic, along with the key geographical skills, including maps, graphs and statistics, supports the student to form their own opinions, enables students to make decisions and justify these. Not only does this allow them to become well-rounded geographers but gives the steps needed to progress into Key Stage 4 and Key Stage 5.

Areas of Study

YEAR 7	
Autumn Term	An Introduction to Geography. This includes an introduction lesson on each topic that they will cover across key stage 3 and map skills.
Spring Term	Rocks and Soils Rivers
Summer Term	Sustainability – Food and Water Sustainability – Energy Resources
End of Year Assessment	There will be a range of questions from the topics throughout the year

YEAR 8	
Autumn Term	Plate Tectonics Population
Spring Term	Sustainability - Fast Fashion Hot Ecosystems
Summer Term	Coasts Cold Environments
End of Year Assessment	There will be a range of questions from the topics throughout the year. We will also assess on rivers from year 7.

YEAR 9	
Autumn Term	Weather and Climate Changing Spaces
Spring Term	Climate Change Development (GCSE topic)
Summer Term	Development (GCSE topic) Tourism
End of Year Assessment	There will be a range of questions from the topics throughout the year. We will also assess on rivers and tectonics from year 7 and 8.

Useful Home Learning Resources

Any news website – articles that link to Geography	Royal Geographical Society, Royal Geological Society and Geographical Association	Time for Geography website

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Miss M Bull
Email contact: mbull@therfield.surrey.sch.uk

History

"We believe that History matters, society must be in touch with its past in order to have confidence in its future. History defines, educates and inspires us. We must value it, nurture it and pass it on" *History Matters Declaration 2006.*

Our students will learn about the history of the **United Kingdom** and **connected nations**, encompassing the **year 1000 to the Present day**. Students will learn about the **Power of the King and Church over time; People, Protests and fighting for civil rights and Conflict and resolution through modern acts of war**. Alongside knowledge learnt, students will learn how to assess the **usefulness of sources** and **infer what sources tell us** as students of history. They will learn **how to construct arguments** and to explain events linked to **causation and significance**. They will also be introduced to the concept of **historical interpretations** and learn that history is a constructed representation of the past and therefore there can be different accounts of the past that are equally valid.

Areas of Study

YEAR 7	
Autumn Term	Local History Why did Harold Godwinson lose the Battle of Hastings? How did William conquer England?
Spring Term	How did the power of Medieval Monarchs change over time? From Medieval to The Tudors
Summer Term	What problems were faced by Elizabeth I? Why did England behead their own King? Why do people see Oliver Cromwell as a hero and a villain?
End of Year Assessment	A range of questions from all the topics studied through the year

YEAR 8	
Autumn Term	Why have different people across time interpreted Native Americans differently? What impact did the Transatlantic Slave Trade have on the West African Kingdoms?
Spring Term	Why do some people see the British Empire see it as a force for good, and others believe we should apologise for our past? How did the people fight for the right to vote?
Summer Term	How did African Americans fight for their rights? Race, Sexuality and Gender Relations in Modern Britain
End of Year Assessment	A range of questions from all the topics studied through the year

YEAR 9	
Autumn Term	What was the most significant cause of the First World War What was the most significant cause of the Second World War?
Spring Term	What was life like in Nazi Germany? How did the Nazis persecute people in the Holocaust
Summer Term	GCSE Topic: Superpower relations and the Cold War, 1941-91
End of Year Assessment	A range of questions from all the topics studied through the year

Useful Home Learning Resources

Read, watch, visit, talk about, listen to and be excited about as much history as possible from any source! Get out and about, History is everywhere!	BBC Bitesize History KS3 https://www.bbc.com/bitesize/subjects/zk26n39	Therfield Student Hub History Key words and Knowledge Organisers under the History Links

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Ms F Walker

Email contact – fwalker@therfield.surrey.sch.uk

Modern Foreign Languages

The ability to speak a second language is a valuable asset in today's world, in demand from businesses and international organisations. Being able to communicate in an international environment also broadens employment opportunities. We believe that learning a language is a vital part of every child's education.

The Key Stage 3 curriculum focuses on giving students a sound foundation in French, as almost all will go on to study this at GCSE level. Some will have the opportunity to take on the challenge of German, completing an accelerated GCSE in two years.

