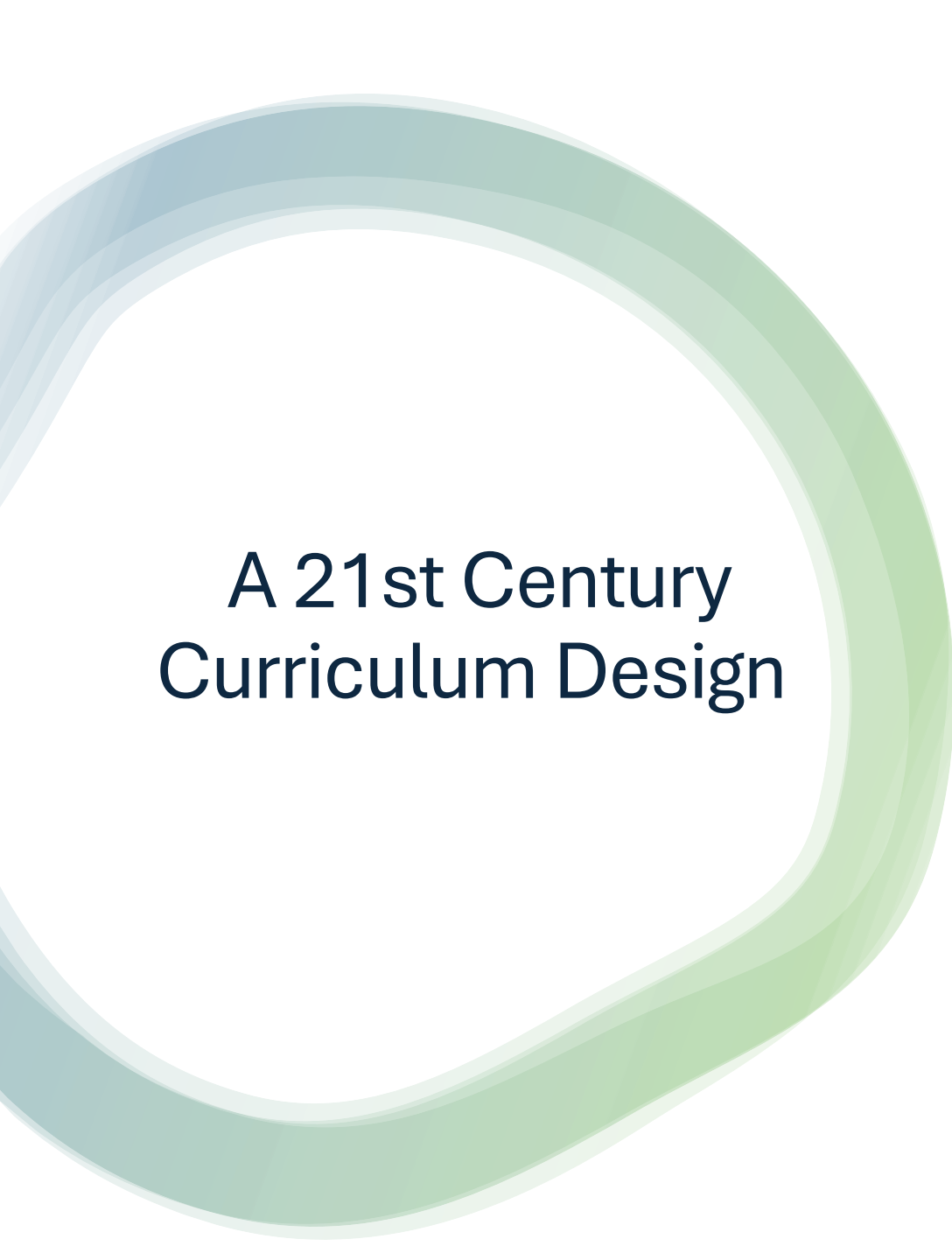


Wellington School Curriculum Guide Years 7-9





A 21st Century Curriculum Design

Our curriculum is designed to ensure that students are able to develop the **knowledge, skills and competencies** needed to thrive in the 21st Century.

In a world that is shifting rapidly, we aim to empower our students **to create the future, not just be prepared for it.** In order to achieve this, we have developed **four guiding principles for education.**



Four principles for the future of education

Embrace complexity: Don't try to control everything. Stay grounded and curious. Embrace emergence and become used to working in systems that don't have simple cause and effect.

Spark connections: Don't limit your perspective. Use an entrepreneurial mindset to link knowledge, people, concepts and experiences to create something new. The world is inter-connected; our thinking should reflect that.

Lead together: Don't miss out on other people's ideas and energy. Invite them in, to multiply what's possible. Work with hierarchies and collaborate and influence outside of them. Learn to inspire communities around shared purpose.

Act today: Don't wait for the future to happen. Life has started. You shouldn't be resigned to inheriting the future; you can make a mark on the world here and now and doing so will only build your purpose.

Knowledge and skills are equally important.

We seek to support the development of the skills and competencies which pupils need to succeed in school and beyond.



