



MARLING  
SCHOOL

KS3  
Contingency  
Work  
2020/21

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# ART

## Overview

### Year 7

#### Unit 1: Drawing

1: Students are asked to produce a base line drawing of their shoe in the first lesson.

2: Students are given a number of exercise in how to draw

The expectation is to respond accurately to a number of worksheets, which challenge their ability to see and respond accurately. The focus is to understand and use a broad range of mark making that allows them to show form.

Worksheets include: Seated man and flower drawing

3: Students are given a number of exercise in how to shade to further show form

Worksheets include: Squares/rectangles and circles, still life drawing, artefact

4: Students produce another drawing of their shoe applying taught skills in mark making and shading.

#### Unit 2: Colour

Students spend some time researching and developing work based on the artist Georgia O Keeffe.

The focus for this scheme of work is to build on their drawing and shading skills through the application of coloured pencil crayons as well as developing their design skills in preparation for GCSE. Additional focus is to research the work of others, showing their understanding of their work through written and visual responses, using appropriate visual language and art specific terminology.

Worksheets include Title page and work of artist and 2 colour exercises.

### Year 8

#### Unit 3: Day of the Dead

New scheme of work to consolidate work missed during lockdown.

Students spend some time improving drawing skills from Unit 1. Building on this scheme of work students are introduced to blending sticks to show more refinement in their drawing of a skull (linked to GCSE). The rest of the project is design based with more ownership of the design process. Focussing this time on a cultural aspect, which they have to research, showing their understanding through written and visual responses, using appropriate visual language and art specific terminology.

Worksheets include Title page, research page, skull drawing, mood board of decorated skulls.

#### Unit 4: Pop Art

The focus of this scheme is to introduce them to an art movement. The scheme of work has been written to extend their design skills further by providing them with a theme of self-identity. This scheme allows the students flexibility of approach (including media) based on their understanding of the movement and supports a more personal approach to their work similar to GCSE.

Worksheets include Title, 3 design exercises.

### Year 9

#### Unit 5: Fantastic Beasts

To further prepare them for GCSE Students are introduced to a broader range of techniques and processes such as printmaking and IT.

The focus of this scheme of work is to offer breadth of media and allow more independence. Students develop their own fantastic beast using Photoshop, produce a sustained drawing and dry point etching. This work is scanned into Photoshop and based on the books of JK Rowling they design their own book jacket.

Worksheets include: Title page and mood board of mythical creatures.

Unit 6: Student led project based on their chosen endorsement.  
Worksheets include: N/A

**Location**

All worksheets in Year folders in Google Classroom

# ENGLISH

## Overview

### Year 7

Crime/detection writing and comprehension  
C19th & C21st Non-Fiction & Transactional Writing

Myths and Legends  
Creative Writing & C19th & C21st Non-Fiction

A Midsummer Night's Dream  
Shakespeare

Animal Farm  
C20th Prose

Animal and nature poetry anthology

### Y8

Science and Fantasy  
C19th & C21st Non-Fiction & Transactional Writing

Macbeth  
Shakespeare

Machine Gunners  
C20th Prose

Survival writing and comprehension  
Creative Writing & C19th & C21st Non-Fiction

Culture and identity poetry (6 poems)

### Y9

Gothic/horror  
Creative Writing & C19th & C21st Non-Fiction LANG

Invictus  
C19th & C21st Non-Fiction & Transactional Writing

Much Ado About Nothing  
Shakespeare

Of Mice and Men  
C20th Prose

Poetry in the Modern World (6 poems)

## Location

Google Drive and Classroom

# SCIENCE

## Overview

### Year 7

1. Science Skills (safety in the lab, numeracy skills in science, scientific diagram, microscopes etc)
2. Acids and Alkalis
3. Cells and Reproduction
4. Particles (solids, liquids, gases)
5. Food and Digestion
6. Forces and Speed
7. Electricity
8. Plants and Classification
9. Rocks

### Year 8

1. Elements, Compounds, Mixtures
2. Breathing, Circulation, Respiration
3. Light
4. Chemical Reactions
5. Sound
6. Ecology
7. Inheritance
8. Solar System
9. Microbes, Disease and Health

### Year 9

#### BIOLOGY

1. Cell Biology
2. Organization

#### CHEMISTRY

1. Atomic structure and the periodic table
2. Quantitative chemistry
3. Chemical changes
4. Chemical analysis
5. Using resources

#### PHYSICS

1. Energy
2. Energy resources
3. Particle model of matter

## Location

Teachers will put instructions for their lessons onto Edulink. Lessons will be set as an Edulink 'homework' with relevant links.