During years 7-9, students learn to express themselves in French in a variety of situations using different tenses and a range of simple and more complex structures. Lessons are based on a very interactive approach, where students gradually internalise the language they are learning through games, listening and reading activities and other challenges. They regularly revisit language they have already covered which helps them to retain it. The approach suits students of all levels and helps them develop confidence which enables them to progress onto GCSE.

As well as lessons, there are many opportunities which enable students to see languages in action in the real world, e.g. The European Experience (Summer Y8), a day trip to Boulogne (Spring Y9) & the language leaders programme (Y9).

Areas of Study

YEAR 7	
Autumn Term	Giving basic information about yourself (name, age, likes, dislikes, where you live etc) Describing yourself and others (personality, hair & eye colour)
Spring Term	Talking about pets (what pets you have, descriptions, what you would like to have) Talking about family (who is in your family, characters, relationships)
Summer Term	Talking about your home (where it is, types of building, rooms, furniture) Likes and dislikes about where you live & reasons (extending opinions)
Assessments	Over the course of the year students complete a one to one speaking assessment with their teacher as well as two assessments including listening, reading & writing

YEAR 8	
Autumn Term	Talking about your town (places, opinions and giving more complex reasons) Using high frequency verbs to talk about activities you do in your town or at home
Spring Term	Directions (commands, prepositions & position phrases) Daily routine (time, routine phrases, sequencers)
Summer Term	School (subjects studied, advanced opinions & reasons, teachers) What you would like to study in the future & why (simple future)
End of Year Assessment	Over the course of the year students complete a one to one speaking assessment with their teacher as well as two assessments including listening, reading & writing

YEAR 9	
Autumn Term	Free time (hobbies, key verbs in present & past, reasons) Sport & health (explaining why things are good for you, past tense)
Spring Term	Clothes (what you wear and why, present, past, descriptions) Food (different meals, ordering food, cultural knowledge)
Summer Term	Holiday (weather, past tense recap, opinions) Future plans (study plans, ideal future jobs)
End of Year Assessment	Over the course of the year students complete two one to one speaking assessments with their teacher as well as two assessments including listening, reading & writing. Assessments at the end of the year are in the style of the GCSE exams

Useful Home Learning Resources

https://uk.language-gym.com/ (ask teacher for class code)	www.quizlet.com (create an account, join teacher's class)	www.duolingo.com (create own account)
https://senecalearning.com/en-GB/ (create an account, join teacher's class)	www.languagesonline.org.uk (no need for an account)	www.blooket.com (your teacher will share tasks on this)

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Mrs A McCan

Email contact – amccan@therfield.surrey.sch.uk

Computing

At KS3, students take on a variety of tasks that cover the three pillars of computer science: Computer Science; Information Technology and Digital Literacy. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, Design and Technology. It provides insights into both natural and artificial systems.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digitalsystems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems, and a range of content.

Areas of Study

YEAR 7	
Autumn Term	• Digital Literacy - Collaborating online respectfully • Networks – from semaphores to the internet
Spring Term	• Programming essentials in Scratch – Part I • Programming essentials in Scratch - Part II
Summer Term	• Modelling data using spreadsheets • Using media – Gaining support for a cause
End of Year Assessment	• Evaluation and feedback

YEAR 8	
Autumn Term	• Media – Vector Graphics • Representations – from clay to silicon
Spring Term	• Developing for the web • Layers of a computer system
Summer Term	• Mobile app development • Introduction to Python programming
End of Year Assessment	• Evaluation and feedback

YEAR 9	
Autumn Term	• Python programming with sequences of data • Representations – going audiovisual
Spring Term	• AI & Machine Learning • Data Science
Summer Term	• Cybersecurity • 3D Modelling
End of Year Assessment	• Evaluation and feedback

Useful Home Learning Resources

Websites	**Competitions and Projects**
• http://www.computingatschool.org.uk/ • http://csunplugged.org/ • https://scratch.mit.edu/ • https://hourofcode.com/uk • https://www.raspberrypi.org/ • www.isaacomputerscience.org	• http://www.raspberryjam.org.uk/ • www.bebras.uk • https://www.khanacademy.org/computing/computer-science/cryptography • www.cyberexplorers.co.uk • https://projects.raspberrypi.org/en/pathways/microbit-intro

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Ms K Keys
Email contact – kkeys@therfield.surrey.sch.uk

Art & Design

The Art department encourages invention, exploration of media and development of concepts and themes. Students are trained to take risks, engage in good practice to improve their skills and reflect upon how to further their practice. Artists have opportunities throughout the academic year including participating in practitioner workshops, exhibitions and competitions.