Top 10 skills of 2025



Type of skill

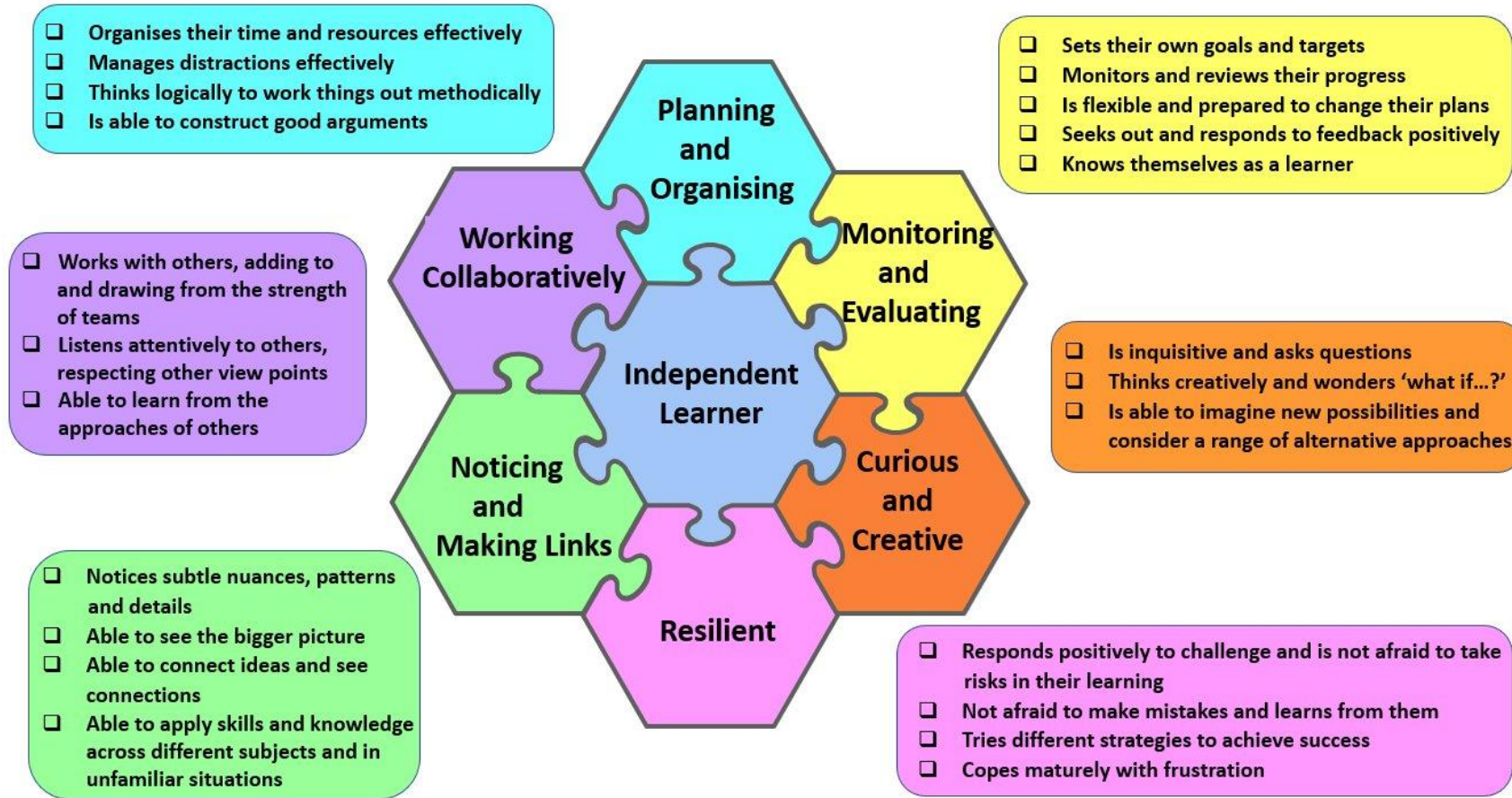
- Problem-solving
- Self-management
- Working with people
- Technology use and development

The characteristics of an effective independent learner



Independent Learners

The characteristics of an effective independent learner



At Wellington we seek to cultivate a culture of teaching and learning which supports students to take leadership in their learning and to become confident, resilient and reflective learners. Research tells us that learners who are more confident of their own learning ability learn faster and learn better.

We have developed a framework of six key characteristics required to be an effective independent learner. This approach is based on the research of Professor Guy Claxton and his work on Building Learning Power.

A Thematic Approach in Years 7-9

Knowledge and skills do not exist in subject silos. In order to solve real life problems, **knowledge and skills** need to be **connected** across subjects. A **thematic approach** helps to unite common content and encourages pupils to **make links** between subjects.

	Autumn	Spring	Summer
Year 7	Identity and relationships	Development	Processes
Year 8	The world around us	Transformation	Space and time
Year 9	Changing perspectives	Patterns and problem solving	Connections

Art & Design

Art brings people together, fostering community and shared experiences.

By studying art, students gain a deeper understanding of the world around them. Art is an opportunity for students to comment on social, political, and environmental issues, raising awareness and inspiring action.

Studying art provides students with insights into different cultures, histories, and traditions, helping them appreciate and understand diverse human experiences. Art is also an opportunity for students to express their emotions creatively, allowing for personal discussion and exploration.

In studying art, a student will learn to appreciate beauty, enriching their daily life and contributing to a positive sense of self and well-being. Art education also fosters intellectual development by integrating subjects like history, literature, and science, drawing inspiration from a diverse set of ideas and contexts.

Topic Overview

Autumn

Spring

Summer

Year 7

Myself

Heraldic Shields:
Researching and developing ideas: illustration and design.

Self-Portraits

Drawing, Photoshop & Emulating using Acrylic Paint. Exploring wire sculpture: mixed media constructions.

Personal enquiry

Using previously acquired skills, create a piece on one of the areas.

Year 8

Nature

Researching and developing ideas, landscape drawing and painting. Animation.

Transforming ideas

Lino Printmaking, composition, colour & line.

Personal enquiry

Space and Form
perspective, sculpture, animation and painting.

Year 9

Art and Society

Researching and developing political ideas, drawing and painting, 3D, illustration & textiles.

Art and Society

Printmaking, 3D, sculpture, ceramics and illustration.

Transforming ideas

Using previously acquired skills, create a piece on one area of study.
GCSE Course begins.



Biology

Why study Biology?

Studying Biology allows pupils to have a deeper understanding of the body, cells and ecology, they can use this to apply to real world scenarios.

The aim of the KS3 curriculum is for students to master the key skills and apply their knowledge to challenging and unfamiliar contexts.