There is also the Virtual Science Lab and the Year 7 and 8 Science Zones on Google which all parents/carers and students have already been emailed about.

# DT

**Overview**

We have set up a Google Classroom area for students to access if they are isolating.

**The code for this is: cmvjqc4**

We will be populating this with tasks over the coming weeks to ensure students have a range of activities to access. However, as a majority of our lessons in school are project based, using resources that pupils may not have at home, we will be using this area to supplement student learning. Therefore, the tasks will be knowledge and skill based, linked to the projects being run in school but allowing students to gain a greater breadth/depth of understanding and develop more advance skills, such as drawing and sketching.

If a class or year group are required to isolate, we will review where they are within a project scheme of work and add some additional content that allows them to continue making progress with the current project.

# RE

## Overview

### Year 7

Ultimate Questions- purpose / Key Question: Should happiness be the purpose of life? (AS 3.17)  
Religion: Christians, Buddhists, Muslim, non-religious worldviews

Incarnation / Key Question: Why do Christians believe Jesus was God on Earth? (AS 3.6)  
Religion: Christianity

God / the Gurus/ values / Panth / Key Question: How are Sikh teachings on equality and service put into practice today? (AS 3.12)  
Religion: Sikhism

Ultimate Questions-Origins / Key Question: Who made the universe? (AS X)  
Religion: Christianity, Islam, Buddhism, Hinduism, non-religious worldviews

God / Spiritual Expression in Art / Music / Key Question: What does it mean for Christians to believe in God as Trinity? (AS 3.1)  
Religion: Christianity

Iman / ibadah / Akhlaq / Key Question: What is good and what is challenging about being a Muslim teenager in Britain today? (AS 3:10)  
Religion: Islam

### Year 8

Ultimate Questions- Problem of evil [wisdom]  
Key Question: Why is there suffering? Are there any good solutions? (AS 3:16)  
Religion: Christians, Hindus / Buddhists, non-religious worldviews

Buddha / dhamma / sangha / Key Question: The Buddha: how and why do his experiences and teachings have meaning for people today? (AS )  
Religion: Buddhism

Gospel / Key Question: What is so radical about Jesus? (AS)  
Religion: Christians,

Puzzling Ethical Questions [Creation] / Key Question: Good, bad; right, wrong: how do I decide? Should Christians be greener than everyone else? (AS 3.14, 3.2)  
Religion: Christians, non-religious worldviews

Samsara / moksha / Brahman / atman/ karma / dharma  
Key Question: Why don't Hindus want to be reincarnated and what do they do about it? (AS 3.9)  
Religion: Hinduism

People of God, Risalah / Key Question: Does the world need prophets today? (AS 3.4)  
Religion: Christians Muslims

### Year 9

Concepts The Buddha; The Dhamma; The four noble truths  
Key Question: What do Buddhists' believe and teach? (AS 3.15)  
Religion: Buddhists,

Human personality; Human destiny and Ethics teaching /

Key Question: What do Buddhists' believe and teach? (AS X)

Religion: Buddhists

The nature of God; Creation; Jesus Christ /Key Question: What do Christians' believe and teach? (GCSE Comp 2)

Religion: Christians

Salvation; The After Life / Key Question: What do Christians' believe and teach? (GCSE Comp 2)

Religion: Christians

The nature of Allah; Prophethood; Angels / Key Question: What do Muslims believe and teach? (GCSE Comp 3)

Religion: Muslims

Akhirah; Foundations of Faith / Key Question: What do Muslims believe and teach? (GCSE Comp 3)

Religion: Muslims

The RE department have set up individual Google Classrooms for everyone in Years 7-9. We may collaborate on the content and staff will each post to their own classes. Students should expect to find the schemes of work and resources should they need them in the Google Classes they have joined or have been invited to join via an Edulink homework.

