



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME



KEY STAGE 3

CURRICULUM

YEAR 7 ■ YEAR 8 ■ YEAR 9



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WELCOME TO KEY STAGE 3



I have great pleasure in sharing this Key Stage 3 Curriculum Booklet with you, which outlines the pedagogical principles and content of the courses that pupils will study from Year 7 to Year 9.

The curriculum presented here demonstrates the great opportunities that our blend of rigour and creativity in curriculum design offer, and the value it has as both a discrete educational experience, but also as a pathway for study at Key Stage 4.

Our curriculum offers breadth, with pupils studying subjects across the academic disciplines as well as learning in areas such as Citizenship, PSHE and PE which help to develop them personally. However, it also allows pupils to enjoy the benefits of subject specialist teaching and facilities, which for many pupils will be a new experience.

Pupils have the opportunity to develop independent learning and research skills through our bespoke Lower School Baccalaureate, which is both an enriching and challenging learning experience in itself, but also builds crucial skills for the Higher Project Qualification studied at IGCSE.

We are fortunate that, whilst we use the British Curriculum as a baseline, our independence allows us to enhance and curate our offering to ensure that pupils are consistently stretched and challenged - which we hope helps them to develop a powerful blend of knowledge, skills and curiosity.

I hope that you find the information contained within this booklet a useful resource in understanding and supporting your child's learning journey through Key Stage 3.

Mary-Clare Startin

Vice Principal & Head of Senior School



This guide has been designed as a resource to give parents and pupils an overview of our academic programme for Years 7, 8, and 9, outlining what will be covered in each subject during the school year.

For parents, this booklet serves as a valuable tool for supporting your child's learning at home. By familiarising yourself with the topics being taught, you can engage in discussions, provide encouragement, and better understand the academic expectations and progression within each subject.

For pupils, it outlines what to expect in the months ahead, helping you understand the bigger picture of your education. Revisiting the booklet regularly is a way to check your progress, identify areas where you feel confident, and pinpoint topics that may need extra review.

This booklet is part of St George's "triangle of support" approach, in which parents, pupils, and teachers each play a vital role in supporting pupils' progress. Through active engagement from all three sides, we can work together to create the most positive and supportive environment for each of our pupils.

Marco Gemelli

Senior Deputy Head & Director of Studies



CURRICULUM OVERVIEW

The Curriculum at St George's is designed to enable pupils to experience the highest quality education in a stimulating learning, teaching and mentoring environment to ensure that each and every child develops his or her full potential and becomes a responsible global citizen. In Key Stage 3 our pupils follow a broad and balanced curriculum which builds on the UK National Curriculum and extends it and enhances it, taking into account our location in Italy, the international nature of the school and our very high academic standards.

We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. At all levels in all year groups the basic skills of speaking, listening, literacy and numeracy are paramount, as is our focus on developing pupils' oracy. The breadth of our Key Stage 3 subject offer and the gradual refining of skills and knowledge which is at the base of our 'spiral' curriculum provide our pupils with a strong foundation for their future studies in Key Stage 4 (Years 10-11) and Key Stage 5 (Years 12-13), enabling them to achieve high status formal qualifications in Year 11 and Year 13.

Throughout Key Stage 3, a strong emphasis is placed on our pastoral programme via tutorial sessions and assemblies, so that pupils develop skills for learning as well as an awareness of a range of different issues.

The PSHE (Personal, Social, Health and Economic) programme follows a wide ranging discussion-based curriculum involving Emotional Health, Friendships and Families, RSE (Relationships and Sex Education) and Careers. Well-being lessons weave through the programme supporting themes and ideas. The aim of these lessons is to encourage awareness, connection to others, an appreciation of our community, and an acquiring of self-knowledge, to allow each pupil to be able to build a 'toolkit' that helps them transform the way they approach life and work.

Mathematics is the only subject that places pupils into sets (groups) by ability. This is done to ensure appropriate levels of challenge and support for all pupils. Setting is decided by the Head of Department based on baseline testing, prior achievement and teacher judgement, and is reviewed regularly throughout the year.

At St George's all lessons, with the exception of MFL (Modern Foreign Languages), are taught in English. All pupils need to develop strong skills in using English in order to continue their academic and conceptual development and to demonstrate their learning and knowledge. Ensuring the progression in learning for pupils who use English as an Additional Language (EAL) is a responsibility shared by all teaching staff in the school.



ASSESSMENT AND REPORTING

Pupils do not sit any formal examinations in Key Stage 3, with the exception of GCSE Italian in Year 9. This freedom from external examinations enables us to focus on fostering a love for learning and inquiry. Pupils' progress in Years 7, 8 and 9 is carefully monitored by teachers in lessons and via homework using a range of formative and summative tasks. We issue three reports each year, once per term, so that pupils and parents are aware of each individual pupil's strengths and areas for development.

For each subject pupils receive a grade for attainment, an end-of year aim, and feedback on their Approaches

to Learning. Pupils also select two targets for improvement in each of their subjects from a list compiled by the department. Twice a year they also write a reflection on their grades which is included in their report.

Attainment in each subject is reported using four worded descriptors (thresholds): Developing, Securing, Advancing and Excelling. This is a bespoke St George's reporting scale which was devised with the first and foremost aim to support pupil learning. Across Years 7, 8 and 9, each descriptor will show increasing levels of demand in terms of expectation, as shown in the Attainment at Key Stage 3 table.

Attainment in Key Stage 3

A pupil working at Excelling level in Year 9 will be on a path towards achieving one of the top grades (8-9) in their IGCSE examinations in Year 11. The Descriptor table shows the flightpath for each threshold, considering both grade scales used for IGCSE examinations, the old A*-G scale and the new 9-1 scale.

Year 7 Threshold	Year 8 Threshold	Year 9 Threshold
		Excelling
Excelling	Excelling	Advancing
Advancing	Advancing	Securing
Securing	Securing	Developing
Developing	Developing	

Descriptor	On a path towards: (I)GCSE A*-G	On a path towards: (I)GCSE 9-1
Excelling	A*	8-9
Advancing	A	7-8
Securing	C-B	4-5-6
Developing	G-F-E-D	1-2-3

Each Approach to Learning is assessed on a 4-point scale: Cause for concern, Needs for improvement, Good and Excellent.

Our five Approaches to Learning are broadly based on the IB Approaches to Learning, so that pupils can focus on developing these skills from Year 7 all the way to Year 13. They are:

- Attitude to Studies: resilience, focus, commitment, independence
- Communication: engagement and contribution in lessons
- Self-Management: preparation and organisation (including homework)
- Social: collaborative skills
- Thinking: applying knowledge, making connections, thinking critically, creatively and analytically



TIMETABLE

The Senior School timetable follows a two-week cycle (Week A and Week B) with six periods per day. The total number of lessons in each two-week cycle is 60, which are divided as follows:

Subject	Number of Periods per cycle	Subject	Number of Periods per cycle
English	7	Design & Technology	3
Mathematics	7	Drama	3
Science	7	Geography	3
Italian	5	History	3
Additional Language*	4	Music	3
Art	3	PE	5
Citizenship	1	PSHE	1
Computer Science	2	Tutorial & Assembly	3
TOTAL		60	

* Either French, German, Latin, Mandarin or EAL



LOWER SCHOOL BACCALAUREATE

The Lower School Baccalaureate Programme is a special, recently introduced component to the St George's Key Stage 3 education, undertaken by pupils in Year 8 and Year 9. It is designed to support and link to the Higher Project Qualification (HPQ) undertaken by all pupils in Year 10 of Key Stage 4, as well as the CAS (Creativity, Activity and Service) component of the International Baccalaureate Diploma Programme (Year 12 and Year 13).