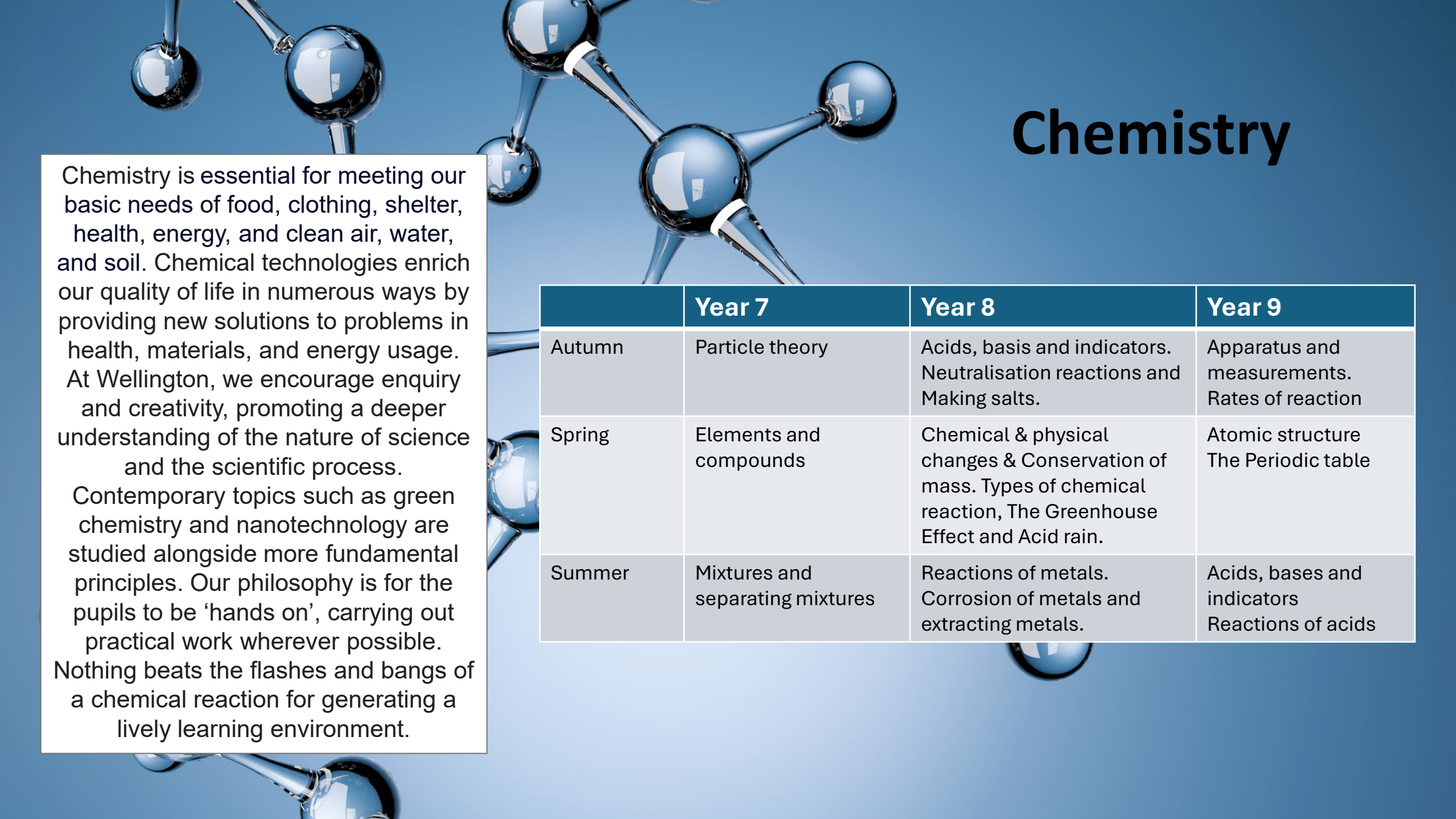
Knowledge of Biology allows us to make informed decisions, which will help shape both our own lives and those of others.

“No one will protect what they don't care about; and no one will care about what they have never experienced”
— David Attenborough

	Autumn	Spring	Summer
Year 7	Cells and Movement Variation End of topic tests	Human and Plant Reproduction End of topic tests	Project Work End of year Science assessment
Year 8	Digestion and Breathing Respiration and Photosynthesis End of topic tests	Respiration and Photosynthesis Evolution End of topic tests	Project Work End of year Science assessment
Year 9	Cells Stem cells and ethics End of topic tests	Transport Osmosis questions End of topic tests	Ecology End of year synoptic assessment

OVERVIEW:

Practical work is a crucial part of Biology helping pupils to see the hands-on applications and gauge a better understanding of the material.



Chemistry

Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. At Wellington, we encourage enquiry and creativity, promoting a deeper understanding of the nature of science and the scientific process.

Contemporary topics such as green chemistry and nanotechnology are studied alongside more fundamental principles. Our philosophy is for the pupils to be 'hands on', carrying out practical work wherever possible. Nothing beats the flashes and bangs of a chemical reaction for generating a lively learning environment.

	Year 7	Year 8	Year 9
Autumn	Particle theory	Acids, basis and indicators. Neutralisation reactions and Making salts.	Apparatus and measurements. Rates of reaction
Spring	Elements and compounds	Chemical & physical changes & Conservation of mass. Types of chemical reaction, The Greenhouse Effect and Acid rain.	Atomic structure The Periodic table
Summer	Mixtures and separating mixtures	Reactions of metals. Corrosion of metals and extracting metals.	Acids, bases and indicators Reactions of acids

Latin and Classical Civilisation



	Term 1	Term 2	Term 3
Year 8 Latin	Perfect and Imperfect tenses Superlatives Roman Britain – economy and conquest	Vocabulary consolidation The dative case Druids Roman Army	Adjectives and agreement Aqua Sulis and Vindolanda
Year 9 Latin	Vocabulary Full noun forms Graffiti Cicero and the law Ostia and travel	Relative clauses Future tense Town layout Dido and Aeneas	Future Tense Indirect statements Roman art and villas
Year 9 CC	What made the Greeks Greek? Gods, Epic poetry, Persian Wars	Rome: origins, politics, women, slavery	Romans in Britain: conquest, globalisation, army

The study of the Ancient World enables pupils to consider societies that had a huge influence on our own world, but at the same time had marked contrasts, so enabling us to hold a mirror up to our society, at a distance that enables complex matters to be discussed with nuance and greater objectivity.

Learning the language of the Romans alongside their culture helps to show the roots of much of English, and Romance languages, as well as getting them to analyse the structure and purpose of language, and how we communicate.



Computer Science

Computer Science is all about creating solutions to problems.

Studying the subject is a valuable way to improve logical thinking and rigorous problem-solving.

You never know, you might find a real problem and solve it while still at school!