Areas of Study

YEAR 7	
Autumn Term	**Foundation Unit: Formal elements** - students recap key skills such as line, shape, form, tone, colour & pattern, culminating in a response.
Spring Term	**Oceanic Forms** - students explore artwork of Barbara Hepworth before designing and creating clay sculpture.
Summer Term	**Oceanic Forms (continued)** **Abstract Art:** - Students complete 3D response. Research Legér, Kandinsky and Walala and practice abstract drawing techniques using artist samples.
End of Year Assessment	Abstract Art response.

YEAR 8	
Autumn Term	**Pop Art -** collage response to Kiki Kogelnik, Lichtenstein studies and Indiana lettering. Zoomed watercolour and final piece designs in response to artists studied.
Spring Term	**Pop Art (continued):** completion of Lichtenstein and Indiana response. **Minibeasts:** introduction and still life drawings in charcoal. Mixed media studies. Oil pastel response to Van Gogh
Summer Term	**Minibeasts (continued):** Print making and layered mixed medai response to artist Alison Headley. Cardboard construction bug task.
End of Year Assessment	Mixed media studies.

YEAR 9	
Autumn Term	**Portraiture:** self-portrait in pencil. Painted response to Picasso and fragmentation. Loui Jover and Dixon artist research and response using oil pastel monoprints.
Spring Term	**Protest Art:** unit focussing on protest art with influence from propaganda posters and Bob & Roberta Smith. Design and develop personal & meaningful response to artist research.
Summer Term	**Protest Art (continued):** Design and develop personal & meaningful response to artist research. **Architecture:** Unit linking to Ian Murphy mixed media studies & responses. Monoprinting workshop.
End of Year Assessment	Protest Art response.

Useful Home Learning Resources

https://www.tate.org.uk/art	https://www.theartstory.org/

If you would like any further detail on the information above please contact the Subject Leader. Details are below.

KS3 Lead Teacher – Miss J Mansbridge
Email contact – jmansbridge@therfield.surrey.sch.uk

Drama

Students at Therfield explore a range of theatrical elements throughout the course of KS3. In the GCSE specification there is a large focus on acting, directing and design. Students now learn both the theory and practical for lighting, sound, set, costume, staging, directing and acting. In each year students explore classical theatre from its roots in Mime, to Shakespeare to contemporary plays such as 'The Girl on The Train' and 'The Curious Incident of the Dog in the Night time'. They learn about the difference between screen acting and stage while looking at devised and scripted work.

At the heart of our curriculum students develop key skills in performing, devising, improvising, designing and directing. Drama is a key course in personal development and this takes shape in skills such as: taking risks, presenting, creative thinking, problem-solving collaborative working and self-confidence. Students enjoy the subject and relish the opportunity to take ownership of their projects through both the practical and theory of Drama.

Our Key Stage 3 programme also enables students who decide to continue to study the subject at GCSE as they receive a broad and balanced curriculum easing the transition into further learning.

Areas of Study

YEAR 7	
Autumn Term	Introductory Unit Darkwood Manor (Lighting design)
Spring Term	Harry Potter (Sound design) Secrets in the Attic (Story Telling)
Summer Term	Romeo and Juliet (Costume design) Physical theatre (Directing)
End of Year Assessment	Written paper Devised performance

YEAR 8	
Autumn Term	Return to Drama Curious Incident of the Dog in the Night time (Staging)
Spring Term	Grease (Sound design and set design) The Tempest (Puppetry and Status)
Summer Term	Sweeny Todd (Set design) Mime
End of Year Assessment	Written paper Devised performance

YEAR 9	
Autumn Term	Surrealism (Staging) Verbatim (Script Writing)
Spring Term	TV Comedy (Costume design) Theatre in Education
Summer Term	Girl on The Train (Script Work) Devising roles in the Theatre (All design elements)
End of Year Assessment	Written paper Devised performance

Useful Home Learning Resources

https://www.nationaltheatre.org.uk/
https://www.curiousonstage.com/wp/wp-content/uploads/downloads/2014/01/TheCuriousIncident_NTBackgroundPack_JAN2014_lores.pdf

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject leader – Miss N Christopher

Email contact – nchristopher@therfield.surrey.sch.uk

Music

Students at Therfield receive a wide variety of musical experience and opportunity to thrive throughout their Key Stage 3 curriculum. In Year 7 students embark on a discovery of rhythm and ensemble playing through African drumming workshops. As the year progresses, they develop an understanding of basic melody and harmony with keyboards. Guitars are introduced in Year 8 through the study of popular music and students begin to refine their compositional practice through Bandlab on our dedicated computer suite. Students develop the skill of reading music to include bass clef and are encouraged to use hands-together on keyboards to play well-known pieces, all the while focussing on technique.

