



Talbot Heath

Independent School for Girls aged 2-18

Curriculum Booklet for Parents

**Key Stage 3
U3/Year 7**

**Year Overview
2025-26**

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PSHE* Information will be sent to parents in September from the PSHE Coordinator Mrs Manley

Welcome by Ms Anna Talbot, Interim Headteacher

Dear Parents / Carers,

We are pleased to share with you the curriculum that your daughter will follow this year. When we consulted with parents previously, you told us that you wanted to understand more about what your daughter was learning in school, and how you might help.

We hope that this booklet enables you to keep in touch with your daughter's learning journey at Talbot Heath.

Best wishes,

Anna Talbot

Interim Headteacher

Introduction by Mrs Corlett, Head of KS3

U3 at Talbot Heath is designed to afford your daughter a smooth transition from KS2. Building upon familiar curricular knowledge and skills, our KS3 curriculum incorporates the study of new concepts and topics across a broad range of subjects and aims to deepen understanding as the Key Stage progresses. Staff run regular clinics which can be accessed by students at any time, should they require any additional support with certain aspects of their learning and the curriculum. KS3 is an exciting time to explore potential career pathways and leads to a natural options process in U4.

Mrs Nicola Corlett

Head of KS3

ENGLISH

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>The Novel: Prose Reading and Writing</p> <p>Reading: Making inferences; plot, characterisation; description Writing an analytical response</p> <p>Writing: Creative/Descriptive writing Autobiography Preparation for the November Test</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Read novels for pleasure and discuss themes, characterisation with parents/guardians Learn terminology in the key vocabulary lists Writing creatively Keeping a diary/journal to get into the habit of writing about experiences.</p> <p>Additionally:</p> <p>Revising for regular spelling tests Entering creative writing competitions both in school and out.</p>
Spring Term	<p>Short Stories</p> <p>Reading Studying example stories and learning about their form and structure</p> <p>Writing Planning and drafting Writing original short stories</p> <p>Non-Fiction</p> <p>Reading: Forms of non-fiction Identifying purpose and meaning Analysis of non-fiction</p> <p>Writing: Applying persuasive techniques Using technical terminology Writing in a non-fiction format</p> <p>Spoken Language: Pupils to plan, write and deliver a talk</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Borrow a collection of short stories from the school library to read. Explore the BBC '500 Words competition' online. Pick up tips from famous authors!</p> <p>Additionally:</p> <p>Revising for regular spelling tests Entering creative writing competitions both in school and out</p> <p>In addition to homework set by the department, students are encouraged to:</p> <p>Read newspapers and magazines Create a scrapbook of articles on a subject of interest to them Watch 'TED Talks' online for inspiration</p> <p>Additionally:</p> <p>Revising for regular spelling tests Entering the competitions promoted by the English department and external ones.</p>
Summer Term	<p>Descriptive/ Observational Writing</p> <p>Reading Reading and analysing descriptive extracts from a range of authors and time periods Focus on use of writers' techniques</p> <p>Writing Pupils plan and write their own descriptive piece Preparation for the Summer Examination</p> <p>Poetry</p> <p>Reading: Read a range of poems Read one poem of their choosing to the class Focus on understanding poetic terminology and identifying meaning Understanding imagery</p> <p>Writing: Planning and writing an original poem</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Pupils can find an inspiring image and use it as a prompt for short descriptive writing pieces Reading descriptive passages from novels and taking note of writers' techniques</p> <p>Additionally:</p> <p>Revising for regular spelling tests Entering creative writing competitions both in school and out</p> <p>In addition to homework set by the department, students are encouraged to:</p> <p>Borrow collections of poems from the library Copy the lyrics from their favourite songs and discuss them with parents/carers</p> <p>Additionally:</p> <p>Revising for regular spelling tests Entering creative writing competitions both in school and out</p>

Examples of home learning tasks
Reading short stories. Planning creative writing. Reading non-fiction pieces. Researching topics for presentations.
Assessment information
Pupils will be assessed regularly with one 'main' assessment per topic. In the Autumn Term pupils will complete a 'November Test.' This is likely to take the form of a comprehension/analytical writing task. In the Summer Term pupils will complete a 'Summer Examination.' This is likely to take the form of a creative response to an image.
Equipment
Blue ink pen (no need for fountain pen); pencil; ruler; eraser; set of highlighters.
How parents / carers can help
Encourage a regular routine of reading for pleasure. Take an interest in books chosen, discussing the writing and rewarding pupils for time spent reading at home. Check 'HomeWork4' to ensure you have a clear idea of homework being set in English. Create a positive environment for pupils to complete homework in. Ideally, pupils should have a quiet place where they can concentrate, away from distractions, at an appropriate time in the day. Encourage pupils to participate in competitions, clubs and additional activities.
Extracurricular activities
<ul style="list-style-type: none"> • Creative Writing Club • Debating Club • Newspaper Club • Readathon Challenge