The Lower School Baccalaureate is undertaken alongside the core curriculum and aims to provide pupils with a holistic approach to their learning, helping them to develop and apply their skills, broaden their knowledge and interests in and out of the classroom and support them to make a significant contribution to the community as individuals.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Not Applicable.	All pupils in Year 8 will be expected to complete the following areas: Area A: Approaches to Learning This area will be a review of the average grade for 'the approaches to learning' across the pupils' subjects taken from their report card. Area B: Personal Project Pupils will identify an area of interest and complete a personal research project outside of lessons. Pupils will decide upon the format and nature of their project and reflect on the learning aims. Area C: Service In this area pupils will lead or participate in two service activities, drawing from existing opportunities within the school (e.g. charity morning, mentoring programme, ZOA, JNRC etc) or by proposing a new initiative. Area D: Creativity and Activity In this area pupils will take advantage of CCAs in and out of school for the year and complete their reflection for the selected activities for the school year.	All pupils in Year 9 will be expected to complete the following areas: Area A: Approaches to Learning This area will be a review of the average grade for 'the approaches to learning' across the pupils' subjects taken from their report card. Area B : Personal Presentation Pupils will identify an area of interest in or out of school in which they have shown their excellence. They will prepare and deliver a personal presentation describing their commitment and their successes in this area. Areas C & D: Creativity, Activity & Service In this area pupils will lead or participate in two service activities, drawing from existing opportunities within the school (e.g. charity morning, mentoring programme, ZOA, JNRC etc) or by proposing a new initiative. Pupils will record their reflections on these activities in parallel with their school reports issued in the Spring and Summer Terms.



ENGLISH

The aim of the English curriculum is to develop and extend pupils' confidence and skills in reading, writing, speaking and listening whilst kindling their excitement for language and enthusiasm for literature. Strong literacy is also fundamental to the pupils' success across all subjects, and to their development as thoughtful individuals. We want pupils to think critically about the world around them, and to be able to express their thoughts and opinions clearly and confidently.

In Years 7, 8 and 9 pupils will explore the main literary genres of poetry, prose and drama, as well as non-literary media such as journalism. They will be assessed in each unit on subject-specific Core Knowledge, and on their skill development in essay or creative writing. Pupils will be encouraged to read widely, following our Linked Reader programme, and to develop their own voices as writers. Transferable skills such as planning, drafting and proofreading will be embedded across all units of study.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Memoirs: Personal identity Extracts from memoirs from varying contexts Independent writing of a memoir Linked Reading: I Am Malala, The Boy Who Harnessed The Wind, Every Falling Star Novel Study: Shared and cultural identity The Boy in the Striped Pyjamas or The Terrible Thing That Happened to Barnaby Brocket or Girl, Boy, Sea Anthology of high quality fiction extracts Mythology: Shared and cultural identity Core texts: A variety of myths taken from around the world Baseline Reading Comprehension Independent writing of a myth Linked Reading: The House on Chicken Legs, The Girl Who Speaks Bear, The Dark is Rising, Mortal Engines Identity Poetry: Personal identity Island Man by Grace Nichols Plus a selection of identity poetry from around the world What-how-why paragraphs on studied poem	Protest Prose: Anthology of extracts to explore descriptive settings Linked Reading: A Christmas Carol Protest Poetry: Voices for change A selection of protest poems from 18th century to modern day including London by William Blake. Unseen poetry analysis Linked Reading: Roll of Thunder, Hear My Cry, Refugee Boy, The Other Side of Truth Modern Play: Voices for change Noughts and Crosses Blood Brothers Knowledge Test Thematic essay Selection of non-fiction articles linked to context/CommonLit paired texts/wider reading booklets The Art of Rhetoric: Using your voice Anthology of speeches across time and space Persuasive speech Linked Reading: The Giver, I Must Betray You, Green Rising	Modern Novel: Power and authority Lord of the Flies or Animal Farm or Never Let Me Go IGCSE style essay exploring the development of a character across the text Selection of non-fiction articles or literary extracts thematically or contextually linked to the novel Making Headlines: The power of language Selection of journalistic writing including, but not limited to, news stories, feature profiles, opinion pieces and reviews Independent writing of a review The Tragic Hero: the power of the individual Julius Caesar Close analysis of a key scene Linked Reading: The Reluctant Fundamentalist, Unbroken, Lord of the Flies Short Story Anthology: Power and conflict A selection of short stories from different times and cultures Short story assessment

MATHEMATICS

During Key Stage 3 the pupils develop their knowledge in four strands Number, Algebra, Geometry and Measures, and Statistics.

In all topics pupils are encouraged to approach the mathematics they learn in two particular ways; firstly understand the knowledge and skill, and then secondly apply the knowledge or skill in a variety of contexts. By the end of Year 9 all pupils should be able to: solve problems involving fractions, decimals, percentages, ratio, and proportion; work with expressions, complex linear equations and formulae; solve problems involving the measurements of a variety of shapes; process and interpret data; and consider the likelihood of different outcomes from an event. Learning happens through a variety of methods including discovery based learning, project work, whole class discussion, as well as the traditional practice that is required to consolidate key skills. Many pupils go well beyond the core learning outcomes and begin mathematical learning from the Higher tier of the IGCSE Mathematics course. In all cases the Maths Department is driven by two goals: that pupils should progress in their understanding and that they should enjoy the subject.

The most able pupils are also entered in the UKMT Maths Challenge at Junior level (Years 7 and 8) and intermediate level (Year 9) in order to stretch even further their abilities, and some are invited to attend a Gifted and Talented Maths Club.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Wholes and decimals - Year 6 mixed topics review Setting Test Measures, perimeter, area, nets, surface area Negative numbers Expressions and formulae Rounding Comprehension Task Term 1 Factors, Multiples, Powers Fractions, decimals, percentage Short Project 1 & Christmas activities Probability Special numbers, sequences Graphs Comprehension Task Term 2 Equations Ratio and Proportion Time and timetables Short Project 2 Scale drawings, calculator skills Statistics Comprehension Task Term 3 Angles, symmetry, 2D & 3D shapes, volume Constructions Tessellations Project	Wholes, decimals, rounding Powers, prime decomposition, roots 2D, 3D shapes, nets, surface area, volume Pythagoras' Theorem, volume of triangular prisms Learning Review & Test LCM, HCF, fractions, percentages Comprehension Task Term 1 Expressions, formulae with fractions Sequences Short Project 1 / Christmas activities Ratio, proportion Angles, in parallel lines and polygons, bearing Transformations Learning Review Comprehension Task Term 2 Equations Circles Short Project 2 Cylinders Straight line graphs Learning Review & Test Comprehension Task Term 3 Probability Statistics Golden Ratio project	Wholes and fractions, indices, standard form Rounding, calculator use Graphs and linear functions Graphs project Learning Review & Test Comprehension Task Term 1 Expressions and formulae Equations Simultaneous Equations Inequalities Percentages, ratio, proportion Measures, area, volume Pythagoras recap Transformations and vectors Test Comprehension Task Term 2 Sequences Angles, constructions RAT Trigonometry 1 Short Project 1 RAT Trigonometry 2 Data processing and representation Learning Review & Test Comprehension Task Term 3 Sets, Ven Diagrams Probability Short Project 2



SCIENCE

Science at Key Stage 3 nurtures curiosity, perseverance and enquiry. It is the discovery, understanding and application of knowledge about the natural, material and physical world around us. Throughout the programme, investigation is key and pupils build skills in scientific investigation techniques and use of equipment.