As students enter Year 9 they are encouraged to hone their independence as ensemble players through band work in the traditional rock and roll style and perform favourites throughout the decades. Pupils will develop their DAW skills through the variety of composition projects and explore pop and hip-hop styles through a project based around loops and sequencing.

Throughout our curriculum students develop key skills in performing, composing, improvising, singing, creating and listening. Additional life skills such as coordination, memorization, language, creative thinking, collaborative working and self-confidence are all benefits for students who study music. Students enjoy the subject and relish the opportunity to take ownership of their projects to incorporate their own musical interests and instrument preferences.

Areas of Study

YEAR 7	
Autumn Term	African Music (Performance)/ Musical Characters (Composition)
Spring Term	African Music (Performance)/ Musical Characters (Composition)
Summer Term	Ukulele (Performance)
End of Year Assessment	Group Performance

YEAR 8	
Autumn Term	Pachelbel's Ukulele (Performance)/ EDM (Composition)
Spring Term	Pachelbel's Ukulele (Performance)/ EDM (Composition)
Summer Term	Reggae (Composition and Performance)
End of Year Assessment	Listening exam Composition and Performance

YEAR 9	
Autumn Term	Film Music Composition and Sound Design Film Music Performances
Spring Term	Rock and Roll (Performance)/ Hip Hop (Composition)
Summer Term	Rock and Roll (Performance)/ Hip Hop (Composition)
End of Year Assessment	Listening exam Performance OR Composition

Useful Home Learning Resources

BBC - Learning - Music: Free resources and online courses
http://teoria.com/
http://www.philharmonia.co.uk/explore/instruments
http://www.readmusicfree.com/home
http://www.edu.bandlab.com

If you would like any further detail on the information above, please contact the Subject Leader. Details are below:
Subject Leader – Mx Amanda MacLeod
Email contact – amacleod@therfield.surrey.sch.uk

Physical Education

Our aim in PE is to provide students with vast opportunities, to part-take in a wide range of sporting activities, whilst promoting the importance of a healthy active lifestyle. We believe it is vital all students build a positive mind-set towards exercise and nutrition to encourage lifelong participation. In KS3, students will take part in a minimum of 12 sports, varying from 6-8 lessons on each sport, which will provide students with plenty of time to be physically active as well as the opportunity to progress.

In Years 8-9, all students will take part in a leadership module, which teaches valuable life skills such as communication, teamwork, organisation and resilience, with a view to enhance all students' self-confidence and belief. Extra-curricular activities are a vital ingredient of the education provision and we encourage all students to participate regularly in clubs. We do our upmost to cater for all, by including clubs such as football, netball, dance, gymnastics, fitness, trampolining and many more.

Areas of Study

YEAR 7	
Autumn & Spring Term	Multi-Sport (initial assessment in a variety of sports), Football, Rugby, OAA, Handball Net Games (Badminton & Volleyball), Netball, Basketball, Gymnastics, Dance and Fitness
Summer Term	Athletics (track & field), Tennis and Striking & Fielding (rounders & cricket)

YEAR 8	
Autumn & Spring Term	Football, Rugby, Netball, Hockey, Handball, Basketball, Fitness, Leadership, Handball, Volleyball, Badminton and Gymnastics & Dance
Summer Term	Rounders, Cricket, Tennis & Athletics (track & field)

YEAR 9	
Autumn & Spring Term	Football, Rugby, Netball, Fitness, Basketball, Fitness, Leadership, Handball, Volleyball, Badminton and Gymnastics & Dance
Summer Term	Rounders, Cricket, Tennis & Athletics (track & field)

End of Year Assessment for all year groups	For each sport, students are provided with a flightpath with a flightpath at the end of each topic. At the end of the year, an average flightpath is provided from all of the sports which will be displayed as an end of year result to highlight their PE performance across the curriculum.