Who can I contact?	Head of Faculty	Mrs K McDonald
	Head of Department	Mr D Sinclair-Smith
	Specialist teachers	Mrs M Cox Mrs N Wakeling

MATHEMATICS

Curriculum content	
Autumn Term	<p>Number Work Four operations and BIDMAS, Divisibility tests Factors, multiples and primes, index form, prime factor trees, HCF, LCM Numbers patterns, triangle and square numbers Multiply and divide decimals by decimals and by powers of 10</p> <p>Geometry Acute, obtuse, reflex, right angles. Estimating, measuring, drawing angles Angles at point, on a straight line, vertically opposite, supplementary angles</p> <p>Parts of a whole Fractions of shapes, equivalent fractions, simplifying Decimals: place value, ordering, positives and negatives Converting between fractions and decimals Add and subtract fractions</p> <p>Geometry Constructions of triangles. Angle sum of triangles and quadrilaterals Isosceles and equilateral triangles and notation Symmetry: reflective and rotational</p>
Spring Term	<p>Metric units Converting units of length, mass, capacity Adding measurements in different units</p> <p>Probability Probability scale and calculating chance</p> <p>Algebra Forming expressions Substituting into formulae Operations with Directed numbers</p> <p>Area Rectangles and Compound shapes Metric units of area conversion</p> <p>Coordinates Coordinates in the four quadrants</p> <p>Sets Notation and simple Venn diagrams Angles in Parallel lines and Bearings Corresponding, alternate, vertically opposite, co-interior Draw and write three figure bearings</p>
Summer Term	<p>Algebra Collecting like terms Solving equations: 2-step Solving equations: unknowns on both sides</p> <p>Solids Nets, Volume of a cuboid Converting between metric units of capacity</p> <p>Fractions and Percentages Converting between fractions, decimals and % One amount as a fraction/% of another amount Percentages of amounts including increases and decreases Fraction of a quantity Multiplying and dividing with fractions</p> <p>Data Handling Collection and display: bar charts, pictograms, pie charts Mean, mode, median, range, grouped data</p>

Suggested reading and extension activities
Students will be encouraged to display their understanding and get involved in their lessons.
Outside of lesson time, students may wish to explore further and practice, using:
www.MathsPad.co.uk
www.CorbettMaths.com
For Maths Challenge practice, visit:
www.ukmt.org.uk/junior-challenges/junior-mathematical-challenge
Examples of home learning tasks
Students will be set a variety of tasks for home learning. Each student will have a www.MathsPad.co.uk login and password, for online homeworks. Other homeworks will be completed in their blue exercise books.
Assessment information
Students will be assessed each half-term based on the topics studied. In November, we combine a few topics into one assessment. In the summer, students are tested on all topics studied that year.
Equipment
Pen, pencil, rubber, ruler, protractor, compass. Casio Calculator FX-83GT or FX-85GT will be required but can be purchased through school in September for a discounted rate. Casio FX-991CW is also suitable but is more aimed at year 10 upwards.
How parents / carers can help
Check 'HomeWork4' to see the work being set and encourage its prompt completion, leaving time to seek help if necessary. Encourage pupils to attend clinic sessions when they need support (see posters along the Maths corridor and classrooms). Talk positively about Maths and numeracy.
Extracurricular activities
Drop-in Maths Clinic - at lunchtimes, see posters for times.

Who can I contact?	Heads of Faculty	Miss C Hall - KS3 (U3-U4) Miss C Cowgill - KS4 (L5-U5) Miss J Harris - KS5 (L6-U6)
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SCIENCE

	Curriculum content	Suggested reading and extension activities
Autumn Term	Cells Tissues Organs and Systems Life processes, Organs, Tissues, Cells and Organ systems The Periodic Table Dalton's atomic model, Chemical properties, Mendeleev's table, Physical trends and Chemical trends	Students will be encouraged to learn about the construction of a living organism Students can describe some chemical reactions.
Spring Term	Sound Physics, the study of sound and sounds waves. Sexual Reproduction in Mammals Biology, looking at how two mammalian parents reproduce	Students can explain the formation and movement of sound. Students can explain reproduction in mammals
Autumn Term	Forces Forces, Springs, Friction, Pressure, Balanced and Unbalanced Forces Combustion Chemistry, the study of simple reactions	Students can practise calculating resultant forces Students will be encouraged to develop an understanding of the periodic table.

Examples of home learning tasks
Writing the report on a classroom experiment.
Assessment information
End of topic test of 35 minutes.
Equipment
Stationary and a calculator.
How parents / carers can help
Studying can be helped if parents and carers ask students to explain the work they are doing. Often talking about science can help students themselves order their thinking. Conversations about science at home are valuable. Science is newsworthy, technology, climate change, medicine and research. It is great if a student brings a question from home.
Extracurricular activities
Science Clinic available Tuesday lunchtimes.