Years 7 and 8 pupils study Biology, Chemistry and Physics as a single class under the title of Science. In Year 9, pupils are taught science in three separate classes (Biology, Chemistry and Physics), plus one additional class of Science skills per cycle. Across Key Stage 3, pupils are introduced to the scientific concepts that they will see again in later years. They gain confidence with the use of apparatus as they undertake practical work.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Cells Animal and Plant cells Structure and functions Mixtures Physical mixtures Separation techniques Forces Types of force Measurement of force Effects of forces Muscles Human skeleton and muscle structures Particles Introduction to the atom hypothesis: solids, liquids, gases Sound Descriptions as a wave, frequency, amplitude, speed, sound phenomena Reproduction Animal and plant reproduction: sexual and asexual Ecosystems Animal and plant diversity Food sources Population pyramids Atoms Combining atoms Chemical compounds Chemical reactions Acids & Alkalis Uses and strengths pH scale and Neutralisation Electricity Circuits Electric current and analogies	Food Human nutrition Balanced diets Combustion Fuels Combustion triangle Theories of combustion Light Shadows Eclipses Reflection Refraction Plants Plant growth Photosynthesis Crops The Periodic Table Elements and their properties Classification and periodic groups Space Orbit of the Moon and phases Orbit of Earth and seasons The Solar System Space exploration Breathing Animal breathing Gas exchange Healthy and diseased lungs Energy Energy stores and transfers Energy resources for society Metals Properties and uses Smelting Alloys Unicellular Organisms Useful and harmful organisms Diseases	In addition to following separate classes for Biology, Chemistry and Physics from Year 9, pupils undertake one additional class of Science Skills per cycle. Biology: Inheritance Variation DNA Natural Selection Plants, Leaves & Photosynthesis Glucose use Respiratory system Digestive system Immune system Circulatory system Cells Enzymes Ecology Chemistry: Atomic structure Chemical formula and equations Reactivity Rates of reaction Energy in reaction Electrochemistry Physics: Forces and Motion Newton's Laws Levers Simple machines Earth and Space Orbits and gravity Electricity and Magnetism Electromagnetic devices Waves Spectra, Lenses and prisms Science Skills: Naming and use of lab equipment Drawing graphs Data analysis and interpretation Probability

LANGUAGES

The Language programme in Key Stage 3 at St George's is varied and offers pupils the opportunity to start new languages as well as consolidate their skills if they have already started any of the languages that we currently offer. In Key Stage 3, pupils will study Italian, placed in appropriate class depending on their proficiency, and will also choose another language: either French, German, Latin or Mandarin. Some pupils may be required to study English as an Additional Language (EAL) instead of another language.

In Year 7, pupils follow our unique Language Carousel in the Autumn Term, where they will spend a number of weeks trying each of French, German, Latin and Mandarin. At the end of term, Year 7 pupils choose which of these languages they would like to continue with, with the expectation being that they will then continue with this language throughout the remainder of Key Stage 3 and beyond.

This graphic explains all the languages we offer and the pathways throughout the Senior School.

LANGUAGES AT ST GEORGE'S		
At St George's pupils can study a range of languages. Italian is offered as a foreign language (B) and as a native language (A).		
*From KS4 onwards some languages are also offered as a language A if there is enough interest.		
KS3 (Y7-Y9)	KS4 (Y10-Y11)	IB (Y12-Y13)
All Key Stage 3 pupils study Italian and another language from those on offer.	In Key Stage 4 pupils can choose to continue with one or more of their chosen languages or take up Spanish for beginners. Subject blocks might allow pupils to study two or three languages depending on uptake.	At IB level pupils can continue with their chosen language at Standard or Higher Level. Alternatively, they can choose Italian or Spanish Ab Initio, if they are complete beginners in the language. Subject blocks might allow pupils to study two languages depending on uptake.
ITALIAN BEGINNER ITALIAN INTERMEDIATE ITALIAN A FRENCH GERMAN LATIN MANDARIN	ITALIAN GCSE ITALIAN A PRE-IB FRENCH IGCSE FRENCH A PRE-IB* GERMAN IGCSE LATIN IGCSE MANDARIN IGCSE SPANISH IGCSE SPANISH A PRE-IB*	ITALIAN AB INITIO ITALIAN B ITALIAN A FRENCH B FRENCH A* GERMAN B LATIN B MANDARIN B MANDARIN A* SPANISH B SPANISH A* SPANISH AB INITIO



ITALIAN

Italian is part of the core curriculum in Key Stage 3 and pupils are grouped according to their proficiency in the language: either beginner, intermediate or advanced/native. The Beginner course is for pupils who have little or no prior proficiency in Italian, covering the basics of the language (vocabulary and grammar) through the study of topics related to everyday life.

The Intermediate course is for pupils who have already acquired some knowledge of Italian: pupils develop their linguistic skills through the study of grammar, vocabulary, topical and cultural themes. The programme of this course is aimed at preparing pupils for the GCSE Italian exam, which they sit early, at the end of Year 9. Pupils following the Advanced course refine their Italian language skills (advanced comprehension, writing for different purposes and oral skills) and study some literature of different genres. They cover prose and poetry, are exposed to non-literary texts, and start learning literary terminology to help them develop their analytical skills.

ITALIAN BEGINNER (PRE-A1 TO A2+)

Programme of Study:

YEAR 7 (PRE-A1)	YEAR 8 (A1)	YEAR 9 (A1 TO A2)
Greetings In the Classroom (objects, rules, alphabet, describing items) Grammar: masculine and feminine nouns, nouns ending in E, singular and plural, definite and indefinite articles I Introduce myself (days of the week, months, birthday, age, countries, family) Grammar: present tense avere/essere, noun-adjective agreement, prepositions di/da My school (subjects and teachers, timetable, activities, opinions) Grammar: verbs to express opinions, numbers, verbs in are-ere-ire, irregular verbs (fare, andare) My house (rooms, types, objects, location, ordinal numbers, la casa dei miei sogni) Grammar: nouns and agreement, articulated prepositions (su & il), adverbs (destra, sinistra, accanto) Free time (activities, sports, hobbies) Grammar: are-ere-ire, irregular verbs (andare), frequency adverbs, verbs of opinion Travelling & Holidays (places, activities, modes of transport, accommodation, Italian regions) Grammar: verbs to express opinions, regular and irregular verbs, prepositions	My city and my neighbourhood (types of houses, locations, places, facilities and services, shops) Grammar: revision of masculine and feminine nouns, definite and indefinite articles, present tense, verbs of opinion, prepositions Sports, Health & The Human Body (types of sport, locations, body parts, practicing physical activities) Grammar: masculine and feminine nouns, indefinite articles, vorrei Fashion (items of clothing, stores, styles, events) Grammar: revision of masculine and feminine nouns, definite and indefinite articles, present tense of avere/essere Food and Drinks (my favourite foods, the supermarket, quantities at the market, ordering items) Grammar: revision of masculine and feminine nouns, definite and indefinite articles, present tense of avere/essere Books, Reading and Libraries Book genres, character descriptions, expressions and opinions The cinema, my favourite movies (film genres, character physical descriptions, character traits) Grammar: present tense in the third person, present perfect, regular and irregular verbs	The International World: Travel and tourism Grammar: adjectives and nouns, nationalities, past tense and future tense (conditional tense) The world of work: Jobs Post 16 (future projects) Grammar: Revision of future tense and some use of complex structures The world around us: Environment and Technology Grammar: verbs to express opinions, comparatives Custom and festivals Grammar: use of regular and irregular verbs in the present, and past tense. Adjectives to describe places and people Revision and consolidation: 1) Family and friends (personal and social life) 2) Everyday activities 3) The world around us 4) The world of work 5) International world In biblioteca (reading of a book) Italian projects to be decided Final revision

ITALIAN INTERMEDIATE (A1+ TO IGCSE)

Programme of Study:

YEAR 7 (A1 TO A2)	YEAR 8 (A2 TO A2+)	YEAR 9 (A2+ TO IGCSE)
In the Classroom (objects, rules, alphabet, describing items) Grammar: masculine and feminine nouns, nouns ending in E, singular and plural I Introduce myself (days of the week, months, birthday, age, countries, family) Grammar: present tense avere/essere, regular irregular verbs) noun-adjective agreement, prepositions di/da My school (subjects and teachers, timetable, activities, opinions) Grammar: verbs to express opinions, numbers, verbs in are-ere-ire, irregular verbs (fare, andare), fome impersonali, prepositions (in and a), comparative. My house (rooms, types, objects, location, ordinal numbers, la casa dei miei sogni) Grammar: nouns and agreement, articulated prepositions (su & il), adverbs (destra, sinistra, accanto) Free time (activities, sports, hobbies) Grammar: are-ere-ire, irregular verbs (andare, venire,), frequency adverbs, verbs of opinion, use of imperfect vs simple past Travelling & Holidays (places, activities, modes of transport, accommodation, Italian regions) Grammar: verbs to express opinions, regular and irregular verbs, prepositions	My city and my neighbourhood (types of houses, locations, places, facilities and services, shops) Consolidation of Year 7 module Sports, Health & The Human Body (types of sport, locations, body parts, practicing physical activities) The cinema, my favourite movies (film genres, character physical descriptions, character traits) Food and Drinks (my favourite foods, the supermarket, quantities at the market, ordering items) Fashion (items of clothing, stores, styles, events) Reading and the library; my favourite books Book genres (adventure, romance, mystery, fiabe); range of expressions to give opinions: mi diverte, mi rilassa, mi fa paura, mi fa ridere, mi fa piangere Travelling & Holidays (places, activities, modes of transport, accommodation, Italian regions) Grammar: more complex verbs to express opinions, regular and irregular verbs, prepositions	My eating habits (healthy diets) My body and my health (parts of the body, expressing feelings) Grammar: negative and double negative (non...mai/affatto/niente/più), use of verb stare (stare bene, stare male, progressive form stare & gerund) My body and my health (parts of the body, expressing feelings) Self, family, pets (presenting families) Grammar: possessive adjectives, agreement noun-adjective, irregular adjectives, position of adjectives) Personal relationships (friendships, feelings, emotions) Grammar: definite article & possessive adjectives) Personal relationships (friendships, feelings, emotions) Grammar: definite article & possessive adjectives) Leisure, entertainment, invitations (activities outside of home, sports, shopping, cinema) Grammar & skills: comparative adjectives (più/meno... di, così... come, tanto... quanto) Leisure, entertainment, invitations IGCSE Italian exam (Year 9)



ITALIAN A (ADVANCED/NATIVE)

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Il testo descrittivo (descrizioni di animali, persone, oggetti e luoghi) Il testo narrativo letterario (descrizioni di animali, persone, oggetti e luoghi) Tanti modi di essere (essere consapevole della diversità dei caratteri e dei modi di essere; attraverso il confronto con i personaggi dei testi, consolidare la conoscenza di sé) Culture a confronto (conoscere comportamenti, abitudini e usanze di altre popolazioni; scoprire come alcuni popoli riescono a sopravvivere in ambienti naturali ostili) La favola (Conoscere i caratteri propri delle favole. Conoscere le caratteristiche dei personaggi delle favole. Conoscere l'ambientazione spazio-temporale delle favole. Conoscere la differenza tra morale esplicita e implicita) La fiaba (conoscere i caratteri propri della fiaba, conoscere le caratteristiche dei personaggi della fiaba, conoscere il ruolo degli elementi fantastici nella fiaba, conoscere l'ambientazione spazio-temporale della fiaba, conoscere la struttura-tipo della fiaba, conoscere le principali funzioni di Propp) La poesia (Conoscere la differenza principale tra un testo in versi e uno in prosa. Sapere in che modo si misurano e si classificano i versi.) Libro di lettura: L'avventura di Ulisse di A.Molisini	Il testo espressivo (diari intimi, lettere personali) Diari al femminile, diari al maschile, lettere Il testo narrativo letterario (fabula e intreccio, diversi tipi di narratore, divisione in sequenze, caratterizzazione dei personaggi, i discorsi dei personaggi, spazio e tempo) Di fronte alla diversità (comprendere la natura relativa del concetto di normalità, riflettere sulle cause e le caratteristiche del razzismo, imparare a riconoscere le forme della xenofobia, rispettare le libertà individuali e anche gli atteggiamenti anticonformisti, quando essi non contrastino con la giustizia, l'eguaglianza e con le leggi vigenti.) Il fantastico lettura di racconti e brani di romanzi del genere fantastico Il giallo (lettura di racconti e brani di romanzi del genere giallo) Il terrore (lettura di racconti e brani di romanzi del terrore, scenari: luoghi tenebrosi in cui i sogni si confondono con la realtà.) La poesia (figure retoriche di suono e di significato, consolidamento degli elementi strutturali appresi precedentemente) Libro di lettura: Io non ho paura di N. Ammaniti	Il testo argomentativo e interpretativo (esposizione di una tesi o argomento e di una interpretazione personale) Il testo narrativo letterario (caratterizzazione e presentazione dei personaggi, il punto di vista del narratore, la focalizzazione) Il primo amore e l'adolescenza (riflettere sul tema attraverso la lettura e analisi di testi di vario genere, fumetti, poesie, racconti, dedicati all'incontro del primo amore e ai cambiamenti e paure legati all'inizio dell'adolescenza) La pace e la guerra (lettura di fiabe, versi, racconti e testi di tipo espositivo che hanno per oggetto la guerra) La fantascienza (caratteristiche stilistiche e narrative del genere, personaggi, spazio e tempo) Il racconto e romanzo realistico-sociale (caratteristiche del genere, tempo, spazio, temi e personaggi) Il romanzo storico (caratteristiche del genere, tempo, spazio, temi e personaggi) La poesia e i sentimenti (figure retoriche di significato, consolidamento degli elementi strutturali appresi precedentemente) Libro di lettura: A.Berti, Un viaggio straordinario, La storia e la poesia della Divina Commedia

FRENCH

The Key Stage 3 French course is for beginners, defined as pupils who have little or no previous formal or informal experience of the French language. Pupils develop all four skills (listening, reading, speaking and writing) through the study of different topics and grammatical structures, in particular the five key indicative tenses. By the end of the course, they will reach CEFR level A1 or A2 in French and can then opt to take IGCSE French in Key Stage 4.

If a student already has level A2/ B1 in French or speaks French at home but has not studied the written form or grammar, we advise them to take Latin in Years 7 and 8 which will develop their cognitive skills and they can return to French in Year 9 or at KS4. If a pupil has studied in a school where French is the language of instruction, we have in previous years run a French A (first language) course at Key Stage 4 and IB, but this is dependant on demand and staffing.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Languages Carousel Introduction to the Francophone World Se présenter (introducing oneself) Greetings and forms of address Name Age and birthday (numbers 1-31) Nationality and countries School life (pencil case and classroom items, colours) Key questions: Comment t'appelles-tu ? Comment ça s'écrit ? Quelle est la date de ton anniversaire ? Quel âge as-tu ? Où habites-tu ? D'où viens-tu ? Ma famille et moi (My family and I) Family members Pets Physical appearance Personality Key questions: Il y a combien de personnes dans ta famille ? Tu as des frères et des soeurs ? Tu as un animal ? Tu es comment ? Mon temps libre (my free time) Free time activities, opinions, justifications, weather End of year film project – Belle et Sébastien	Chez moi (at home) Cardinal points Urban/rural areas Types of housing Furniture and rooms Key questions: Tu habites en ville ou à la campagne ? Décris ta maison/ ton appartement. Où est la cuisine etc ? Quelle est ta pièce préférée ? Pourquoi ? Qu'est-ce qu'il y a dans ta chambre ? Mon collègue (my school) School subjects Timetable Daily routines Buildings and facilities Teachers Ma vie social Places in town Free time activities Making arrangements to go out Future plans Past events Clothing and fashion Key questions: Tu sors souvent ? Que vas-tu faire ce week-end ? Qu'est-ce que tu as fait le week-end dernier ? Qu'est-ce que tu aimes porter quand tu sors ? End of year film project – Les Vacances du petit Nicolas	Les vacances (holidays) Countries and places Modes of transport Holiday activities La technologie (technology) Activities using technology Advantages and disadvantages of different types of technology La santé (health) Body parts Illnesses Accidents Diet Healthy living Key questions: Raconte un problème/ un accident Tu mènes une vie saine (passé, présent, futur) ? Que fais-tu pour rester en forme ? Mes projets pour l'avenir (my future plans) Jobs Other plans Key questions: Qu'est-ce que tu veux faire comme métier ? Quels sont tes projets pour l'avenir ? Si tu gagnais à la loterie, que ferais-tu ? Preparation for speaking assessment/ presentation Extended end of term film project – Les Choristes



GERMAN

German at Key Stage 3 is designed for non-native speakers who are interested in the German language and cultures of Germany and German speaking countries, and wish to further develop their language and communication skills with the aim of progressing gradually to IGCSE German in Key Stage 4, and beyond.