# PE

## Overview

	<b>Practicing Physical Education (HANDS)</b>	<b>Physical Activities and Sports (HEART)</b>	<b>Physical Activity and Health (HEAD)</b>
<b>Year 7 &amp; 8</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Evaluate performances and use this information to modify and refine skills into techniques to improve their performance.</li><li>• Draw on what they know about tactics, strategy and composition to influence outcomes and use this understanding to make links to other subject's/ curriculum areas.</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Select and combine skills and develop consistency, fluency and precision in sport-specific techniques that develop the whole body.</li><li>• Apply skills and techniques in new and unfamiliar activities or sports (in formal competitions or performances to audiences).</li></ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate confidence and determination to face up to challenges.</li><li>• Demonstrate the desire to achieve success for themselves and others.</li><li>• Understand how to express and deal with emotions.</li><li>• Understand the importance of stamina, strength, speed and suppleness to fitness and health.</li><li>• Understand the importance of personal hygiene that contributes to their well-being.</li></ul>
<b>Year 9</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"><li>• Analyse and comment as individuals and team members on how skills, techniques and ideas have been used.</li><li>• Suggest ways to improve which includes both short term adaptation and refinement and longer term suggestions re skill / technical development and fitness improvement.</li></ul>	<ul style="list-style-type: none"><li>• Select and combine advanced skills in performances.</li><li>• Take on different roles within an activity such as player/performer, coach, leader or officiator, organiser.</li><li>• Communicate effectively, applying rules fairly and consistently to the conventions and codes of conduct for different activities.</li></ul>	<ul style="list-style-type: none"><li>• Explain the principles of safe practice and regular training.</li><li>• Apply this knowledge effectively to plan personal exercise plans for themselves and others to bring about improvements to physical fitness, health and mental and social wellbeing.</li></ul>

## Location

We will address the "Head" aspect via Google Classroom (set for Years 7-9)

We will also add some activity videos, stretching videos & yoga sessions for them to carry out as well as practical challenges.

# HISTORY

## Overview

Our policy will be to look on Edulink for instructions and the work is likely to be on Google Classroom. If not all rooms are set up yet, then the code will be on Edulink for students with their first work instructions.

### Year 7

The Normans – **Argumentative essay using factual recall to help develop argument.**

King John – **Source Assessment using Factual Recall to put source into context.**

Power of the Church – **Argumentative essay using factual recall to help develop argument.**

The Crusades - **Source Assessment using Factual Recall to put source into context.**

The Renaissance - **Argumentative essay using factual recall to help develop argument.**

Factual Recall Glossary Test for end of Year

### Year 8

The Civil War - **Argumentative essay using factual recall to help develop argument.**

Making of the United Kingdom - **Source Assessment using Factual Recall to put source into context.**

Industrialisation - **Argumentative essay using factual recall to help develop argument.**

Growth of the British Empire - **Source Assessment using Factual Recall to put source into context.**

Political Change - **Source Assessment using Factual Recall to put source into context.**

Factual Recall Glossary Test for end of Year

### Year 9

Causes of WW1 - **Argumentative essay using factual recall to help develop argument.**

The Inter War Years - **Source Assessment using Factual Recall to put source into context.**

Turning Point of WW2 - **Argumentative essay using factual recall to help develop argument.**

JFK - **Argumentative essay using factual recall to help develop argument.**

Decline of the British Empire - **Source Assessment using Factual Recall to put source into context.**

Factual Recall Glossary Test for end of Year

## Location

Resources can be found on Google Classroom

# GEOGRAPHY

## Overview

**Key geographical concepts** identified at GCSE: A - Human and physical processes and their interactions; B- Perspective; C - Spatial variation, similarities and differences in patterns and how these change over time; D - Synoptic links; E - Sustainability; F - Location and scale; G- Interdependence and change; H - Development; I - Place

### Year 7

students begin the courses studying a mix of topics with which they will have some familiarity, lots of excitement, and be key basic skills with which they can access the rest of the key stage, and beyond