British Computing Society Qualifications

L1 Robotics

L2 Thinking as a Coder

	Autumn	Spring	Summer
Year 7	• Hardware and Software • Ideas and Thinking • Intro to micro:BITs	• App Development • micro:BITs for Gaming	• HTML and CSS
Year 8	• micro:BIT Robotics	• The Cutting Edge • Trailblazers	• Intro to Python
Year 9	• Careers • Developing Python	• Python Competitions • Cyber Security	• Real World Projects

Design and Technology

Design and Technology education at Wellington School involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

Pupils develop an understanding of the impact of design and technology on daily life and the wider world, and are encouraged to become independent learners, risk takers, innovators, critical thinkers and collaborators.

Additionally, it provides excellent opportunities for pupils to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

Using creativity and imagination the subject covers topics such as craft skills, use of tools and equipment, graphic communication, computer aided design & manufacture and mechanical & electronic systems. This is possible due to the specialist facilities available in the department and dedicated staff with over half a century of expertise and experience.

	Year 7	Year 8	Year 9
Autumn	• Introduction to graphics. Isometric sketching and rendering using the Isosketch tool. • Spatula project. Pupils design and make a kitchen implement in hardwood timber including ergonomic and anthropometric data.	• Use of CAD & CAM for manufacture. Pupils design and manufacture a tandem alloy cast artifact either as a broach, keyring or necklace. They look at metal finishing techniques to file and polish nonferrous metal to a mirror finish.	• Jointed box project. Pupils make a jointed wooden box incorporating a laser engraved acrylic lid. This is a multi media project where timber and polymers are used in the manufacture of the box.
Spring	• Hex bot project. Pupils are Introduced to electronic circuits, cardboard developments and manufacturing an electro mechanical toy. They learn the technique of soldering and use their designing skills to decorate the hex bot to look like an insect, animal or monster.	• STEM project: Pupils design and manufacture of a clock using symmetry, tessellation, pattern and circle geometry. Their designs are based on dioramas. • Pupils produce an A3 drawing of a city scape or building using 2 Point Perspective and learn rendering techniques to bring the drawing to life.	• Multi media project to design and manufacture a USB powered LED desk light and a stand for the light. • Pupils are introduced to the process of vacuum forming and build on their previous knowledge of electronic circuits. • CAD/ CAM technologies used for decoration.
Summer	• Introduction to CAD <i>Techsoft 2D Design</i>. Pupils build a range of skills in order to use the CAD software with increasing confidence and competence. • Board game project. Designing for a client. Pupils are Introduced to acrylic polymer and manufacture a laminated acrylic dice. Finishing techniques in plastic are developed and in partners, teams or individually they design their own dice-based game, manufactured from card and incorporating laser cut	• Timber design and make project. Pupils will learn to mark out, cut and finish timber in the design and making of a block bot. These are stylised wooden figures based on the idea of <i>numberblock</i>, <i>bubblehead</i> or <i>funko pop</i> figures.	• Pupils produce a range of designs for a desk tidy using the principles needed to successfully answer the Paper 1 Product Design component of the IGCSE. The final solution is modelled in card.

Digital Literacy

Inspiring
Digital
Enterprise
Awards

***Everyone needs to
be digitally literate.***

Staying safe online. Understanding how social media and AI impact the democratic process. Analysing performance data on a team you coach. Completing a tax return. Crafting an engaging visual presentation. Maximising your digital footprint for employment opportunities.

	Autumn	Spring	Summer
Year 7	• IT User Fundamentals • Using Email and the Internet • Files, Folders, and The Cloud	• Digital Citizenship • Intro to Touch Typing • Intro to Document Creation	• Online Research and AI • Intro to Data Analysis
Year 8	• Graphics • Legal matters • More Document Creation	• Digital Citizenship • More Data Analysis	• Intro to Presentations
Year 9	• 3D Design and VR • Advanced Document Creation and Data Analysis	• Digital Citizenships • More on Presentations	• Video Editing

Drama

Students study drama to build essential vocal and physical skills which are foundational for both GCSE and A-level. They engage with various practitioners' methodologies which enhances their theoretical and practical understanding, preparing them further for advanced studies. Beyond academic preparation, drama cultivates vital life skills: it fosters effective communication, teamwork, and resilience, as students collaboratively navigate the challenges of performance and production.

	Autumn	Spring	Summer
Year 7	Introduction to Drama Physical Theatre Blood Brothers	Pantomime Greek Theatre	Devising from a Stimulus
Year 8	Lord of the Flies Duologues	Commedia Dell 'Arte Trestle Masks	Metamorphosis
Year 9	The Curious Incident of the Dog in the Night time. Frantic Assembly	Shakespeare exploration joint with English.	Devising skills. Film making. Designing for Theatre.



ENGLISH

Ethos

At the heart of the English Department's philosophy is the conviction that every pupil should be nurtured to build communication skills for life, provided challenge and taught in a way that models a love of learning through textual exploration.

Aims

- To ensure every pupil reaches their potential and pushes beyond by knowing each pupil we teach and differentiating their learning to their needs.
- To use reading and literature as the ways pupils learn about themselves, others, and the world around them by providing a diverse curriculum.
- To teach the deliberate use of language through spoken and written skills in the various and specialist manners needed in education and beyond.
- To foster effective study skills, focusing on annotation of texts, note-making, academic independence, and the development of intellectual curiosity.
- To promote a love of learning.



Key Foci	Autumn: Prose	Spring: Drama	Summer: Poetry
Year 7 Autumn: Relationship between Joey and Albert Spring: How the characters' development is linked to setting. Spring: How poets use devices to show the processes of nature.	War Horse by Michael Morpurgo Novel terminology, plot development, and thematic discussion including extended learning tasks for stretch and challenge, and presentations for oracy skills.	Introduction to The Globe – The Tempest Introduction to The Globe Theatre and Shakespeare's life and times. Antagonists and protagonists in The Tempest.	An introduction to poetic forms and subject terminology related to poetry. Exposure to a range of poems inspired by nature .
Year 8 Autumn: How Dickens' work is still relevant to the world around us today. Spring: Mistaken identity and transformation . Summer: How poems from different times shape identity .	'A Christmas Carol', by Charles Dickens Building vocabulary, concepts of character and thematic development, and the ways in which context shapes meaning.	Shakespeare's Comedies: Twelfth Night Building upon prior knowledge of The Globe and Shakespeare and an appreciation of the comic genre.	Identity Poetry: 'We All Come From Somewhere' Cultural identity and multiculturalism. Understanding identity through poetry.
Year 9 Autumn: Perspectives and change over time. Spring: Patterns in Shakespeare's comedies Summer: Connections between battles then and now.	'Animal Farm' by George Orwell Political satire, propaganda, context and the Russian Revolution.	Shakespeare: 'A Midsummer Night's Dream' A collaboration with the drama department into performance aspects of Shakespeare.	War Poetry: Old and New A detailed examination of WW1 and key poets as well as a study of how modern conflict is portrayed through poetry.