Following the completion of the language carousel in the first term of Year 7, pupils who choose to continue German will begin to develop basic conversational skills and discover more about German grammar. Through a variety of activities and topics, pupils will have the opportunity to practise all four skills of reading, writing, listening and speaking. In addition, they will be supported in using the language creatively through the end of unit projects, helping them to explore the language in more depth.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Languages Carousel Introduction to German Meine Welt und ich Greetings Numbers Countries Descriptions Favourite things Familie und Tiere Family members Pets Birthdays Freizeit Talking about sport Talking about leisure activities Media Schule School subjects Expressing opinions on school subjects School equipment Telling the time End of year project	Gute Reise Things found in towns Buying snacks and drinks Talking about holiday plans Ich liebe Ferien Talking about holidays Modes of transport Talking about the weather Bist du ein Medienfan? Film preferences TV and Media Bleib gesund Breakfast Discussing traditional German food Understanding recipes Healthy lifestyles Grammar Irregular verbs, the imperative, dative case, müssen and dürfen, comparatives Klassenreisen machen Spaß! Understanding rules Discussing daily routines Understanding and giving directions Describing holidays Wir gehen aus Places in town Free time activities Making arrangements to go out Future plans Past events Clothing and fashion	Vorbilder Talking about role models Talking about experiences Talking about parts of the body Talking about personal achievements La technologie (technology) Activities using technology Musik Talking about different types of music Making comparisons Describing a music festival Formal and informal registers Grammar: subject and direct object pronouns, seit, comparatives, separable verbs in the perfect tense Meine Ambitionen Discussing ambitions Jobs and careers Grammar: conditional tense, um... zu, word order, prepositions Die Kindheit Childhood Memories Comparing primary and secondary schools Grimm's fairy tales Rechte und Pflichten Discussing what is important to us Comparing life now and in the past How we can make a difference Happiness Grammar: word order, subordinate clauses, revision

LATIN

Latin is a unique and increasingly popular course offered as an option for pupils in Key Stage 3. As part of the Year 7 language carousel, all pupils will be introduced to Latin before being able to select Latin as the language that they wish to continue with through the remainder of Year 7 and beyond into Year 8 and Year 9.

Throughout Key Stage 3, Latin covers the basic principles of the Latin language as well as aspects of the culture and history of the Romans. Pupils who follow Latin in Key Stage 3 are encouraged to continue through to IGCSE. Our base in Rome provides the perfect setting in which to be immersed in and develop an understanding of this ancient language.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Languages Carousel Introduction to Latin Introduction to Latin cases and the role of words in Latin sentences The nominative and accusative case singular of the first, second and third declension nouns Introduction to the daily life of ancient Romans Present and imperfect tense Perfect tense Relevant vocabulary Introduction to the concept of subordinate clauses in longer sentences and use of connectives Relevant vocabulary The dative case to express the indirect object Singular and plural endings of the first, second and third declension nouns Relevant vocabulary	Revision of Latin declensions and conjugations Latin prepositions Present tense of irregular verbs The vocative case: Addressing someone in Latin The imperative (how to give orders in Latin) Latin adjectives The life of Romans in Britannia Demonstrative pronouns and adjectives: an introduction. Subordinate clauses Relative pronouns and relative clauses Imperfect and perfect tense of irregular verbs Pluperfect tense The genitive case: endings and function Demonstrative pronouns/adjectives Comparatives and superlatives of adjectives Adverbs and their superlatives. Introduction to verbal adjectives Present active participles End of year projects on Roman History	Revision of Latin declensions and conjugations Perfect active and passive participles Subordinate clauses Relevant vocabulary Introduction to subjunctive mode Subordinating conjunctions Cum and subjunctive mode Focus on neuter nouns Indirect questions with the subjunctive Different uses of UT/Ne and subjunctive: Purpose clauses Result clauses Consolidation of subjunctive mode and its uses The ablative case and its various uses Introduction to Latin literature Virgil and Cicero. End of Key Stage 3 assessments



MANDARIN

The Key Stage 3 Mandarin course offers a comprehensive introduction to Mandarin Chinese, blending language skills with cultural insights to create an engaging learning experience. Pupils begin with essential skills including learning Chinese characters, their structure, stroke order, and meanings. Vocabulary building is a key component, helping pupils recognise characters in sentences. Alongside character learning, students explore basic grammar concepts.

In addition to reading and writing, the course places a strong emphasis on developing speaking and listening skills, allowing pupils to engage in simple conversations. Through guided practice, pupils learn accurate pronunciation, master Mandarin's tonal system, and practice dialogues on everyday topics. Reading exercises also help students understand Mandarin in real-life contexts, such as short dialogues and daily expressions.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Languages Carousel Introduction to Mandarin Chinese Greetings Pinyin Tones Radicals The Chinese Zodiac: 12 animals How to memorise Chinese characters Counting up to 99 Learning simple characters Talking about age Basic greetings Introducing yourself and others Pinyin & Tones My family and pets Learning common Chinese radicals Talking about family members and pets The use of measure word 个 The use of connective word “and” 和 The use of key verb ‘have’ 有 Measure words 个, 只 and 条 Hobbies To express opinion with “like” 喜欢 Hobbys and sports The use of connective word 也 The use of “can” 会; Leisure time activities Days of the week Opinions and connective words	Days of The Week My School Timetable Talking about sports The use of “can” 会; To talk about school subjects with the key verb ‘have’ 有; To tell the time To use the Chinese word order ‘someone+time+do something’ Food and Drink Daily Meals The use of past and future tenses in Chinese with 要 and 了, in the correct word order; Holidays Local transport Holiday destinations with the key verb “go to” 去 or ‘have been to’ 去过 All About Me Describing personal appearance using verbs and adjectives Describing items in a room Clothes and colours Daily routines	Revision of Holidays and All About Me Use of past and future tenses in Chinese Word order for weather & countries Transport Shopping, Local Places and weekend Plans Exploring rooms in a house The use of ‘bi’ to compare the size of different rooms Directions Use of ‘zai’ to introduce the positions of different places Use of the Chinese word order STMA to talk about activities at home To use the new time expression words ‘last weekend’ 上个周末 and ‘next weekend’ 下个周末; Travel in China Directions The Seasons Talking about Beijing Buying souvenirs Understanding tourist information Learning about Chinese New Year Learning about Chinese Festivals Use of 过 以前&以后 一会儿&一点儿 得 除了...以外...还/也

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

Pupils whose first language is not English can be placed in English as an Additional Language instead of a third foreign language in Key Stage 3 to support them in achieving their learning goals.

We want all our bilingual and multilingual pupils to achieve their full academic potential, so it is important that pupils have a range of strategies for successful learning of new content and new concepts from academic texts written in formal English. Having to learn everything through English, while being a user of English as an additional language and possibly still developing literacy skills in the home language, is a considerable cognitive load. Furthermore, as pupils are expected to show their knowledge and understanding of the curriculum through written exams in English, it is essential that they can write at a sufficiently advanced level, B2 on the Common European Framework of Reference for language learning. Accruing such skill in academic English requires a minimum of 5 years in English medium education.