Useful Home Learning Resources

Some useful links regarding the importance of healthy eating and exercise:
https://www.nhs.uk/live-well/eat-well/healthy-eating-for-teens/
https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/

Some useful links regarding ways to become more active outside of school:
https://www.nhs.uk/live-well/exercise/couch-to-5k-week-by-week/
https://www.nhs.uk/live-well/exercise/10-minute-workouts/

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Mr M Berryman
Email contact – mberryman@therfield.surrey.sch.uk

Personal, Social and Health Education

PSHE helps pupils develop the knowledge, skills and understanding they need to make safe and informed choices, manage risks and navigate the opportunities and challenges they may face both in school and beyond. At Therfield, PSHE supports pupils in becoming increasingly independent, confident and responsible individuals. It develops skills that contribute to pupils' wider learning, relationships, health and wellbeing, while helping them understand how to keep themselves and others safe. PSHE is delivered through one timetabled lesson per fortnight, alongside Enrichment Sessions. The curriculum covers key aspects of pupils' personal development, including relationships, health and wellbeing, personal safety, online safety, financial awareness and preparation for life beyond school. PSHE is not a graded subject, however, Therfield recognises the importance of high-quality PSHE provision in supporting pupils' overall wellbeing, safety, personal development and readiness for life beyond school.

Areas of Study

YEAR 7		
Autumn Term	1. Introduction to PSHE 2. What is Diversity 3. Recognising and Preventing Bullying 4. Media Literacy: Staying Safe Online	5. Media Literacy: Becoming a Responsible Digital Citizen 6. Respect 7. Managing Risk: Travelling Safely 8. Developing Leadership Skills
Spring Term	1. What Makes a Healthy Relationship 2. Coping With Change: Bereavement, Divorce and Separation	3. Growing up: Physical and Mental Changes 4. Understanding Menstruation
Summer Term	1. What is Mental Health 2. Social Media and Mental Health 3. Self Esteem and Confidence	4. Healthy Lifestyles: Maintaining a Balanced Diet 5. Smoking and Vaping: Risks and Consequences
YEAR 8		
Autumn Term	1. Challenging Gender Stereotypes 2. Managing Risk: Looking After Your Personal Safety 3. Gambling: The Facts 4. Media Literacy: Interpreting Information Online	5. Media Literacy: Data, Advertising, and Persuasive Design 6. Overcoming Conflict and Finding Forgiveness 7. What is Good Communication
Spring Term	1. Consent: What Is It and Why Is It Essential? 2. Sexuality and Sexual Orientation: An Introduction 3. Understanding Marriage and Civil Partnerships	4. Spotting Unhealthy and Abusive Relationships 5. Harmful Relationship Behaviours: Recognising the Signs
Summer Term	1. Mental Health: Talking About Our Emotions 2. Addictive Substances: Alcohol 3. Healthy Lifestyles: Exercising for Physical and Mental Wellbeing	4. Healthy Lifestyles: Taking Responsibility For Your Physical Health 5. Personal Safety and First Aid
YEAR 9		
Autumn Term	1. Recognising and Preventing Discrimination 2. Social Influences: Young People and Gangs 3. Social Influences: Tackling Peer Pressure	4. Financial Choices: Budgeting, Saving, Debt 5. Recognising and Challenging Misogyny 6. Family Life: Parenthood and Caring
Spring Term	1. Practicing Safe Sex 2. Sex and Consent Online 3. Sex, Relationships and the Media: Impact of Pornography	4. Relationships and Conflict 5. Harmful Relationship Behaviours: Harassment and the Law
Summer Term	1. Mental Health: Developing Coping Strategies 2. Addictive Substances: Legal and Illegal Drugs 3. Female Genital Mutilation (FGM): Facts and Risks	4. Healthy Lifestyles: Health Services, Self Examination and Vaccination 5. Healthy Lifestyles: Achieving Balance 6. Healthy Lifestyles: Accessing Health Services

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject Leader – Miss L Watson **Email contact –** lwatson@therfield.surrey.sch.uk

Religious Studies

The Religious Studies curriculum at Therfield School is devised to exemplify the importance of Religious Studies by developing students' knowledge about the six main world religions and their ability to respond to religious issues and foster respect for different religions, beliefs, values and traditions. It also develops student's awareness of the influence of religion on individuals, communities and cultures by developing their sense of identity, belonging and purpose for life as citizens in a plural society.
We believe that Religious Studies has a key role to play in society. The subject is not just about learning about the different religions but being able to answer moral and philosophical questions from different points of view. Using the skills built within Religious Studies we know that students will be able to become informed members of society in an age of social media and 'fake news' which determines the information children read. We believe the foundations of tolerance and understanding are built in Religious Studies and that the subject is a vital part of building a well-rounded individual for the future.

