

**YEAR 7 CURRICULUM
2025 – 2026**



THE GRANGE SCHOOL



YEAR 7 CURRICULUM

This guide outlines the curriculum available for our year 7 students. It provides details of the following:

- Course specification
- Objectives of the course
- Course content across each term
- Assessment
- Homework / independent study
- Resources available for home-based study

GRANGE ENTERPRISE AND LEARNING SKILLS (GELS)

In addition to helping our students acquire subject-specific knowledge and skills, we consider it vital that they develop their knowledge and understanding of the learning process itself, so that they can become more effective learners, both at school and in the future. We recognise that enterprise skills are key to students being successful at school and in the wider world. We have identified eight key enterprise and learning skills which we aim to help students develop:

- Creativity
- Independence
- Reflectiveness
- Self-Management
- Leadership
- Teamwork
- Communication
- Can-Do

These skills are taught explicitly during Enterprise lessons, and will also be developed across other subjects.

COURSES

1. Art
2. Design and Technology: *Product Design; Compliant Materials; Food Preparation and Nutrition*
3. Drama
4. English
5. Enterprise
6. Geography
7. History
8. ICT
9. Maths
10. Music
11. Modern Foreign Language: *French, Spanish or Urdu*
12. Physical Education
13. PSHCE
14. Religious Studies
15. Science



1: Art

Key Learning Objectives	<p>Making – to try out and develop new art skills. To develop confidence and skills when making art. To understand different ways of making art.</p> <p>Investigating – to develop ideas for art in different ways and for different types of art. To use a sketchbook to document ideas and experiments to a good standard. To understand how to research independently and select relevant information to improve skills and artwork.</p> <p>Knowledge – to learn about artists and how they make art. To develop the use of art vocabulary to express personal opinions and give reasons using key words.</p> <p>Experimenting – to explore different styles and media in art. To experiment with different processes and techniques and identify what suits individual learning styles.</p>
Curriculum Content:	
Autumn Term 1st Half	<p><u>Introduction to Art – Formal Elements and Fish/Sea Project</u></p> <p>Making - learners will develop their observational drawing skills and review and develop their prior knowledge of the formal elements to create a range of studies of fish and imagery related to the Sea.</p> <p>Investigating - learners will develop their skills in researching a range of imagery that can be used to develop their own ideas. They will learn how to present their sketchbook to show their work clearly.</p> <p>Knowledge - learners will study the work of Vincent Scarpace and/or Peter Clark to develop their knowledge of how-to analysis the work of others.</p> <p>Experimenting - learners will experiment with and develop their skills in observational drawing and practice using techniques such as tonal shading and mark making effectively.</p>
Autumn Term 2nd Half	<p><u>Fish Project</u></p> <p>Making - learners will begin to explore colour and develop their making skills using collage techniques to create their own artworks.</p> <p>Investigating - learners will use their research work to develop their own designs for a collage of found and made papers/patterns. They will use the opinions of others and their own judgements to select their best ideas to develop further.</p> <p>Knowledge - learners will further develop their knowledge and art vocabulary when discussing the work of artists. They will look at the work of Peter Clark and /or Clare Youngs in detail to understand how and why different artist’s work.</p> <p>Experimenting - learners will develop confidence in using collage techniques and developing their making skills in different art disciplines. They will work in a graphic / illustrative style to create an outcome that is in the style of an artist.</p>
Spring Term 1st Half	<p><u>Fish Project</u></p> <p>Making - learners will develop their making skills through other art forms such as printmaking and /or ceramics.</p> <p>Investigating - learners will plan and create a range of ideas and possible outcomes in response to the artists they have looked at.</p> <p>Knowledge - learners will understand how to evaluate their work and the work of their peers to identify strengths and areas for development.</p> <p>Experimenting - learners will develop their practical skills through exploring and documenting printmaking and/or ceramic techniques and processes.</p>
Spring Term 2nd Half	<p><u>Still Life - Observational Drawing and Recording</u></p> <p>Making - learners will further develop skills / knowledge of observational drawing focusing on natural forms helping learners observe and reflect upon what they see. Learners will learn to draw with increasing accuracy in a range of media.</p> <p>Investigating – learners will continue to develop their practical skills with media such as watercolour paints, oil pastels, coloured pencils and/or marker pens.</p> <p>Knowledge - learners will look at artists that have explored the theme of still life through natural forms such as plants, flowers and/or fruit and how they have represented this theme. Building on prior learning and knowledge of analysing artwork.</p>