A holistic evaluation of language levels takes place as part of the transition process for Y6 pupils (or admissions process for new pupils), alongside an online skills test of English proficiency that is benchmarked against the CEFR at B2 level. The 4 skill areas evaluated are reading, listening (both receptive skills), speaking and writing (productive skills). Those who are working at below this level in 1 or more skills are supported through EAL lessons instead of a modern foreign language in Key Stage 3. This ensures that they are on the correct language pathway relative to their curriculum preferences and literacy in their first or other languages.

Y7 pupils who, on testing for English proficiency have only a reading score that does not align with their other skills, are supported through an Academic Reading Skills intervention on Thursday afternoons from 1545-1700. This is because the majority of Senior School learning takes place through reading, and students who are not fully proficient in academic English find it more difficult to understand new content and new concepts from academic texts. The after-school course trains them in the application of specific strategies to address this so that they can fully engage with and respond to curriculum content using academic English.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Revision of A2-B1 level language functions.	In-depth teaching and consolidation of B1 level language functions.	Teaching and practice of B2 level language functions.
Revision and application of A2-B1 level grammar.	Teaching of B1 level grammar in context.	B2 level grammar – teaching and application.
Explicit teaching of academic literacy skills.	Explicit teaching of academic literacy skills and strategies for approaching more difficult texts.	Initial approach to using language indirectly to convey shades of meaning.
Explicit teaching of sentence construction (syntax) and guided practice.		Advanced literacy skills for academic success.



ART

Through the course of Key Stage 3 Art pupils will undertake complex and ambitious projects in a range of media including ceramics, painting, drawing, critical writing, animation, printmaking and 3D media. A typical year in Key Stage 3 Art at St George's may span techniques as diverse as large scale sculptural work and spray painted stencils. Homework tasks in Art at St George's are often extended and open-ended. They are designed to encourage and enable diverse creative responses.

Pupils are able to attend a range of Art Club sessions each week. These include Junk Kouture, our highly successful fashion design club, that has seen teams reach Milan and Global finals consistently over the last three years. Art trips are run to local museums and other inspirational locations. Our pupils' Key Stage 3 artwork is often entered successfully for local, national and international competitions.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
World Food Day poster competition – design and creation This not only develops the student's compositional skills but also makes them aware of global issues. Cross-curricular project inspired by a book studied within their English lessons This focuses on incorporating artistic styles with illustration. Still Life Project Developing observational skills Pop Art & Cubism Exploring various styles understand how inanimate objects can be turned into exciting and dynamic art. Landscape Art Pupils work with a variety of media, inspired by artists from different cultures to give a global perspective of this subject matter. International Week Key Stage 3 themed collaborative piece.	Portraiture Pupils learn how to draw the human face in proportion and include elements of mathematics when using grid systems for accuracy. Subject matter inspired by global events Previous inspiration has been the BLM movement, women's rights in Iran and the political situation in Afghanistan. Surrealism Pupils create work inspired by the Art movement, Surrealism. Composition and Tone Pupils become more creative and individual with their art work as well as develop sophisticated compositional skills, predominantly working with tone in order to develop this key artistic skill. Architecture and interiors as inspiration for Art work Pupils explore works including Vincent Van Gogh, Henri Matisse and Friedensreich Hundertwasser. International Week Key Stage 3 themed collaborative piece.	Steam Punk & Cultural Convergence Imaginative collage, researching masks and headwear in diverse cultures, Large (A2) Chalk and Charcoal Drawing, Clay relief Sculpture Steam Punk & Cultural Convergence Imaginative character drawing and painting, Steampunk character modelling, cultural convergence headwear task. Street Art: Identity and Protest Street art research, exploration of stencil cutting techniques (inspired by Banksy), mixed media acrylic on canvas painting project (eyes of the street) Self portrait Photography research, detailed facial feature studies in pencil, three stage self-portrait stencil cutting project including use of spray paint (inspired by C215), two stage lino cutting project and wheat paste collaborative outcome (eyes) (inspired by SWOON) Natural Forms: Inspiration Through Observation Observational drawing of natural forms (shells, bones, plants etc), continuous line drawing, hatched biro drawings, extended tonal drawing in pencil, oil pastel study. Inspiration through observation Gargoyle study (graphite), Dragons Antoni Gaudi architecture Summer Observational Research task for future Year 10 GCSE artists

CITIZENSHIP

Citizenship enables pupils in Key Stage 3 to gain a greater understanding of the rights and responsibilities of citizens, and to develop skills in group work, independent research, debate and reflection. In Year 7, pupils build on their knowledge of world religions, as a means to understanding different cultures and beliefs. They visit the Rome Mosque and Synagogue and also La Storta Cathedral.

In Year 8, knowledge of different religions becomes a 'springboard' for exploring broader issues, such as rites of passage and growing up, education, attitudes to marriage and death, social justice and discrimination. In Year 9, pupils explore rights and responsibilities within society. They look at documents such as the Universal Declaration of Human Rights. They find out about political conflict and how conflict can be resolved. Pupils focus on the lives and work of key figures such as Mahatma Gandhi and Martin Luther King.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
World Religions: Intro & Origins Judaism – origins and beliefs Moses' Story Religious and ethnic persecution Pesach – Haggadah and Seder meal Christianity 10 Commandments Historical context to Jesus' birth: Roman occupation Nativity and Adoration Gospels as evidence Islam The Prophet Mohammed Mecca and Medina Five Pillars of Islam Mosques Ramadan and Eid Hajj and Pilgrimage Judaism The Synagogue Jesus – summary of his teaching Last Week, Death and Resurrection Church visit Hinduism Hindu concept of deity Hindu worship and religious sites Story of Krishna Festival of Holi Mosque and/or Synagogue visit	Buddhism Siddhartha Gautama Meditation and deprecation Cycle of Rebirth & Enlightenment Consumerism and materialism Understanding suffering and death Sikhism Life of Guru Nanak Practice and equality The Christian denominations The Catholic Sacraments Rites of Passage: Hindu naming ceremony, 'sacred thread' Hindu marriage The origins of Sunni and Shia Islam The religious importance of Jerusalem Was Jesus a revolutionary? Ethics Human and Animal Rights Approaches to environmental issues Attitudes to animals within religions Zoos: ethical considerations What can we learn from animals? Animal rights/animal testing Abortion Euthanasia War	Forms of Protest Non-violent, resistance, civil disobedience, boycott, hunger strike Gandhi & Indian independence Colonialism: legacy and politics Hindu caste system Global economy: corporations and farming Media and Law Developing Speeches Gandhi and Martin Luther King The Slave Trade Segregation in the US South Rosa Parks and Emmet Till: Civil Rights Movement Activists: Malala, Black Lives Matter, Me Too Movement, Extinction Rebellion, Greta Thunberg, NGOs Universal Declaration of Human Rights and other historical documents Rights and responsibilities of parents, responsibilities, teachers, pupils, governments and citizens Education What should be included in a school curriculum? Comparing school systems around the world



COMPUTER SCIENCE

During Key Stage 3 Computer Science pupils complete a number of projects each year using a variety of software tools. In line with the Computing curriculum in the UK, the emphasis for much of the work is on “computing”, reflecting the need for today’s young people to be able to engage in critical computational thinking skills.