Who can I contact?	Head of Faculty	Mr I Kirtland
	Heads of Department	Mr P Lowton (Biology) Mrs A Fearnley (Chemistry) Mrs E Heathman-Abbott (Physics) Maternity
	Specialist teachers	Mrs A Fearnley Mrs E Heathman-Abbott (Maternity) Miss A Jenner Mr I Kirtland Mr P Lowton Mrs L Palmer Miss D Poulton Mrs D Hunt Mr Cradick

HISTORY

	Curriculum content	Suggested reading and extension activities
Autumn Term	What is History? Chronology Anachronisms Source evaluation Deductions from sources Medieval Realms The battle of Hastings: causes and result	Students will be encouraged to learn key vocabulary, e.g. BCE, CE, anachronisms, chronology, medieval, causes, consequences.
Spring Term	Medieval Realms Life in Medieval England Medieval monarchy and challenges: the church, the nobility, the peasants. Independent research project.	Students will be encouraged to Develop skills of learning key vocabulary, explain different historical interpretations of events.
Summer Term	The Princes in the Tower Tudor England The Reformation Henry VIII Diverse Tudor Society	Students will be encouraged to conduct extra research on one aspect of Henry VIII. Apply critical thinking skills. Any reading or research is valuable. BBC Bitesize KS3, Horrible Histories and the 'Adventures in Time' series by Dominic Sandbrook are aimed at this age group. Students are encouraged to use our school library and discuss ideas for reading with our school librarian.

Examples of home learning tasks

Researching key topics, learning key words, facts and dates, essay planning, background reading.

Assessment information

End of unit assessments and research tasks.

Equipment

Pen, pencil, ruler, eraser, highlighter, glue, scissors

How parents / carers can help

Encouragement of reading and meaningful research.

Trips to local sites, e.g. Corfe Castle, Kingston Lacey, Bovington.

Extracurricular activities

Longbows inter-disciplinary session.

History clinic

Who can I contact?	Head of Faculty/Department	Mrs S Baker
	Specialist teachers	Miss C Allen Mrs S Baker

GEOGRAPHY

	Curriculum content	Suggested reading and extension activities
Autumn Term	Globalisation Definition Influencing factors Fashion industry Mobile phones Our UK Home Great Britain, UK and British Isles Map skills Sustainable city design	Students will be encouraged to learn key vocabulary: globalisation, exploitation, sweatshops, child labour, rare-earth metals, fast fashion Students can practise their map skills if they participate in DofE, Guides/Scouts
Spring Term	Our Rocky World Geology Landscape processes Water cycle River landforms (Waterfalls, meanders and ox-bow lakes)	Students will be encouraged to learn key vocabulary: sedimentary, igneous and metamorphic, erosion, transportation, deposition, water cycle, precipitation, waterfalls, meanders and ox-bow lakes Students will practise field sketching and photo interpretation
Summer Term	Africa Features of the continent Djibouti Deserts and adaptation Kenya and tourism New Forest Fieldwork River and tourism investigation	Students will be encouraged to learn key vocabulary: continent, country, desert, arid, adaptation, development, LIC, mass tourism

Examples of home learning tasks
Researching key definitions, researching named examples, writing extended answers, practising map skills and presenting fieldwork data graphically.
Assessment information
Is globalisation a good thing? Extended writing task. British Isles map (key physical features) Sustainable city design task. Summer exam.
Equipment
Pen, pencil, 30cm ruler, eraser, protractor, pair of compasses, colouring pencils School iPad to access electronic textbook.
How parents / carers can help
Encouraging students to learn the meanings/spellings of keywords and complete home learning on time. Support with research process so students understand the concept of “using” information rather than just “cut’n’paste”. Encourage students to “proof-read” their written work and use spell-check. Using the revision resources that will be shared with students before summative assessments.
Extracurricular activities
Fieldwork/trip Summer Term (New Forest: Ober Water and Longdown Dairy Farm).

Who can I contact?	Head of Faculty	Mrs S Baker
	Head of Department	Mrs E Atkins
	Specialist Geography teachers	Mrs E Atkins Mrs V Mortell

RELIGION and PHILOSOPHY (RP)

U3 RP Theme: How to live a good life

	Curriculum content	Suggested reading and extension activities
Autumn Term	Ultimate question – What big questions help us understand how to live a good life?	Students will be encouraged to learn key terms: philosophy, ethics, religion, theist, agnostic, atheist, absolutist and relativist
	People of G-d (Judaism) - What does G-d want from the Jewish people?	Students will be encouraged to learn key terms: Prophet, covenant, G-d, Messiah, Passover, Seder, Orthodox, Reform, Kosher, Commandment, sacrifice, Shema
Spring Term	Christian Source of Authority - Who or what helps Christians live a good life?	Students will be encouraged to learn key terms: Authority, Bible, Church, Conscience, Holy Spirit, Community, Scripture, Interpretation, Morality, Teachings of Jesus
	The Life and Teachings of Jesus - What does the life of Jesus teach us about how to live today?	Students will be encouraged to learn key terms: Messiah, Parable, Disciple, Sermon on the Mount, Miracle, Resurrection, Crucifixion, Agape, Salvation
Summer Term	Buddhism - How do Buddhists try to end suffering?	Students will be encouraged to learn key terms: Buddha, Sangha, Dharma, Eightfold Path, Four Noble Truths, Suffering, Mandala, Impermanence, Enlightenment,
	Prejudice - How do different religions help people fight prejudice and live a good life?	Students will be encouraged to learn key terms: Prejudice, Discrimination, Antisemitism, Equality, Justice, Compassion, Suffering, The Golden Rule

Examples of home learning tasks

Reflection tasks, comprehension tasks/questions, creative research activities.