	<p>Experimenting – learners will experiment with new processes and techniques that can be applied to media such as watercolour paints, oil pastels and/or marker pens.</p>
<p>Summer Term 1st Half</p>	<p><u>Still Life - Observational Drawing and Recording</u> Making - learners continue to develop skills and knowledge of observational drawing to explore further accuracy. They will build to explore other still life forms such as objects with a range of textures and surfaces to understand how these are represented visually. Investigating – learners will continue to develop their practical skills with media such as watercolour paints, oil pastels, coloured pencils and/or marker pens. Knowledge - learners will look at artists that have explored still life forms such as objects with a range of textures and surfaces to understand how they have interpreted this theme. Building on prior learning and knowledge of analysing artwork. Experimenting - learners will experiment with new processes and techniques that can be applied to media such as watercolour paints, oil pastels and/or marker pens.</p>
<p>Summer Term 2nd Half</p>	<p><u>Still Life - Observational Drawing and Recording</u> Making – learners will create a response to the work of the artists they have analysed and researched using similar styles and techniques. Investigating -- learners will plan and create a range of ideas and possible outcomes in response to the artists they have looked at. Knowledge – learners will make short written notes to explain why they chose certain things, explain what and why these aspects influenced them. Experimenting- learners will explore different styles and approaches to making art. Learners will begin to identify which suit their learning style best.</p>
<p>Assessments</p>	<p>Students’ work is assessed throughout the year using written and verbal feedback from teachers and self/peer assessment to review and assess their progress. Students are given termly skills assessments and end of project summative assessments that link to the Key Stage 3 Progress Objectives Grids. All Key Stage 3 students will have the Progress Objectives grid and a Sketchbook Guidance sheet in their books for reference.</p>
<p>Homework Structure</p>	<p>Homework is set once a half-term and it is expected that students spend approximately two hours on homework to ensure quality work is submitted. Homework is linked to the project of study during the term it is set in and have extension tasks to stretch and challenge learners.</p>
<p>School-based enrichment opportunities</p>	<p>Key Stage 3 Art clubs will run throughout the year after school. These will focus on a variety of skills, processes and techniques aimed to help students further develop their creative skills outside of lessons.</p>
<p>Resources available for home-based study</p>	<p><u>Key Stage 3 Art and Design - BBC Teach</u> <u>Google Arts & Culture</u> Explore virtual galleries and look at high quality images of works of Art. <u>Tate Kids</u> <u>Curriculum - Curriculum (continuityoak.org.uk)</u> – a range of online art lessons that may help with developing and embedding techniques and concepts taught within school.</p>

2: Design and Technology

<p>Aims:</p> <p>Key Learning Objectives</p>	<ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. <p>In Design and Technology, students work closely with the GELS skills in order to investigate, design, make and evaluate several projects throughout KS3. Students will become independent thinkers and problem solvers whilst gaining knowledge of materials, ingredients, processes, and techniques used in a range of different topics. Design and Technology also enables students to understand how Mathematics and Science can be applied through practical scenarios. All projects are designed to allow students to develop skills and be useful if they choose Design and Technology at GCSE.</p>
<p>Curriculum Content:</p>	
<p>Design and Technology: Product Design</p>	<p>Wooden key Holder: Students will be introduced to the workshop where they will learn how to use a selection of hand tools and machinery safety. Students will take on several smaller projects based around sustainability, material knowledge and design. Students will also learn how to research, design, make and evaluate during this project. There will also be a greater focus in this module on Health and Safety when working in Design and Technology.</p> <p>Overview of skills taught in this module:</p> <ul style="list-style-type: none"> • use of hand tools in the workshop • use of machinery in the workshop • health and safety in the workshop • sustainable design • materials and their properties • following a design brief in Design and Technology.
<p>Design and Technology: Compliant Materials</p>	<p>Drawstring Bag: students will be based in our textiles classroom, where they will learn how to control a sewing machine with accuracy and skill. They will learn about the properties and uses of a range of fabrics and make a high visibility drawstring bag. They will also learn a range of presentation techniques including perspective drawing, rendering and creative font design.</p> <p>Overview of skills taught in this module:</p> <ul style="list-style-type: none"> • exploring and understanding textiles equipment and materials • product analysis techniques • working to a design brief • drawing and rendering techniques • Health and Safety.
<p>Food Preparation and Nutrition</p>	<p>Food: All students will participate in Food Preparation and Nutrition. In Year 7, students will begin at a basic level whereby they will focus on how to make proper of use the equipment in cookery. Students will also gain a knowledge of the different ingredients and their purpose in basic level recipes. Furthermore, students will learn the roles of the different nutrients and how they can contribute towards a balanced diet.</p> <p>Overview of skills taught in this module:</p> <ul style="list-style-type: none"> • knife skills • learning how to use hobs, grill and oven • how to adapt recipes to reduce sugar. • how to cook dishes that contribute to a balanced diet • mini science investigation into enzymic browning • Health and Safety.