Programming is a recurring feature and pupils will learn to use graphical languages such as Scratch, as well as traditional programming languages such as JavaScript and Python, allowing them a flavour of what computer science is all about. Whilst we ensure that pupils are suitably prepared for further study at IGCSE and IB level our main priority is to ensure that all pupils become safe, confident and able users of technology and that they are prepared with the essential skills they will need to use technology to achieve their goals.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
ePortfolios Communication Design Thinking Digital Literacy Scratch SDG Algorithms Design Thinking Resilience Microbits Hardware/Sensors Internet of things Design Thinking Personal Passion Project Solving real world problems utilising design thinking	Code.org Gamelab Javascript Design Thinking Digital Literacy Algorithms Resilience Thunkable Mobile app development Design Thinking Digital Literacy Solving real world problems Usability CAS Project Solving real world problems utilising design thinking	How AI Works Machine Learning Computer Vision Neural Networks Snakify Python Debugging Resilience Arduino Sensors Control Personal Project Solving real world problems utilising design thinking

DESIGN & TECHNOLOGY

Design & Technology is a popular and exciting subject at Key Stage 3. The range of media and approaches covered includes graphic design, packaging, electronics, three-dimensional design, CAD, CAM, resistant and semi resistant materials.

Pupils investigate a variety of design movements and contemporary designers leading to the design development and production of working prototypes and scale models. DT pupils develop skills in critical thinking, designing, creating and evaluating. They undertake sketching, technical drawing, digital design and practical model making using a wide range of modelling materials. Trips, such as the Year 9 visit to the MAXXI Museum, allows pupils to experience architecture and design in a real world context.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Memphis Clock Project Pupils learn about the design process, presentation techniques, working drawings and how to consider standard components. Minecraft Sports Kit Project Pupils design a product with real-world constraints (colour, shape, patterns), and present it using a standardised model (a Minecraft-like character), which they manufacture from paper nets. Invader Project Pupils study the Street Artist 'Invader' and learn how to use 2D CAD software to design an Invader character. Straw Towers Pupils work in small teams to design and build a tower made of straws. They are challenged to design a tower with the best cost to weight ratio, learning about forces, tension, compression and triangulation.	Farnsworth House Project Pupils study the Architecture of Mies Van Der Rohe and the Modernism Movement. Using the Farnsworth House as inspiration, they design 1:50 floor plans. They then create a 3D model of their design on Google Sketchup. Night Lamp Project Pupils design and manufacture a night lamp based on the work of industrial designer, Nobel Truong. Pupils learn 2D CAD and laser cutting of acrylic and MDF. Orthographic and Isometric Drawing skills Pupils will use technical drawing boards to draw a range of everyday objects in orthographic and isometric view. Isometric City Using the skills learned in the previous drawing unit, pupils design a city block in isometric view.	Bauhaus Chair Project Pupils use the principles of the Bauhaus movement to design a chair. Pupils study the art, design and history of the Bauhaus then create a design sheet and working drawing for their model. Zaha Hadid Gallery After visiting the MAXXI pupils design an architectural model of an art gallery based on the principles of Zaha Hadid's architecture. Perfume Bottle Project Pupils select a fragrance brand and research Graphic Design - colour, logo, font etc. Pupils create a mood board for a new fragrance and produce a design sheet of new bottle design ideas along with their packaging. Pupils create a 3D model of their perfume bottle design using Google Sketchup and create a physical model using styrofoam and other model making materials



DRAMA

Drama is an important subject encouraging pupils to not only creatively examine the world in which they live but to also understand what it means to look at life from different points of view.

Pupils acquire the following skills through the study of Drama: creativity, imagination, emotional intelligence, creative problem solving, leadership abilities, effective communication, public speaking, resilience, tolerance, empathy and, above all, the ability to perform under pressure – all invaluable skills for any future career. Pupils practically explore a new project each half term studying different theatre forms and genres from around the world. Each year group gains experience in creating, performing and evaluating creative practical work together and they complete the year by devising their own performance, inspired by a variety of stimuli.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Introduction to Drama Warm-up exercises Theatre games Classroom practice Improv Creative risk-taking Collaborative support Basic theatre technique Mummers Plays Mummers Tradition Character technique Script-writing with a supportive template Performance for the Junior School Learning reflection Devising Using physicality Mr Bean scenes/silent movie Poetry recital and performance Commedia Dell'Arte Theatre tradition Performing character: shapes, voices, stance, lazzi, personalities Character research worksheets Learning reflection Scenes Creation of original scenes based on learning Rehearsal and performance	Introduction to Devising Short piece(s) for technique Defining Devising, Tableau, image theatre, physicality, hot seating Devising a Long Process Theatre Unit Peanut Butter Sandwich, Charlotte Diamond or other, developing collaborative and performance skills Introduction to Scripted Scenes Blood Brothers, Naughts and Crosses, other from English lessons Scene study, Blocking and use of stage space, Perform for peers Production Project Introduction to production elements Introduction to age-appropriate GCSE C3/Ib Production Proposal skills Romeo and Juliet and other scripts for Production Proposal Learning reflection Student Devised Work Off Balance Theatre Company – observe and respond, Fractured Fairy Tales, Brokenville Advanced Devising Skills Physical Theatre Frantic Assembly Introduction to purely movement pieces Chair Duets – create and record	Modern Film Scenes Good Will Hunting, The Devil Wears Prada, Cape Fear Status, character motivations and artistic intention Advanced physicality, vocality (tone, pause, speed) and blocking Historical Dramatic Texts Shakespeare, Greek Drama Acting archaic language Cultural context Learning reflection Advanced Production Project Costume, Set, Light, Sound Analysis of a live performance Directorial intentions, performance and production elements to achieve intentions Advanced Devising Work Forum theatre, Verbatim theatre, collaborative devising stimulus, reflective production portfolio Advanced Physical Theatre Theatre combat Frantic assembly Creating physical theatre from scripted works Verbatim Theatre Scripts from Techtonic Theatre company – Laramie Project Student created verbatim theatre pieces

GEOGRAPHY

Year 7 begins at the beginning- the Big Bang! And from then on we delve into the ice ages, travel into Africa, investigate our local area and learn how to explain how landforms such as waterfalls, cirques and rift valleys form. Into Year 8 the voyage continues, starting with a day at the beach as we investigate the formation of features and the impact of humans. We continue to learn about different cultures and demographic systems through Asian countries and we then challenge the pupils to master a real twenty-first century skill, the use of Geographic Information Systems (GIS).

In Year 9 we take a global approach to our studies looking at three topics that really affect everyone. We start with the global impacts of volcanoes and earthquakes but bring this closer to our own lives with a trip to Vesuvius and Pompeii. The final two topics look at our impact on the planet in terms of how we use the resources it provides and the consequences of our actions. Globalisation completes Year 9, looking at how humans have virtually made our planet shrink! We look at the impacts of transport, technology and our increasingly interconnected economic systems.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
The Big Bang Theory Geological time Cross-curricular link to Physics Life on Earth Africa Countries of Africa Geographical features Colonial impacts Stereotypes Africa student presentations Africa's future Weather and Climate The weather Microclimates Microclimates field trip Project (in-house)	Coasts Erosion Transportation and deposition Coastal uses and threats Coastal management Field trip for coastal surveying Asia Countries of Asia The role of Asia globally Stereotypes Asia student presentations Asia's future Sustainability Environment Our Impacts Our Future Sustainable Development Goals Using Geographic Information Systems (GIS)	Our Restless Planet Plate tectonics Earthquakes and volcanoes Hazards and risks Mitigation of risk Volcanoes field trip – Volcanic hazards Living off the Earth's resources Resource use Water Energy Conflict and resources A sustainable future? Globalisation Causes of globalization TNC's Who benefits? Who loses?



HISTORY

Throughout Key Stage 3 pupils study a comprehensive history programme which allows them to gain a wide breadth of historical knowledge of international history, beginning with the study of the Roman Empire in Year 7 and continuing through to many of the major historical events of the twentieth century in Year 9.