Assessment information

Follows AQA GCSE format: 1-mark multiple choice question, 1-mark give an example question, 4-mark explain a religious belief question, 6-mark explain question that must include a reference to a religious teaching or scripture, 12-mark evaluative essay.

Equipment

Pen, pencil, ruler, eraser, highlighter, glue, scissors, iPad.

How parents / carers can help

Check homework and encourage students to learn the meanings/spellings of keywords.

Extracurricular activities

Human rights club – Thursdays, 1:30-2pm, Room 23.

Who can I contact?	Head of Faculty	Mrs S Baker
	Head of Department	Miss N Hill
	Specialist teachers	Miss N Hill Mrs S Manley

FRENCH

Curriculum content	
Autumn Term	<p>Alongside the topics, the Talk project will give students the linguistic tools to converse spontaneously in French during lessons.</p> <p><u>Module 1</u></p> <p>Unit 1: Talking about likes and dislikes Unit 3: Describing yourself (personality). Unit 4: Talking about other people</p>
Spring Term	<p><u>Module 3</u></p> <p>Unit 1: Talking about computers and mobiles. Unit 2: Talking about which sports you play Unit 3: Talking about activities. Unit 4: Saying what you like doing.</p>
Summer Term	<p><u>Module 2</u></p> <p>Unit 1: Talking about school subjects. Unit 2: Giving opinions and reasons about school subjects. Unit 4: Describing your school day.</p>
Suggested extension activities	
	Students will be encouraged to use their paper sentence builders, complete homework extension tasks, use their online tools (Languagenut, Memrise and Sentencebuilders.com) and attend the French club.

Examples of home learning tasks
Worksheets, assignments in sentencebuilders.com linked to the sentence builders used in lesson, learning vocabulary with memrise or the paper sentence builder, translation tasks.
Assessment information
End of module assessments and class assessments covering all topics from U3.
Equipment
Exercise books, Sentence Builders, online apps and iPad.
How parents / carers can help
Test them on the vocabulary that they are learning. Encourage them to use our online resources independently to consolidate learning. Encourage them to use their Talk sentences at home.
Extracurricular activities
Linguists' dinner participation, MFL breakfast, Language club.

Who can I contact?	Head of Faculty	Mrs L Hazelton
	Head of Department	Mrs L Shopland
	Specialist teachers	Mrs L Hazelton Mrs M Vanco Mrs L Shopland

SPANISH – U3/Year 7

Curriculum content	
Autumn Term/Spring Term	<p>Talking about yourself, your family and friends (Unit 1) Alongside the topics, the talk project will ensure students use the linguistics tools to converse spontaneously in Spanish during lessons.</p> <p>Introducing yourself and others, Talking about feelings Describing hair and eyes, Describing your character Physical description, Talking about family members Numbers up to 31, Months, Alphabet Possessive adjectives, Verbs tener, estar, llamarse (singular forms) and ser Adjectival agreement. Saying what you would like to be/have</p>
Spring Term/Summer term	<p>Talking about your spare time (Unit 2)</p> <p>Free time activities, What you like to do and why, Opinion verbs with infinitives Connectives, Quantifiers, Introducing the notion of the infinitive What you and others do and how often Weather phrases Extending sentences with “cuando” Frequency words Present tense of regular verbs Negative form “nunca”</p>
Summer Term	<p>Talking about what sports you do</p> <p>Sports Days of the week Introduction to stem changing verbs JUGAR</p>
Suggested reading and extension activities	
<p>Students will be encouraged to use their hard copies of the sentence builders and online tools (memrise and sentencebuilders.com) independently to learn/revise vocabulary and sentence structure.</p> <p>Students can practise making sentences using their sentence builders.</p>	

Examples of home learning tasks
Worksheets, assignments in sentencebuilders.com linked to the sentence builders used in lesson, learning vocabulary with Quizlet.com and sentencebuilders.com or the paper sentence builder, translation tasks.
Assessment information
vocabulary test and paragraph writing after each sub-unit. Speaking exam after Unit 1 (February half-term). November (Subunits 1.1 and 1.2) and class assessments (Unit 1 + Subunits 2.1 and 2.2) will test the other 3 skills (reading, listening and writing + translation).
Equipment needed
Course workbooks (2), Sentence Builders/Grammar book, iPad.
How parents / carers can help
Test them on the vocabulary that they are learning. Make sentences using the paper sentence builders for them to translate. Encourage them to use our online resources independently to consolidate learning. Ask them to teach you words/sentences in Spanish. Finally, be encouraging about learning a foreign language. It is a skill for life which can bring your child all kinds of opportunities.
Extracurricular activities
Trip to Spain.