Assessments	<p>Students' work is assessed throughout the Design and Technology rotation and will be given a level at the end of each rotation. As well as marking and feedback in books, students will also have two formative assessments at mid points through the module to monitor their progress. They will be assessed across two of the key areas of focus, seen below, during each rotation:</p> <ul style="list-style-type: none"> • Investigation and Research • Design and Development • Manufacture • Evaluation and Analysis <p>For each of these areas, students will gain a mark from T5, T6, 1, 2, 3, 4, 5, and 6. In addition to this, students will sit an end of rotation test to check their understanding of the topics taught.</p>
Homework Structure	<p>Homework is set in a grid giving a range of Design and Technology homework activities. Students will select the activities they wish to complete in their own time. Homework activities on the grid have different levels of challenge, a homework that is easily achieved is worth one point and the more challenging and time-consuming homework is worth four points. Each rotation students will be expected to complete homework that equals six points.</p>
School-based enrichment opportunities	<p>Trips and Visits to be arranged.</p>
Resources available for home-based study	<p>www.technologystudent.com Exploring Design and Technology for Key Stage 3: Boost eBook (hoddereducation.co.uk)</p>

3: Drama

Key Learning Objectives	<ul style="list-style-type: none"> • Establish ground rules and expectations, including the use of the Drama spaces. • Introduce and instil the skills necessary for drama to take place. • Provide opportunities for discussion work and self-assessment of individual and group strengths and weaknesses. • Introduce students to performance skills. • Introduce students to the structure of drama creating, performing, and responding. • Introduce students to the concepts of evaluation and target setting. <p>By the end of the year students will have:</p> <ul style="list-style-type: none"> • identified and been able to demonstrate some of the basic social and group skills necessary for effective drama to take place. • used performance skills i.e. audience awareness, spatial awareness, gesture, facial expressions and voice projection, mime and movement. • made, performed and evaluated many different performances in drama. • learnt to reflect on individual and collective strengths and weaknesses.
Curriculum Content:	
Autumn Term 1st Half	Drama is Serious Fun: Introducing basic Drama skills through games and practical exercises.
Autumn Term 2nd Half	Evacuation: This topic explores the process of evacuation in a historical and modern context, building on their empathy skills. Exploring social, cultural and historical contexts in Drama.
Spring Term 1st Half	Script Exploration 1: Students will explore a play text and learn how to approach rehearsals, characterisation and everything else that comes with putting on a scripted performance.
Spring Term 2nd Half	Script Exploration 2: Students will continue to prepare a section of the play for performance, learning lines and considering design. Students will then have a go at writing about their creative decisions made in this process.
Summer Term 1st Half	Genres: Students will explore a range of genres approaching them practically to create mini performances to an audience, demonstrating each genre successfully. This will develop an understanding of different acting styles.
Summer Term 2nd Half	Stage Design: Students will have the opportunity to design the set for a stage version of a popular film. They will create their set in a shoebox and focus on justifying their choices making links to context
Assessments	Students will be assessed formally once every term in lessons. Students will be assessed on the skills they have been developing throughout each topic, using previous feedback to show progress over time. Every student will have a folder containing an assessment booklet for each term, these include success criteria, opportunities for formative assessment, homework tasks and student reflection.
Homework Structure	Homework will consist of research tasks, some short written tasks and reflections. These will be set when appropriate (usually once per term). Tasks will be included in each students Drama folder.
School-based enrichment opportunities	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their skills. At least once every two years there will be a whole school production where all students are welcome to audition. We also have a weekly Drama club that is open to all.
Resources available for home-based	All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights, covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies.