Pupils focus on skills such as evidence gathering, chronology, interpretation and the use of sources. One of the major aims of Key Stage 3 History is to prepare the pupils for studying this popular subject at IGCSE level. This raising of expectations in the final year of Key Stage 3 has enabled pupils to approach their IGCSE History course with confidence based on sound knowledge and understanding of the requirements of History in Key Stage 4.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Introduction to History Why is it dangerous to be a historian? Ancient Rome Baseline assessment The spread of Christianity through the Roman Empire How tolerant were the Romans? What was life like in the Islamic Empire? Rome or Baghdad? A comparison Norman Conquest Why was England a battlefield in 1066? How did William take control? Causation and change Black Death Was 1348 the end of the world? What was it like to live in the shadow of the Black Death? The Crusades Why is Jerusalem worth dying for? How did the Crusades change the holy land? Research Project: Age of Discovery Who made the greatest discovery?	Renaissance What was the greatest change of the Renaissance? Religious changes What was the Reformation? Why was there a witch craze in the 17th century? French Revolution Why did the French overthrow their king in 1789? Why do people give such different interpretations about the storming of Bastille? Industrial Revolution What was the Industrial Revolution? Would you have survived the Industrial Revolution? Slave Trade What was it like to be involved in the Slave Trade? American Civil War Segregation Interpretations of the American Civil War British Empire Case Studies	Democracy Getting the vote How democratic was Britain in the 19th century? How did women get the vote? Nationalism Unifications of Germany and Italy World War One A new world? How did the First World War change the 20th Century? Dictators Independent studies The Middle East Long-term causes of conflict The effects of the Cold War on the Middle East Rise of Germany and The Holocaust To what extent were the Jews persecuted before the Holocaust? How were the Nazis able to implement the Final Solution? Propaganda through the ages How has the state tried to control people's minds?

MUSIC

Music at Key Stage 3 enables pupils to develop skills in composing, performing and listening through a variety of topics such as Baroque and World Music (Year 7), Classical and Remix (Year 8), Romantic and Film Music (Year 9). Throughout Key Stage 3, Music in the curriculum is based on small group work, coupled with some whole class performing and individual listening activities. All pupils are encouraged to sing in class and to develop their Music Technology skills, alongside developing their understanding of the Theory of Music. Pupils are introduced to notation and aural skills development with Play By Ear Units in which students acquire much greater control over the learning of a variety of instruments.

Pupils are encouraged to participate in the co-curricular music programme, with options including Symphonic Orchestra, Jazz Band, Experimental Music Ensemble, Percussion Ensemble, Middle School Choir (Years 7 and 8), Senior Choir (Years 9-13), Chamber Choir, Harmonix, Barbershop, Additional Theory of Music (ABRSM). Through the co-curricular programme, an extensive range of instrumental lessons are offered on a one-to-one basis, and many pupils proceed to obtain internationally recognised qualifications through the exams offered by the Associated Board of the Royal School of Music or Trinity College London.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Play by ear - 'In My Mind' Performing & Appraisal Instruments of the Orchestra - 'The Young's Persons Guide to the Orchestra' Composing with Music Technology & Appraisal Baroque Music (1600 - 1750) - 'Canon in D' Performing & Appraisal Musical Cycles - 'Tubular Bells' Performing & Appraisal World Music - Chinese Traditional, Indian Classical, Reggae, African Drumming and Samba Performing & Appraisal Fusion! Composing with Music Technology & Appraisal	Blues Music Performing & Appraisal Rock n' Roll (1950s) - 'Johnny B Goode' Performing & Appraisal Classical Music (1750 - 1820) - 'Surprise Symphony' Performing & Appraisal Minimalism - 'In C' Composing with Music Technology & Appraisal Play by ear - 'Rolling in the Deep' Performing & Appraisal Remix - 'Gangsta's Paradise' Composing with Music Technology & Appraisal	80s Pop - 'Can't Stand Losing You' Performing & Appraisal Improvisation Composing with Music Technology & Appraisal Romantic Music (1820 - 1899) - 'The Blue Danube' Performing & Appraisal Play by ear - 'Umbrella' Performing & Appraisal Film Music Composing with Music Technology & Appraisal 80s Glam Rock - 'The Final Countdown' Performing & Appraisal and Film Music Extended (for future GCSE Music students) Composing with Music Technology & Appraisal



PHYSICAL EDUCATION

The PE programme at St George's is based on providing a high quality programme which helps all pupils develop their health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity, so that they can adopt healthy and physically active lifestyles.

Pupils are encouraged to strive to be the best they can be across a range of team and individual activities whilst also developing the many elements of the "silent" PE curriculum such as determination, perseverance, teamwork, communication, fair play, competitive spirit, tolerance and controlling emotions. At Key Stage 3, a broad and balanced curriculum includes invasion games such as football, basketball, tag rugby and netball, fitness, net games such as volleyball and tennis, orienteering, track and field athletics, swimming, and field games such as softball and rounders.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Volleyball Table Tennis Cross-Country Event	Volleyball Table Tennis Cross-Country Event	Volleyball Table Tennis Cross-Country Event
Invasion Games May include: Football, Tag Rugby, Flag Football, Hockey, Basketball, Netball (Astro Trainers, Football Boots required)	Invasion Games May include: Football, Tag Rugby, Flag Football, Hockey, Basketball, Netball (Astro Trainers, Football Boots required)	Invasion Games May include: Football, Tag Rugby, Flag Football, Hockey, Basketball, Netball (Astro Trainers, Football Boots required)
Outdoor Adventurous Activities Swimming Sports Day Challenge	Outdoor Adventurous Activities Swimming Sports Day Challenge	Outdoor Adventurous Activities Leadership Sports Day Challenge
Athletics Track and Field Day	Athletics Track and Field Day	Athletics Track and Field Day
Striking and Fielding	Striking and Fielding	Striking and Fielding
Ultimate Frisbee Rounders / Softball	Ultimate Frisbee Rounders / Softball	Ultimate Frisbee Rounders / Softball

PSHE

PSHE, which stands for Personal, Social, Health and Economic education, is a subject through which pupils develop the knowledge, skills and attributes to manage their lives now and in to the future. These skills and attributes help pupils to stay safe and healthy and prepare them for life and work in a modern, global and changing society. Throughout Key Stage 3, pupils have one PSHE lesson per cycle.

The central themes running throughout PSHE are Health and Well-being, Relationships, and Living in the Wider World. The St George's PSHE curriculum is based statutory guidance given to UK schools but it also adapted to reflect our community, cultural contexts and the specific needs of our student body.

Programme of Study:

YEAR 7	YEAR 8	YEAR 9
Relationships Different types of relationships Our body Puberty and menstrual well-being Managing our physical and mental changes that are typical of growing up Personal values in friendships, love and sexual relationships Well-being Friendship, kindness and happiness Self-confidence Zones of regulation Life decider skills Self-esteem and holistic well-being Interpersonal relationships Health Body Image Challenging misconceptions of beauty Personal strengths and weaknesses Self-esteem portrait Careers What is a career? Exploring possibilities: dream jobs What is an entrepreneur?	Relationships Body parts and puberty changes Managing our physical and mental changes that are typical of growing up Intimacy Consent Well-being DBT skills Understanding and recognising emotional regulation Managing emotional responses Presentation skills Creating TED talks on a topic of choice Taking ownership of your own learning The five ways to well-being Living in a wider world Community Careers Challenges and rewards of work Taking control of your career journey Introducing the labour market	Relationships The law relating to sexual consent Giving and withdrawing consent Positive, healthy relationships and unhealthy relationships Sexually transmitted infections Safe sex Online relationships Well-being Self reflection Goal setting Responsibility and independence Organisational skills The power of positivity Mental health issues Stress reduction techniques Living in a wider world Digital awareness Living in a digital world Digital footprints Discerning truth from fiction Online disinhibition Careers What are my skills? Careers quiz Choosing what to study after Year 9 What does success mean to me? Introduction Unifrog careers platform





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