Year 7	Year 8	Year 9
Term 1: The basics: numbers; alphabet; adjective agreement; articles; simple introductions; giving opinions.	Term 1: Social life: describing your town and what you do there. Also, an introduction to the passé composé	Term 1: We now start the GCSE course, and learn to discuss life online and physical activities.
Term 2: Talking about school and an introduction to the present tense. <i>Maintenant, demain et pour toujours</i>	Term 2: Festivals, food and future trips 	Term 2: Friends and weekends.
Term 3: Consolidation of the above and an introduction to the future tense	Term 3: By now pupils will start to be able to discuss the above using three tenses	Term 3: Pupils will now know a broad range of vocab, have a functional knowledge of three tenses and be able to construct extended sentences.

French

Intent:



Pupils should spend KS3 enjoying learning French and becoming confident with the basics of the language, such as spelling, pronunciation, simple tense formation and extended sentence construction.

In so doing they will improve their cultural awareness of the Francophone world, grow in confidence as they speak in front of peers and train their brains through problem-solving, intelligent guesswork and operating under pressure.

Progression is spiral, so grammar is regularly revisited whilst increasing in complexity.

Overview: Pupils are assessed through formative and summative assessments. Over the course of the year, all four skills of speaking, writing, reading, and listening are tested.



GEOGRAPHY

Why study geography?

In addition to tackling pressing issues, such as climate change and global development, geography provides our pupils with a framework to think more holistically about the complex human and physical contexts in which they will live their lives, and to better understand their own place within the world. As their understanding of the subject deepens, geography encourages a curiosity and sense of wonder at the world around us, which we hope will last far beyond their time at Wellington School.

‘You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. I can’t imagine a subject more relevant in schools. We’d all be lost without it.’

- Michael Palin

	Autumn	Spring	Summer
Year 7	How important are relationships within ecosystems? How does the tropical rainforest biome bring opportunities and challenges? (<i>Eden Project trip</i>) Should people be allowed to destroy the Amazon rainforest? Written project Stakeholder presentations	How and why do settlements vary over space? Map skills To what extent does Wellington fit the Burgess model? (<i>Fieldwork</i>) Class assessment Fieldwork report	How have rivers shaped our landscape? How does the River Holford change downstream? (<i>Holford trip</i>) Internal examinations Fieldwork poster
Year 8	What causes tectonic hazards in the world around us? What made the Haiti Earthquake so deadly? Written project Classroom assessment	Is there still a development gap? Is India winning the war on poverty? Classroom assessment	How do coasts vary over space and time? (<i>Dawlish Warren trip</i>) Internal examinations Fieldwork poster
Year 9	To what extent are humans responsible for climate change? What is the best way to solve the climate crisis? Extended writing Research project	Diversity in Brazil: What are the patterns and problems to be solved? Extended writing	Is Wellington a clone town? (<i>Fieldwork</i>) Internal examinations Fieldwork report

Approach: Each topic will be assessed both formatively and summatively, with written projects, presentations, extended writing and fieldwork reports alongside more formal assessments. Pupils will therefore acquire valuable skills to approach geographical issues from different angles. Fieldwork is an integral part of geography, helping pupils to see geographical processes in action and developing their ability to conduct geographical investigations. Pupils will also be equipped with further transferrable skills such as interpreting various quantitative and qualitative sources, decision-making and communicating geographical information in a variety of different formats.

Year 8

Students will learn to **introduce themselves**, **count to 19**, and use the **German alphabet** with confidence. They'll describe their **personality**, talk about **belongings**, **pets** and share details about **family**, **ages** and **birthdays**, while building sentences using **present tense verbs**.

*Jetzt, morgen
und für immer*



Students will dive into **sports and free time**, talk about how **often** they do activities, and explore their use of **technology**. They'll share opinions on **school subjects**, talk confidently about their **school day** (including telling the time), and describe **teachers**, **facilities** and **school rules**, all while mastering **German word order** to sound more fluent and accurate.

Students will explore **places in town**, talk about **souvenirs they'd like to buy**, and practise ordering **snacks and drinks** with confidence. They'll share their **holiday plans** and start using **future tenses** to talk about what's coming next - sounding more fluent and adventurous in German.

Year 9 – starting the NEW GCSE

Students will begin the **new Edexcel GCSE German** course by talking about their **school timetable**, **subjects they enjoy (and don't!)**, **school uniform**, and **school rules**. They'll explore **extra-curricular activities** and learn about a **school exchange with Berlin**, bringing the language to life. Over time, students will strengthen their German through **modal verbs**, accurate **word order in longer sentences**, and confident use of the **present and perfect tenses**, building fluency and exam-ready skills.

Students will explore **German-speaking musicians**, talk about their **free time**, and describe how they spend time **online**. They'll make **plans**, practise **buying tickets**, and give opinions on **films and TV programmes**. Along the way, students will level up their German by learning **separable verbs** and using the **imperfect and perfect tenses** to speak and write with more confidence and accuracy.

Students will make **plans for the weekend**, use **sequencers** to structure their ideas clearly, and build confidence with the **future tense** to talk about what's coming next in German.



German

INTENT: Learning German helps students **lead together** by developing confident communication skills across speaking, listening, reading and writing. Students build a strong foundation of vocabulary and grammar, learning how to form tenses accurately and express ideas with increasing precision.

They **spark connections** by exploring German language and culture, developing cultural awareness, tolerance and an understanding of the wider world. Through this, students gain confidence and improve their ability to communicate effectively.

By **embracing complexity**, learners tackle challenging listening and reading tasks, building focus, resilience and adaptability. They refine their learning strategies, particularly in memorising vocabulary and applying grammatical rules.