Areas of Study

YEAR 7	
Autumn Term	What is religion? - an introduction to key concepts of religion Christianity – a study of the main beliefs and practices
Spring Term	What is religion? - an introduction to key concepts of religion Judaism – a study of the main beliefs and practices Buddhism – a study of the main beliefs and practices
Summer Term	What is religion? - an introduction to key concepts of religion Islam – a study of the main beliefs and practices
PPE Sessions – we also incorporate philosophical approaches linked to RS in tutor time. Here we look at creation myths from around the world	

YEAR 8	
Autumn Term	Hinduism – a study of the main beliefs and practices Our World – a study of different religious viewpoints on caring for the environment
Spring Term	Sikhism – a study of the main beliefs and practices Our World – a study of different religious viewpoints on caring for the environment
Summer Term	Do you have to be religious to care? - a study of inspirational leaders Our World – How do view on the Afterlife effect how we live?
PPE Sessions – we also incorporate philosophical approaches linked to RS in tutor time. Here we look at religious and non-religious view on the environment	

YEAR 9	
Autumn Term	Relationships: To understand how different beliefs, have influenced our own values & how modern society has challenged and changed the main religious views.
Spring Term	Islamic Beliefs: To understand how Muslims are influenced in their daily lives by they beliefs & to create an understanding of their beliefs through studies
Summer Term	Christian Beliefs: The relevance of Christian beliefs and how they promote equality in the modern world.
PPE Sessions – we also incorporate philosophical approaches linked to RS in tutor time. Here we look at religious and non-religious views on topical subjects such as euthanasia & capital punishment.	

Useful Home Learning Resources

BBC Religious Education	RE Learning Online	Guardian Article on Importance of RS in the Curriculum
https://www.bbc.com/bitesize/subjects/zb48q6f	http://www.reonline.org.uk/learning/	https://www.theguardian.com/education/2012/dec/03/religious-education-reform-schools

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.
Lead Teacher – Mr A Hart
Email contact – ahart@therfield.surrey.sch.uk

Technology - Food Technology

The aim of Food Technology is to teach the students all about food in its widest sense and help them to develop a wide range of food preparation skills. Students should be able to understand:

- How food can be prepared and cooked skilfully and safely to produce delicious and nutritious meals
- What food is composed of. Why we need it and how it affects our long-term health
- What happens to the ingredients in food when you prepare and cook them
- Which foods different cultures eat throughout the world and how the food choices people make affects their health
- Understand the source, seasonality and characteristics of a broad range of ingredients
- Show knowledge and understanding of nutrition, ingredients, food preparation and cooking.

KS3 Food Technology provides all students with the base knowledge to be able to achieve well in the AQA Food Preparation and Nutrition GCSE.

Ingredients: Food Technology ingredients are provided for Year 7 only. Year 8 & Year 9 Food Technology ingredients need to be provided by the students.

Areas of Study

YEAR 7:	
Autumn Term	How to use a kitchen tools and equipment in a safe and hygienic way.
Spring Term	The basics of cooking a range of sweet and savoury dishes e.g. pastry and sponge cakes.
Summer Term	Development of practical skills and presentation techniques.
End of Year Assessment	Students are assessed on both their practical skills and their food technology knowledge at the end of Year 7, 8 and 9. They will be asked to make a recipe of our choosing independently and sit a short written assessment. It will consist of a set of multiple choice questions, True/False statements, short and extended answer questions. This includes all theory and key vocabulary covered this year. Revision materials are available on the school website.

YEAR 8	
Autumn Term	The functional and chemical properties of ingredients. Students build on prior learning to cook a repertoire of predominantly savoury dishes.
Spring Term	Building on the skills learnt last term. This involves more complex dishes and skills.
Summer Term	Sustainability and seasonal foods. Looking at food miles and how to reduce waste.
End of Year Assessment	Students are assessed on both their practical skills and their food technology knowledge at the end of Year 7, 8 and 9. They will be asked to make a recipe of our choosing independently and sit a short written assessment. It will consist of a set of multiple choice questions, True/False statements, short and extended answer questions. This includes all theory and key vocabulary covered this year. Revision materials are available on the school website.