- **Earthquakes & volcanoes** grabs their attention and fires interest & imagination, & begins to compare and contrast countries around the world (A, C, H, I)
- **Mapskills** (OS, Atlas & general locational knowledge) is taught in a very individualised way, due to a huge variation in the prior knowledge level of the intake (F)
- **Coasts** introduces some of the key ideas of physical landscape change and human management of our world. (A, B, C, F, I)
- **Ecosystems** begins to dig into the interdependence of factors in a system, and introduces the idea of enquiry and fieldwork to the students. (A, E, F, G, I)

### Year 8

Some of the topics are designed to broaden student's knowledge and understanding of traditional geography, building on the base from y7, and others begin to introduce bigger ideas of issues based geography, of synoptic links and real life impacts. wall

- **Weather & Climate, and Population & Migration** both include "traditional " k&u but applies them to current events, both at home and abroad, (including hurri-canes, floods, Trump's wall, European refugees, Brexit impacts) (A, B C, G, H, I)
- **Energy & Environment** is a topic that responds to issues in the news. As well as ensuring the students have a clear understanding of the science of climate change, and introducing the concept of sustainability, it aims to instil a sense of critical analysis of media and reporting and a commitment to practical action and individual responsibility. We aim to respond to the links to the other topics in the year (hurricanes, desertification and migration), to the issues in the news and to the student's interests too. (A, B, C, E, G, H, )
- **UK physical and Human Landscapes**—pulls together a need to improve locational knowledge of the UK, and applying the topics studied so far in Ys7&8 to the UK. It aims to explore the things that create a "sense of place" in Britain (I)

### Year 9

We take a step forward to really tackle some large issues, with a particular emphasis on complexity of issues, interdependence of people and places

- **Development and Globalisation**— This includes key understanding of the processes of development and globalisation but draws clearly on understanding from pre-vious learning about contrasts between countries, natural hazards, biomes and ecosystems, climate change ( ABCDEFGHI!)
- **Water Resources Management**— This is designed as a bridging unit between KS3 and GCSE—using all the geographical content and attributes we have been work-ing on and applying them to GCSE content (resources management). It uses prior knowledge of development, globalisation and of course, physical processes, and takes it a step further—including a full scale GCSE issue evaluation.

The attributes identified in our ARE grids are woven through the units, with assessments designed to hit all of them: Geographical Knowledge; Use of Key geog. Words; Descriptions; Explanations and links; Place; Values and attitudes; Evaluation & decision making.

**Location**

Any students missing lessons for self-isolation can access work on their Edulink homework page. A whole year group is set work for each fortnight: see below for example. Lessons are mostly the corresponding Oak Academy lesson, which allow a sequenced taught curriculum. All Y7 students are set the same lessons, regardless of teacher, as we all follow the same sequence of learning.

Each KS3 year group also have a Google Classroom and Google Meet code, of which all students in that year are part of, set up ready in the case of full or partial year closures and lesson streaming.

# MUSIC

## Overview

### Year 7

Term 1: **Rhythm and Tempo**; using grid notation; Focus on Sound access

Resources are on Google Classroom and Focus on Sound platform

Term 2: **The Beatles**; reading a Marling grid score; performing skills

### Year 8

Term 1: **The Pentatonic Scale**; Focus on Sound Access

Resources are on Google Classroom, Focus on Sound Platform and virtual instruments

Term 2: **The Blues**; chords recap from year 7

### Year 9

Term 1: **Reggae**; background and features; what is a cover?; Focus on Sound access

Resources are on Google Classroom, Focus on Sound Platform and virtual instruments

Term 2: **Reggae Arrangements**; arrangements and remixes

## Location

Resources are on Google Classroom, Focus on Sound platform and virtual instruments

# MFL

## Overview

### FRENCH

Year 7 - students learn about how to describe themselves, their immediate family and friends and home life, all whilst focusing on phonics to ensure appropriate pronunciation.

Year 8 - students learn about how to describe their school and daily routine, holidays, friends and family and finish the year with a topic on the French Revolution

Year 9 - students solidify their knowledge of KS3 grammar whilst learning about Music, Film and Technology. The students then focus on the world of work, health and the environment, all subjects that feed into the GCSE curriculum.

### GERMAN

For KS3 German, students work from the Echt Textbook.