Students are encouraged to **act today** by applying their language skills in meaningful contexts, preparing them for future study, work and life in a global society.

OVERVIEW: Pupils are assessed through both formative and summative tasks. Over the year, all four language skills - speaking, writing, reading, and listening - are tested, helping students track progress and build confidence in German.

History

Intent:

- To learn about the past in Britain and the wider world.
- To consider how the past influences the present.
- To study the history and influence of different peoples and places across time.
- To learn to interpret a broad range of historical sources.
- To be exposed to different viewpoints and interpretations surrounding historical events.
- To develop a chronological framework.
- To develop an understanding of how to apply knowledge and write about historical events.

Overview: Pupils will be assessed both formatively and summatively. Each year group sits three assessments plus an end-of-year examination. The assessments consist of factual recall tests, source and interpretation analysis and extended writing.

Year 7 Medieval Britain 1066-1500

Term 1: How did William gain control over England?

- How was the identity of England transformed by the Norman Conquest?

Term 2: Barons and Bishops: How Royal Authority was challenged in Medieval England.

- How did challenges to Royal authority develop over time?
- Were the challenges effective?

Term 3: Peasants, Plagues and Revolts: Life in Medieval England.

- How did plague, famine and revolt change the perspectives of medieval peoples? Were the changes sudden or part of a long process lasting decades or centuries?

Year 8 The British Empire 1500-1914

Term 1: Introduction and the British Empire in North America.

- Why did Europeans go exploring?
- Why did European nations participate in colonisation, focusing particularly on Britain in North America?
- Why did the American colonies break away from British rule?

Term 2: The British Empire in West Africa.

- What was West Africa like before European colonisation? (Focus: The Kingdom of Benin)
- How was West Africa transformed by European colonisation?

Term 3: The British Empire in India.

- How did the Mughals rule the Indian subcontinent?
- How was the British Empire established on the Indian subcontinent?
- How was such a vast area colonised by the British?

Year 9 The Twentieth Century World 1914-1945

Term 1: The causes, course and consequences of World War One.

- What caused World War One?
- How was the war fought?
- What was the outcome?
- Did the war change perspectives with regard to nationalism and colonialism?

Term 2: The interwar years 1919-39

- How was the world transformed by the Versailles settlement?
- What were the main political ideologies vying for power during these years?
- Why did totalitarianism come to dominate in Germany, Italy, Japan and Russia?
- Why was there another World War?

Term 3: The Second World War

- What were the key turning points of World War Two?
- How did these key events link to each other?
- Why did the Holocaust happen?
- How did the Second World War help to shape the modern world?

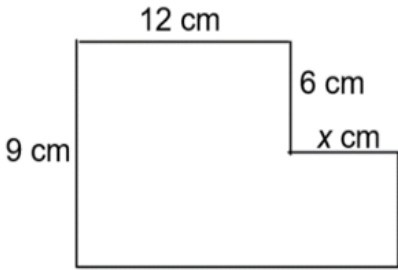
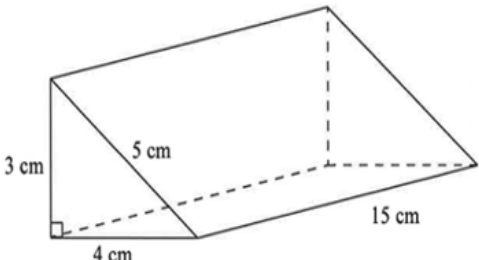
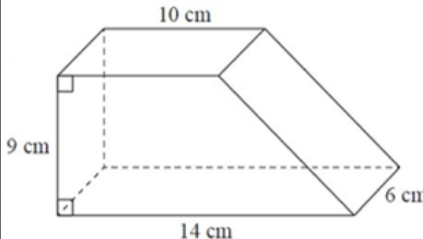
MATHS

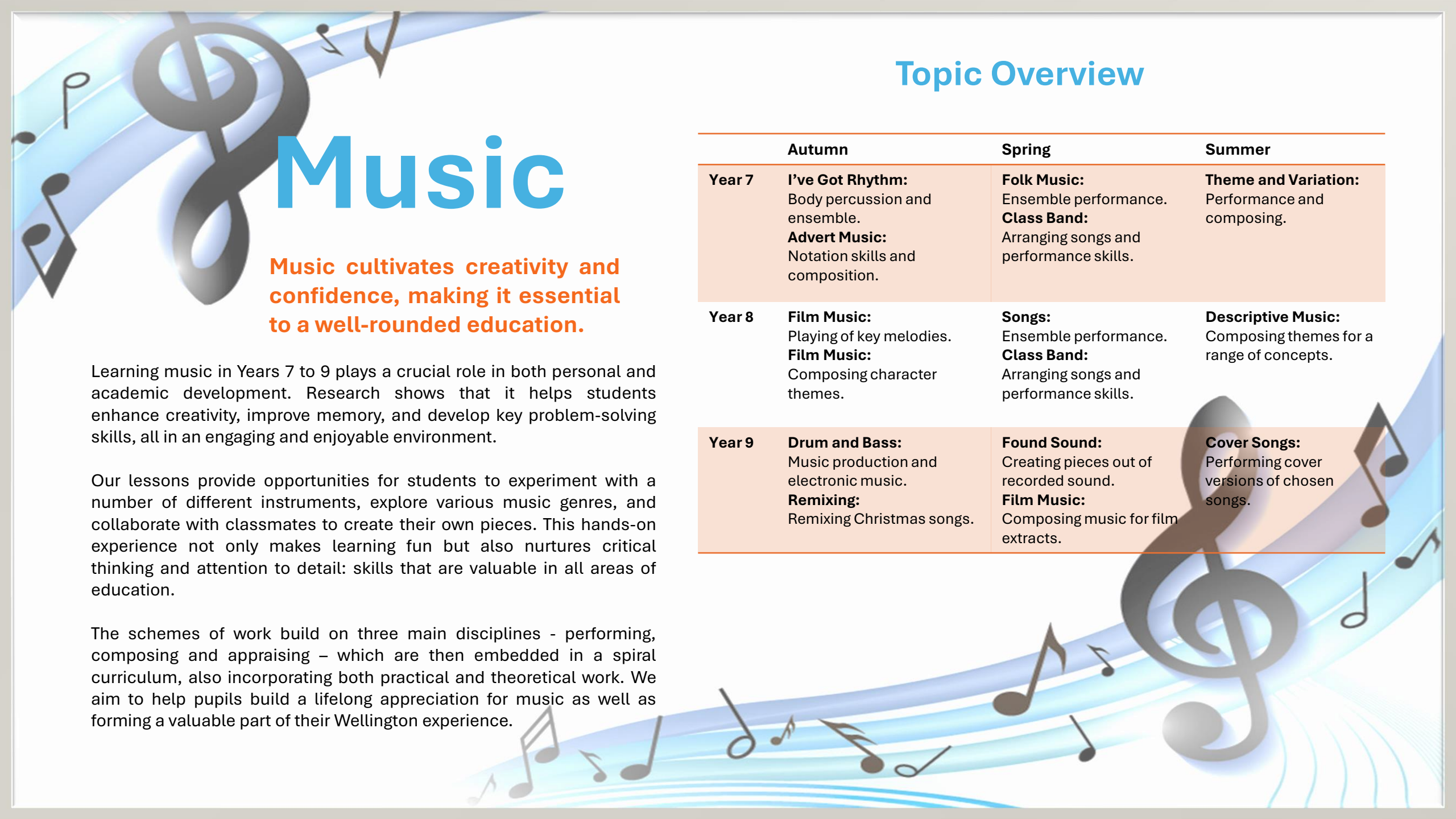
There are four main areas within Maths: Number, Algebra, Shape and Space, and Data Handling. We cover topics from each of these areas every term, constantly circling back around, recapping and extending.