YEAR 9	
Autumn Term	Further developing student understanding of the functional and chemical properties of ingredients, to prepare for the Food Preparation and Nutrition GCSE.
Spring Term	Cooking for specific diets including allergies and religious reasons. We also look at international cuisine and seasonings
Summer Term	Cooking for personal taste. Focus on how the practical lessons link to the theory lessons and the GCSE.
End of Year Assessments	Students are assessed on both their practical skills and their food technology knowledge at the end of Year 7, 8 and 9. They will be asked to make a recipe of our choosing independently and sit a short written assessment. It will consist of a set of multiple choice questions, True/False statements, short and extended answer questions. This includes all theory and key vocabulary covered this year. Revision materials are available on the school website.

Useful Home Learning Resources

- BBC Bitesize
- SENECA

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.
Subject leader- Miss E Devonshire
Email contact – edevonshire@therfield.surrey.sch.uk

Technology - Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and practical application with a range of materials. Design and technology also draws on other disciplines such as mathematics, science, engineering, computing and art.

Design and technology aims to enable all students to develop creative, practical and technical skills. Students apply knowledge, understanding of materials and processes to make quality prototypes for a wide range of users. This includes the critique, evaluation testing their ideas and the work of others.

KS3 Design and technology provides all students with the base knowledge for the AQA Design and Technology GCSE.

Areas of Study

YEAR 7	
Autumn Term	**Polymers and Manufactured boards:** Acrylic Twirlers using the plastics oven. Hexagonal table spinner made from MDF.
Spring Term Summer Term	**Desk Tidy:** Research and investigation. Design brief and specification. Developing a range of design ideas and introduction to orthographic drawing. Practical skills using a range of hand tools and machines. Full evaluation against the specification.
End of Year Assessment	Written paper including multiple choice questions on key vocab and tools. Assessed practical lesson when making the desk tidy.

YEAR 8	
Autumn Term	**Money box project:** research and investigation. Design brief, specification and Design ideas including Isometric projection. Test finger joints.
Spring Term	**Money box Project:** Construction of the money box using a range of hand tools and machines.
Summer Term	**Money box project:** quality control and evaluation. **Block Head graphics project:** isometric drawing. Independent making task. Application of different finishes. In-depth quality control and quality assurance throughout.
End of Year Assessment	Written paper including multiple choice questions on key vocab and tools. Assessed practical lesson when making the block head project.

YEAR 9	
Autumn Term	**Link toy:** Research and investigation into joining methods and finishes techniques. Development of graphic skills in the style of the GCSE NEA. Making use of a range of tools and hand tools.
Spring Term Summer Term	**Designer inspired Totem poles/ trinket boxes** Research and investigation into the work of others. Developed graphic skills and client feedback. CAD Development. Making using a range of hand tools and finished. Full evaluation.
End of Year Assessment	This includes all theory and key vocab covered this year. The assessment follows the same sections as the GCSE exam to prepare students. This includes multiple choice, short answers and an extend answer question.

Useful Home Learning Resources

BBC Bitesize: Resistant materials and Product Design information. https://www.bbc.com/bitesize/subjects/zpbc87h	**Seneca Learning.** Key vocab and subject specific comprehensions.

If you would like any further detail on the information above, please contact the Subject Leader. Details are below.

Subject leader- Miss E Devonshire
Email contact – edevonshire@therfield.surrey.sch.uk

Key Contacts

If you have any questions for specific subjects please find the contact email address at the bottom of the page for that subject throughout this document.

If you have any wider questions please contact your child's tutor or the staff shown below:

Ms D Burr- Head of Year 7	dburr@therfield.surrey.sch.uk
Mr R Kemp- Head of Year 8	Rkemp@therfield.surrey.sch.uk
Mr J MacSween- Head of Year 9	jmacsween@therfield.surrey.sch.uk
Mr T Hostler – Head of Year 10	thostler@therfield.surrey.sch.uk
Miss S Barrimore – Head of Year 11	sbarrimore@therfield.surrey.sch.uk
Mrs K Haynes- Assistant Headteacher	khaynes@therfield.surrey.sch.uk
Miss S Carquez – Assistant Headteacher	scarquez@therfield.surrey.sch.uk
Mr M Houghton - Assistant Headteacher	mhoughton@therfield.surrey.sch.uk
Mrs S Stemp- Deputy Headteacher	sstemp@therfield.surrey.sch.uk

You can also contact any member of staff via the school office on 01372 818123.