Who can I contact?	Head of Faculty	Mrs L Hazelton
	Head of Department	Mrs S Snell
	Specialist teachers	Mrs S Snell Mrs L Hazelton Mrs L Shopland

ART

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>Architecture Baseline test (drawing and written) Zaha Hadid-Artist study paper curls inspired by Zaha Hadid's style Drawing and observation skills in pencil Photography and lighting skills using a torch and an iPad One-point perspective skills Drawing perspective from observation.</p>	<p>Students will be encouraged to learn the rules of perspective and a deeper understanding of form and tone in observational drawing, alongside research techniques and analysis techniques.</p> <p>Students can practise: Observational drawing of rounded forms and perspective, this could be their own bedroom. Practising the photographic skills learnt in class.</p>
Spring Term	<p>Architecture until February half term - Beautiful bugs after February half term 2-point perspective Anna Schmidt -artist study Photography of shapes around the hub building iPad Photoshop skills, cutting out shapes, layering, opacity, transformation (angles, size) Colour combinations Composition skills.</p> <p>Beautiful Bugs Symmetry drawing in pencil Anatomy of a bug Britt Demaris- Artist study texture and pattern. Digital drawing using the Procreate app. Application of colour and texture in Procreate</p>	<p>Students will be encouraged to learn key vocabulary: perspective, converging lines, vertical, horizontal, contrast, complementary colours, harmonious colours, colour and shape balancing, composition, Photoshop terminology</p> <p>Students can practise: Using Adobe Photoshop, to gain confidence. Photoshop is accessible via the students google log in, so can be accessed on a home desktop or iPad and will be available for as long as they study Art.</p> <p>Students will be encouraged to learn key vocabulary: symmetry, head, thorax, abdomen, antennae, myriapod, arachnid, insect, mollusc.</p> <p>Students can practise Procreate skills to continue to gain confidence with the programme. Students will have access to this app as long as they study Art.</p>
Summer Term	<p>Beautiful bugs colour pencil blending and mixing colour, Kate Kato - Artist study Composition and design skills to design their own bug. Paper collage and sculpting techniques.</p>	<p>Students will be encouraged to develop learn design skills. paper sculpting techniques, colour pencil blending techniques</p> <p>Students can practise Photoshop/Procreate skills, colour pencil blending</p>

Examples of home learning tasks

Drawing from observation, building on Photoshop or Procreate skills, and completing artist studies.

Assessment information

Baseline test - sets ability data, regular verbal feedback in class and full assessment at the end of each unit.

Equipment

HB pencil, 30cm ruler, rubber, colour pencils, iPad, pen, glue stick.

How parents / carers can help

Encouraging creative hobbies, such as drawing, clay, design, digital drawing, and having art equipment at home.

Taking children to Art galleries or local exhibitions.

Entering school-based and national art competitions.

Extracurricular activities

Scholars and enthusiasts club.

Bournemouth Natural Science Society Visit.

Who can I contact?	Head of Department	Miss V Coates
	Specialist teachers	Miss V Coates & Miss T Webb

DRAMA

Curriculum content	
Autumn Term	<p>Tandem Text Introduction to vocal and physical skills Introduction to text work and characterisation.</p> <p>Commedia Dell'Arte Introducing history of theatre and the commedia style with a focus on physicality and mime. Learning Commedia terms and putting them in to practice e.g. Grammalot and Lazzi.</p>
Spring Term	<p>Evacuees Explored theatrical techniques including freeze frames, mime and slow motion. Introduction to Improvisation skills, spontaneous and prepared and interpretation of a script considering characterisation. Exploration on an historical period through Drama.</p>
Summer Term	<p>Creating a Character Understanding of monologues as a drama form. Developing vocal and physical skills. Directing skills Developing a character</p> <p>Physical Theatre Being introduced to the style of physical theatre including techniques from the practitioners Berkoff and Frantic Assembly. Working as an ensemble.</p>
Suggested reading and extension activities	
<p>Students will be encouraged to learn lines and rehearse for assessments. They will also be asked to provide costumes and props for assessments.</p> <p>Students can practise their lines and performances.</p>	

Examples of home learning tasks
No formal homework but students will be required to learn lines, rehearse, find costumes and look for props.
Assessment information
At the end of each unit there will be a performance assessment.
Equipment
iPads, props and costumes (depending on the assessment task).
How parents / carers can help
Learning lines and collecting props. Assisting with putting together costumes.
Extracurricular activities
Drama club: Friday Lunchtime
Trips:
Trips will be offered when appropriate.