Students are taught in streamed sets for Maths from Year 7. All sets follow the same curriculum in Year 7, then from Year 8, students in Set 1 follow an accelerated curriculum; these students will sit their IGCSE exam in Year 10, and Additional Maths in Year 11, whilst all other students sit the Higher IGCSE paper at the end of Year 11.

Progress is constantly monitored through weekly homework tasks, and five formal assessment points across the year.

The table opposite gives some examples of the sorts of questions students should be able to tackle each year, showing the progression in difficulty as they move through the School.

Topic	Year 7	Year 8	Year 9
Algebra	(a) Simplify $5x \times y$ (b) Simplify $8k + 5m - 2k - 9m$ (c) Solve $2x + 7 = 13$ (d) Solve $\frac{x}{5} = 20$	(a) Solve $7(x - 1) = 5 - 2x$ (b) Solve the simultaneous equations $\begin{aligned} 3x + y &= 11 \\ 5x + y &= 15 \end{aligned}$	(a) Solve $x^2 + 5x + 6 = 0$ (b) Solve the simultaneous equations $\begin{aligned} 2x + y &= 10 \\ 3x - 2y &= 1 \end{aligned}$
Shape and space	 The shape has area 129 cm^2. Work out the value of x	 Calculate the total surface area of the prism	 The trapezium is made from wood with density 0.7 g/cm^3. Work out the mass of the prism.



Music

Music cultivates creativity and confidence, making it essential to a well-rounded education.

Learning music in Years 7 to 9 plays a crucial role in both personal and academic development. Research shows that it helps students enhance creativity, improve memory, and develop key problem-solving skills, all in an engaging and enjoyable environment.

Our lessons provide opportunities for students to experiment with a number of different instruments, explore various music genres, and collaborate with classmates to create their own pieces. This hands-on experience not only makes learning fun but also nurtures critical thinking and attention to detail: skills that are valuable in all areas of education.

The schemes of work build on three main disciplines - performing, composing and appraising – which are then embedded in a spiral curriculum, also incorporating both practical and theoretical work. We aim to help pupils build a lifelong appreciation for music as well as forming a valuable part of their Wellington experience.

Topic Overview

	Autumn	Spring	Summer
Year 7	I've Got Rhythm: Body percussion and ensemble. Advert Music: Notation skills and composition.	Folk Music: Ensemble performance. Class Band: Arranging songs and performance skills.	Theme and Variation: Performance and composing.
Year 8	Film Music: Playing of key melodies. Film Music: Composing character themes.	Songs: Ensemble performance. Class Band: Arranging songs and performance skills.	Descriptive Music: Composing themes for a range of concepts.
Year 9	Drum and Bass: Music production and electronic music. Remixing: Remixing Christmas songs.	Found Sound: Creating pieces out of recorded sound. Film Music: Composing music for film extracts.	Cover Songs: Performing cover versions of chosen songs.

Year 7	Year 8	Year 9
7A: Forces & Motion - Distance, Speed & Time - Distance-time graphs - Nature of a Force - Contact & non-contact forces - Balanced & unbalanced forces Mass, weight & gravity	8A: Forces & Pressure - Friction & Air Resistance - Stretching Forces - Basic Moments Introduction to $p = F / A$	9A: Atoms - Density - Particle Model - Heating Curves Models of the Atom
7B: Electricity - Conductors & insulators - Building circuits - Measuring voltage and current Static electricity	8B: Magnetism & Electromagnetism - Attraction & Repulsion - Magnetic Materials - Magnetic Fields - Earth's Magnetic Field - Basic Electromagnets Bells, relays & circuit breakers	9B: Forces - Weight, mass & gravity - Vectors & Scalars - Nature of Forces - Resultant Force in 1D - Newton's 1st Law - Newton's 3rd Law Stretching Springs
7C: Waves - Refraction - Dispersion - Colour Similarities between light and sound	8C: Energy - Concept of Energy - Basic Energy Stores - Energy Conservation & Dissipation - Power & Work (briefly) - Temperature, Heat & Energy Conduction, Convection & Radiation	9C: Introduction to Electricity - Circuit Symbols - Current in series & parallel - Voltage in series & parallel Resistance 9D: Energy Resources - Research / presentation on resources - Practical Investigations Data handling

PHYSICS

Physics is all about understanding the world around you, from the very small, like atoms that make up everything, to the infinity vast universe. We want to develop your analytical and problem-solving skills, through practicals, that allow you to understand and interact with your position in the universe.

PSHEE and RSE

At Wellington School we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. The aim is always to be relevant, and up to date with the world around us.

Teachers undertake ipsative assessment every lesson: a baseline assessment followed by an end of lesson measure of how much has been learnt/how much progress has been made. After every PSHEE lesson, pupils have the opportunity to provide feedback.