Year 7 - students focus on talking about themselves, their friends and family and hobbies.

Year 8 - students focus on discussing food, going out and ordering and then the topic of school.

Year 9 - students continue to use Echo Express 2, solidifying their knowledge of German grammar and topics linked to German culture.

### SPANISH

Year 7 - students work on basic introductions, talking about themselves and their friends and family, hobbies and where they live.

Year 8 - students learn about places in town and activities, describing school, health and holidays.

Year 9 - students learn about music, cinema and technology, the world of work, the environment and Spanish speaking culture.

### LATIN

Year 9 - Resources will be provided online on Google Classroom and Edulink. Good revision websites are [languagesonline.org](http://languagesonline.org) for grammar and Quizlet and Memrise for vocabulary. Students also have access to Kerboodle for some online activities.

## Location

French, German, Spanish - Resources will be provided online on Google Classroom and Edulink. Good revision websites are [languagesonline.org](http://languagesonline.org) for grammar and Quizlet and Memrise for vocabulary and Seneca. Students also have access to Kerboodle for some online activities.

# MATHS

## **Overview**

### **Year 7**

Numbers and the Number System  
Counting and Comparing  
Calculating  
Visualising and Constructing  
Algebraic Proficiency – Tinkering  
Solving Equations and Inequalities  
Fractions, Decimals and Percentages  
Proportional Reasoning  
Pattern Sniffing  
Measuring Space  
Investigating Angles  
Calculating Space  
Check Approximate Estimate  
Mathematical Movement  
Presentation of Data  
Measurement of Data

### **Year 8**

Numbers and the Number System  
Calculating  
Visualising and Constructing  
Algebraic Proficiency – Tinkering  
Solving Equations  
Understanding Risk  
Fractions, Decimals and Percentages  
Proportional Reasoning  
Pattern Sniffing  
Investigating Angles  
Calculating Fractions, Decimals and Percentages  
Calculating Space

### **Year 9**

Calculating  
Calculating Space  
Visualising and Constructing  
Algebraic Proficiency: tinkering  
Proportional Reasoning  
Pattern Sniffing  
Solving Equations and Inequalities  
Algebraic Proficiency: Visualising  
Solving Equations and Inequalities  
Understand Risk  
Presentation/Measuring of Data  
Working with Formulae  
Pythagoras and Trigonometry

**Location**

Instructions given on Edulink and work set on Google Classroom.

# COMPUTING

## Overview

### Year 7

- Impact of Technology - welcome to the lab and your workstation, respectful online communication, presenting to an audience, who you are talking to.
- Interacting and Collaborating - Features of a word processor, licensing appropriate images, credibility of sources.
- Citizenship – finding balance in a digital world, is it cyberbullying? social media and digital footprints, big, big data, finding credible news and digital media and your brain.
- Data (sheets and forms) – getting to know a spreadsheet, quick calculations, collecting data, becoming a data master, levelling up your data skills.
- Computational Thinking – Potato Pirates, intro to programming and sequencing, sequence are variables, selection, operators, count-controlled iteration, problem solving, gamer day.

### Year 8

- Computing Systems - get in gear, under the hood, orchestra conductor, it's only logical, thinking machines.
- Data Representations - across time and space, lights and drums, binary digits, numbers in binary, large quantities, hidden figures.
- Networks - computer networks and protocols, networking hardware, wired and wireless networks, the internet, internet services, the world wide web.
- Cyber Security - you and your data, social engineering script kiddies, rise of the bots, there's no place like 127.0.0.1, under attack.
- Potato Pirates: Into the SpudNet,
- Website building blocks - words are not enough, taking shortcuts, searching the web, tightening the web, the spread of the web, gamer day.

### Year 9

- Programming - First steps, crunching numbers, at a crossroad, more branches, round and round, putting it all together.
- Programming - warm up, playlist, in a while, crocodile, the Favour FOR, make a thing, the imitation game.
- Cyber Security and Encryption – Ciphers and Enigma
- Data – delving into data and science, global data, statistical state of mind, data for action, clean it up, make a change.
- Programming - human resource machine
- Physical computing with Raspberry Pi.

## Locations

Google Classroom