Who can I contact?	Head of Faculty/Department	Mrs K McDonald
	Specialist teachers	Mrs V Cosgrove Mrs K McDonald
	Peripatetic teachers	Mrs D Tendler (Speech and Drama)

MUSIC

Curriculum content		Suggested reading and extension activities
Autumn Term	Brazilian Dance Music Skills development: Brazilian percussion instruments and piano Samba Composition Perform: 'Mamba No.5'	Samba: https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1 Mambo No.5 Performance: https://www.youtube.com/watch?v=7CADAUKiieQ
Spring Term	Baroque Orchestral Music Composer focus: Vivaldi Instruments of the Baroque Orchestra and their use Skills development: piano Perform: 'Spring' from The Four Seasons	Vivaldi's 'The Four Seasons' https://www.bbc.co.uk/teach/class-clips-video/music-ks3-qcse-myleene-klass-the-four-seasons-antonio-vivaldi/z422t39 Music in the Baroque Period: https://www.bbc.co.uk/bitesize/guides/zvgbcj6/revision/3
Summer Term	The Blues Brief history of Blues Music 12-bar chord structures Walking Bass lines Melodic structures and vocal lines Blues scale and improvisation Perform: Jack-Ass Blues in an ensemble Optional Solo Performance Skills development: own chosen instrument/voice Students who wish to, may present a solo performance as part of their final assessment	The Blues: https://www.bbc.co.uk/bitesize/topics/zvdqhyd/articles/z7nb382 Optional Solo Performance: https://www.bbc.co.uk/bitesize/guides/z62dy9q/revision/2

Examples of home learning tasks
Instrumental practice.
Assessment information
Students are assessed in two main areas: Samba Composition (Autumn), 'Spring' Performance (Spring) and an Optional Solo Performance (exam week).
Equipment
iPad, own individual instrument (if appropriate).
How parents / carers can help
Watch live music; encourage effective instrumental practice; encourage creativity via iPads apps such as GarageBand.
Extracurricular activities
Orchestra, Pallas Strings, Flute Choir, Brass Ensemble, Harmony Choir, Commercial Singing, Chamber Choir, Rock 'n' Pop Band, Musical Theatre, Woodwind Ensemble. Theatre trip opportunity, community events such as carol singing, local and national competitions.

Who can I contact?	Director of Music	Mrs N Corlett
	Assistant Director of Music	Ms Goodyear
	Specialist teachers	Mrs N Corlett Ms Goodyear
	Peripatetic teachers	Mrs J Vivienne: Singing Mrs S Bolter: Clarinet, Flute, Saxophone Mrs C Gallagher: Violin Miss C Leigh: Cello/Piano Miss C Mann: Brass Mr L Marchant: Double Bass/Guitar Mr D Mein: Guitar Mrs F Montignani: Singing Miss Gobbett: Flute Mr D Waller: Percussion

PHYSICAL EDUCATION (PE)

Curriculum content	
Autumn Term	Sports Swimming and water safety Gymnastics Netball Hockey/Football Badminton
Spring Term	Sports Swimming and water safety Gymnastics/Dance Netball Hockey/Football Health related fitness
Summer Term	Sports Swimming and water safety Athletics Cricket Rounders Tennis
Suggested reading and extension activities	
Students will be encouraged to learn how to lead, coach, officiate and score as appropriate within each activity. Students can practise further through attending PE/Community sports clubs BBC Sport App The Well HQ School Sport Magazine The Female Body Bible- The Well HQ	

Examples of home learning tasks	
All movement is good! Students are encouraged to move in a variety of ways as part of their lifestyle. It could be taking the dog for a walk, going for a bike ride, or a home workout. Attending PE or community sports clubs.	
Assessment information	
Students learning and progress is regularly assessed in PE lessons through key tasks provided by the teacher throughout and at the end of the scheme of work.	
Equipment	
PE kit, shin pads, mouthguard, long socks, swimming kit (Goggles recommended).	
How parents / carers can help	
Check/Remind children of the correct PE equipment required each day. Encourage children to live an active lifestyle.	
Extracurricular activities	
Variety of Extra-Curricular PE clubs across the year including Netball, Football, Fitness, Badminton and pickleball, Fencing, Lacrosse, Cross-Country, Tennis, Rounders, Cricket and Athletics. U3 Skateboarding taster session with @TeamRubicon coaches (Autumn term).	

Who can I contact?	Head of Faculty	Mrs L Lindon
	TH Swim Academy liaison	Mr B Aldrick
	West Hants Tennis Academy liaison	Mrs S Camp
	Specialist teachers/coaches	Mrs L Burgan, Mrs S Camp, Mrs H Hawes, Mrs L Lindon, Mrs R Newcombe
	Additional Coaches	Mr B Aldrick, Swimming Academy Head Coach