Timetabled lessons are supplemented by a programme of visiting speakers and off timetable workshops.

Year 7

Year 8

Year 9

Transition to Senior school	Drugs & alcohol	Peer influence & gangs
Diet and exercise	Careers & equality of opportunity	Healthy friendships
Enterprise skills & introduction to careers	Discrimination	Vaping & alcohol
Diversity & prejudice	Equality Act 2010	Careers & setting goals
Risks of alcohol, tobacco & vaping	Healthy relationships	Different families
Puberty	Gender identity	Sexual harassment & violence
FGM	Wellbeing	Healthy lifestyles
Unwanted contact	Identity and sexual orientation	Intro duction to STIs and contraception
Self-esteem & friendships	Consent	Pornography
		Media expectations
		Risks of sending & sharing nudes

Religious Studies

Our goal for students, as Ted Wragg puts it, is keeping their "learning switches" on.

We seek to shape our students into lifelong learners by exposing them to unusual and interesting topics and issues, thereby allowing them opportunities to explore and be fascinated by the world they live in, the peoples and cultures that populate it and the beliefs (or non-belief) those peoples find themselves holding to.

	Year 7	Year 8	Year 9
Autumn	Identity and Relationships: Welcome to the WIFHS - exploring religious and non-religious world views through a fictional school club.	The world around us: Do angels exist?	Changing Perspectives: Miracles – challenging ideas of what's possible.
Spring	Development: Sikhism through key beliefs and history-making events.	Transformation: Are we immortal? Religious and non-religious beliefs about what happens at death.	Patterns and problem solving: Buddhism's recurring theme of suffering and how to solve it.
Summer	Processes: Ethical decision making and four famous thought experiments.	Space and time: How did we get here? Studies in creation myths and their implications.	Connections: Religion in the 21 st century – the rise of both atheism and new religious movements.



Year 7	Year 8	Year 9	Year 9 ab initio
Term 1: - Hispanic culture - Basic details about yourself and your family - Numbers, alphabet, phonics - Agreement of adjectives - Definite, indefinite articles - Family, people's ages - Birthdays - Pets	Term 1: - Describing your town/village - Talking about your home - Daily routine - Telling the time - Ordering items in a café - Near future tense 	Term 1: - Talking about life online - Sports and free time activities - Arranging to go out - What you did at the weekend - Revisit near future and preterite tenses <i>Ahora, mañana y siempre</i>	Term 1: - Giving basic details about yourself and your family - Numbers, alphabet, phonics - Agreement of adjectives - Likes/dislikes - Modes of transport
Term 2: - Describing people's appearance - Saying more about your family - Regular verbs in present tense - Likes/dislikes	Term 2: - Talking about music - Talking about television programmes - How you use your phone - What you did yesterday - Preterite tense	Term 2: - Days that went wrong - Discover Andalucía - Discussing travel plans - Festivals - What you did on holiday - Using comparatives and superlatives	Term 2: - Telling the time - Hispanic cuisine - Food, drink - Restaurant dialogue
Term 3: - Free time activities - School subjects - Opinions + infinitive verbs	Term 3: - What you would like to do in the future - Activities and plans - Using conditional structures	Term 3: - Talking about holidays - Using 3 or more tenses - Using Soler + infinitive	Term 3: - Directions in town - Holiday activities - Hotel dialogue

Intent:

Pupils should spend KS3 enjoying learning Spanish and becoming confident with the basics of the language, such as spelling, pronunciation, simple tense formation and extended sentence construction.

In so doing they will improve their cultural awareness of the Spanish world, grow in confidence as they speak in front of peers and train their brains through problem-solving, intelligent guesswork and operating under pressure.

Progression is spiral, so grammar is regularly revisited whilst increasing in complexity.

Overview: Pupils are assessed through formative and summative assessments. Each year group has a termly assessment plus an end-of-year examination. Over the year, the assessments test all four skills: oral, written, reading, listening.

Sport and Physical Health

Physical Health sits at the heart of what the Sports Department deliver here at Wellington School. Our focus is on physical literacy and functional movement skills. Students in Years 7-9 follow a 6-module curriculum that looks specifically at these key areas as they are crucial parts of development. We have come away from the traditional module of 'PE' where sport has often been the main area of development and instead, we look much more closely at key aspects of physical fundamental movement. It is these key lessons that help build essential life skills as the foundation to a happier and healthier life beyond school.

Sport is used within the curriculum as a vehicle to the key modules we are focusing on. Traditional and innovative school sport and competition sit outside of this curriculum, but neatly bolts on to the key language and learning objectives that are implemented into our Schemes of Work.

Year 7	Year 8	Year 9
Module 1 - Swimming	Module 1 - Swimming	Module 1 - Swimming
Module 2 - Speed	Module 2 - Speed	Module 2 - Speed
Module 3 - Fundamental Strength	Module 3 - Fundamental Strength	Module 3 – Fundamental Strength
Module 4 - Nutrition	Module 4 - Lifestyle	Module 4 - Yoga
Module 5 - Gymnastics	Module 5 - Gymnastics	Module 5 - Gymnastics
Module 6 - Skill Acquisition	Module 6 – Gamification and Leadership	Module 6 – Gamification and Leadership

During the Autumn Term in Years 7-9 boys play rugby (contact or touch) and girls play hockey. In Year 9 a choice of alternative sports is also offered including tennis, swimming, athletic development, badminton and basketball from half term.

During the Spring Term in Years 7-9 boys play hockey and girls play netball. In Year 9 a choice of alternative sports is also offered including tennis, swimming, athletic development, badminton and basketball from half term.

During the Summer Term in Years 7-9 both boys and girls play cricket. In Year 9 a choice of alternative sports is also offered including tennis, athletics, swimming, athletic development, badminton and basketball from half term.

Projects (Year 7 only)



Autumn

Identity and Relationships:

Work collaboratively to suggest solutions to school, national and global problems.
Encounter and develop a range of project skills.

Spring

Development:

Work alone and in groups to research a real-world problem and related issues. Keep a close focus on a given project brief.

Summer

Processes:

Turn research into practical solutions. Show records of the journey as a group and individuals. Evaluate progress and showcase final outcomes.