COMPUTING

Curriculum content	
Autumn Term	<ul style="list-style-type: none"> • Clear Messaging in Digital Media. <ul style="list-style-type: none"> ○ Students will use a range of different skills across several pieces of software. Students will work between different applications to create a poster and slides on a given theme. The central theme focuses on embedding online safety and secure ways of working. • Programming Essentials in Scratch part 1. <ul style="list-style-type: none"> ○ Students will build their confidence and knowledge of the key programming constructs: variables, selection, and count-controlled iteration.
Spring Term	<ul style="list-style-type: none"> • Programming with Tynker and Spheros. <ul style="list-style-type: none"> ○ Students will make the transition from block based to text-based programming using Python. • Modelling Data using Spreadsheets. <ul style="list-style-type: none"> ○ Students learn how to collect, analyse, and manipulate data using formulae and functions, and create graphs and charts.
Summer Term	<ul style="list-style-type: none"> • Programming Essentials in Scratch part 2. <ul style="list-style-type: none"> ○ Students will build on their understanding of the control structures' sequence, selection, and iteration, and develop their problem-solving skills. They will learn how to create their own subroutines, develop their understanding of decomposition, and learn how to create and use lists. • Using Media – Gaining support for a cause. <ul style="list-style-type: none"> ○ Students will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.

Examples of home learning tasks	
Computing is not part of the homework timetable, but students are encouraged to utilise and apply their digital skills across all their subjects.	
Assessment information	
Students are assessed at the end of a unit of work using the reporting rubrics relative to their attainment band.	
Equipment	
iPads are used for some units of work alongside the desktop PCs.	
How parents / carers can help	
Supporting students with their digital skills on a PC or laptop at home. Discussing current hot topics in the digital world.	

Who can I contact?	Head of Faculty	Mr I Kirtland
	Head of Department	Mrs A Eels
	Specialist teachers	Mrs A Eels

DESIGN TECHNOLOGY CAROUSEL

Year 7 Design Technology, Outdoor Learning, Food Preparation and Nutrition, and Textiles operate on a carousel system.

Students will alternate between Design and Outdoor Learning, experiencing 3 half terms of each, as well as alternating between Food Preparation and Nutrition and Textiles.

	Design	Outdoor Learning		Food and Nutrition	Textiles
Autumn 1	Group 1	Group 2	Autumn 1	Group 1	Group 2
Autumn 2			Autumn 2		
Spring 1			Spring 1		
Spring 2	Group 2	Group 1	Spring 2	Group 2	Group 1
Summer 1			Summer 1		
Summer 2			Summer 2		

DESIGN TECHNOLOGY CAROUSEL Useful Information

How parents / carers can help
For Outdoor Learning the students will be taught outdoors in all weathers and therefore they must come prepared and dressed appropriately. A weather appropriate kitbag will ensure the students are warm, dry and happy outdoors, even in the rain, they will get wet and muddy! A letter will be sent confirming the clothes that will be required before your daughter's first session.
Encourage the development of any fine motor skills tasks at home (craft, sewing and cooking).
Ensure students have the correct ingredients and a named apron and container for Food Preparation and Nutrition lessons, as directed by their teacher.
Purchase any additional fabric if required by their Textiles teacher.
Extracurricular activities
Rotary Young Chef Competition Talbot Heath Bake Off Competition Talbot Heath Master Chef Competition Talbot Heath Sewing Bee Competition

Who can I contact?	Head of Design	Mr A Morris
	Specialist teachers	Mrs H Adams (Textiles & Outdoor Learning) Mrs J Moran (Food) Mr A Morris (Design)

DESIGN TECHNOLOGY and OUTDOOR LEARNING

	Curriculum content	Suggested reading and extension activities
Design Technology Carousel	<p>Wooden Robot Figures Create a wooden robot figure to develop their understanding of key tools and machines in the Design and Technology workshop.</p> <p>Learn how to use all equipment safely and develop their understanding of health and safety.</p>	<p>Students will be encouraged to learn how to work safely and confidently with hand tools and machines.</p> <p>Students can practise their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand-eye coordination.</p> <p>In order to maximise the amount of practical work in class, students will sometimes be asked to complete written tasks at home. They will each be given a booklet and will be expected to bring it in every lesson.</p>
Outdoor Learning Carousel	<p>Outdoor Learning and Environmental Stewardship.</p> <p>Different activities will take place depending on the weather in each session. Activities can include:</p> <ul style="list-style-type: none"> -Basic horticulture- Planting seedlings and bulbs, planting trees, pruning and garden maintenance and watering plants. -Wildlife identification, monitoring and information gathering, pond dipping, nature walks, nature mapping, developing a knowledge of trees, woodland maintenance. -Practical skills- Tying knots, whittling with knives, camp/den building, using and maintaining tools safely, building, lighting and maintaining a fire, campfire cooking. -Creative activities- Crafting with natural materials, traditional crafts, making land art, en plein air drawing and painting. -Team challenges- Playing team building games, den building, working collaboratively, problem solving and communicating efficiently. Building resilience. 	<p>The Outdoor Learning curriculum provides students with experiences that encourage an appreciation, awareness and knowledge of the natural environment.</p> <p>Students will learn to respect and care for their own local environment. One of the principles of Outdoor Learning is to promote environmental awareness and encourage sustainability, this can be reinforced at home, through discussion and practical implementation.</p> <p>Students can get involved in gardening at home, growing their own vegetables, herbs and flowers or looking after house plants. Creating bird feeders from recycled materials and taking responsibility for refilling them. Creating a habitat for hedgehogs or bees in their gardens at home.</p> <p>Students will be encouraged to foster a sense of environmental responsibility and stewardship through exploration, understanding and active contribution to the local environment.</p> <p>To develop their environmental stewardship a student could join an organisation that is making a difference in their local community, i.e. volunteering at their local nature reserves or simple tasks such as teaching a younger sibling to plant bulbs or grow herbs, which can be used in the kitchen. Perhaps as a family you could make a goal to reduce your ecological footprint.</p>

FOOD / NUTRITION and TEXTILES

	Curriculum content	Suggested reading and extension activities
Food and Nutrition Carousel	<p>Carbohydrate Dishes Students will be introduced to the basic principles of healthy eating and the relationship between diet, nutrition and health. The practical tasks will focus on preparing a variety of simple dishes, incorporating the use of a range of skills and equipment. Emphasis is on working independently, within given time limits. Practical tasks covered include bread, cakes and pasta dishes.</p>	<p>Students will be encouraged to learn how to work safely, hygienically and independently on tasks.</p> <p>Students can practise by helping in the kitchen at home.</p>
Textiles Carousel	<p>Quilted Batik Cushion Cover 'The Natural World' Students will research their chosen imagery to inspire their batik designs. Using practical skills students will design and make a batik dyed piece of fabric to create a bespoke pattern or picture inspired by 'The Natural World'. To build on previous skills to use the sewing machine to quilt the batik fabric and to turn it into a simple cushion cover. Learning to use textiles tools and equipment safely and develop their understanding of health and safety in the textile's classroom.</p>	<p>Students will be expected to work independently, safely and confidently with a range of hand tools and textiles equipment.</p> <p>Students will be asked to complete design and research tasks to support their practical work in the classroom.</p> <p>Students can practise their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand eye coordination.</p>

Examples of home learning tasks
Design: Complete research tasks/planning sheets/design drawings.
Food: Design a healthy pizza for your practical assessment session.
Textiles: Research and design tasks to support their practical learning in school.
Assessment information
Students are assessed at the end of each subject rotation (Design, Food, Textiles) with the exception of Outdoor Learning which is a non-assessed subject.
Equipment needed
Design: Pencil case. A technical pencil is recommended. All other equipment will be provided.
Food: Ingredients and a named apron and container. A list of all the ingredients required each week will be provided at the beginning of the module.
Textiles: Pencil case, Glue stick and scissors are helpful. Students must make sure to come to textiles lessons with their iPad charged.
Outdoor Learning: A weather appropriate kit. A list will be sent to parents before your daughter's first Outdoor Learning session.

CAREERS

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>Welcome to Careers education and key employability skills.</p> <p>Ikigai- meaning and purpose Dream Big – Future Aspirations Being Professional Time management Communication and empathy skills Team work</p>	<p>Students will be encouraged to develop an understanding of their Career Journey and how this develops through their life at Talbot Heath. They will consider what they love, what they are good at and what the world needs. They will also work on their employability skills through int</p>
Spring Term	<p>Developing Knowledge of the labour market and career opportunities</p> <p>Careers Subject Treasure Hunt Labour Market – 6 Main Sectors Private vs Public Sector</p>	<p>Students will be encouraged to learn key vocabulary: sustainable development, employability, Labour market, sectors, skills, drive, resilience and reflection.</p>
Summer Term	<p>Big Project – Design & Budget Your Theme</p> <p>Park- Apply the skills they have learnt this year. Budgeting, teamwork, communication and professionalism. Group project presentation.</p>	<p>Students will be encouraged to develop an understanding of their skills and qualities and how these can be developed during their life at Talbot Heath.</p> <p>Students will develop their financial literacy and learn about money management, preparing them for the world of work. They will also work on their presentation skills and working as a team in their group project task.</p>

Examples of home learning tasks

Careers is not part of the homework timetable, but students will be signposted to key careers events and information throughout the year. They will attend workshops and hear from visiting speakers, so encourage discussion to develop their ideas.

Assessment information

The Head of Careers and Tutors will assess students through key research and reflection activities. Students will be encouraged to make short presentations to their peers and teachers about their research and career ideas.

Equipment

iPad, pen, pencil, ruler, colouring pencils.

How parents / carers can help

Encourage discussions about the wider world, the environment and the world of work. Talk to your child about your own career journey and how it has developed through your lives. Support your child to find career ideas and discuss the different career roles in your family circle and community. Encourage them to attend external careers events and to explore post 18 options including University degrees and Degree Apprenticeships. Encourage the development of their skills and qualities with extra-curricular activities.

Extracurricular activities

Students can attend informal lunchtime Careers sessions and book an appointment with the Head of Careers for support in their Career Journey.

Who can I contact?	Head of Careers	Mrs S Manley
	Head of KS3	Mrs N Corlett
	Specialist teachers	Form Tutors: U31P Mrs N Wakeling U32P Miss N Hill