4: English

Key Learning Objectives	<ul style="list-style-type: none"> • Improve spelling, punctuation and grammar skills. • Develop ability to read texts for understanding, and to analyse the techniques writers use, and their effects on the reader. • Develop ability to write different text types for a range of purposes and audiences. • Develop ability to speak confidently and effectively in a range of situations, formal and informal.
Curriculum Content:	
Autumn term 1st Half	Childhood and Innocence – Boy novel reading Understanding autobiographical writing and analysing the theme of childhood and innocence. Developing analytical skills through exploring and evaluating the writer’s craft.
Autumn term 2nd Half	Shakespeare – parent-child relationship Studying selected extracts from various Shakespeare’s plays. Key scene analysis; understanding the writer’s use of language and characterization on the theme of parent-child relationship.
Spring term 1st Half	Danger and mystery – Narrative and Descriptive writing Communicating clearly, effectively and imaginatively; selecting and adapting tone, style and register for a specific form and purpose.
Spring term 2nd Half	Poetry from other cultures Exploring how ideas, experiences, and language are portrayed in different poems.
Summer term 1st Half	Places, journeys and visits – Transactional writing Communicating clearly, effectively and imaginatively; selecting and adapting tone, style and register for a specific form and purpose.
Summer term 2nd Half	Fantasy - 19th century novel – Alice’s adventure in wonderland: Understanding the techniques used in the novel. Developing analytical skills through exploring and evaluating the writer’s craft.
Assessments	Two marked pieces either on reading or writing as per each Scheme of Learning. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.
Homework Structure	Students to complete homework once a week. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Satchel One) or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE

5: Enterprise

Key Learning Objectives	<ul style="list-style-type: none"> • Understand and develop a wide range of enterprise and learning skills (GELS). • Develop independent learning skills and skills of learning with others. • To start to consider potential career pathways • To think aspirationally and build resilience
Curriculum Content:	
Autumn Term 1st Half	<p>Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on:-</p> <ul style="list-style-type: none"> • introduction to GEL skill and why they are important for personal and career development • introduction to career development folder- students think about what jobs they would like to do • Creativity- to understand the importance of creativity and to demonstrate this in a practical task
Autumn Term 2nd Half	<p>Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on:-</p> <ul style="list-style-type: none"> • Self-Management – Prioritisation and problem solving • Communication – Written and verbal methods • Independence – Target setting and being an independent learner
Spring Term 1st Half	<p>Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: -</p> <ul style="list-style-type: none"> • Team working – Team roles and litter reduction project • Leadership – famous leaders and their skills, desert island task
Spring Term 2nd Half	<p>Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: -</p> <ul style="list-style-type: none"> • Reflectiveness – importance and techniques, the silent tower task • Can-Do Attitude – positive and negative thinking, job interview techniques
Summer Term 1st Half	<p>Starting to think more closely about the jobs market and the types of careers that could suit their skills.</p> <ul style="list-style-type: none"> • Labour Market Information – types of jobs in Bucks and beyond, the future? • Morrisby Careers – fill out the survey and review the findings
Summer Term 2nd Half	<ul style="list-style-type: none"> • Metacognition – an introduction to what it is and how it can help learning • The GRANGE GOATS – looking at the achievements of past students • GELS reviews – looking at the 8 skills holistically and reflecting on progress
Assessments	<p>There are no formal assessments, but the GELS will be assessed termly via Enterprise reflections this will be put into student’s career journey folders.</p>
Other information / homework.	<p>None set – although teachers may ask students to complete some relevant research at home</p>

6: Geography

Key Learning Objectives	<ul style="list-style-type: none"> To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future. Our aim is to encourage students to investigate and interpret the world around them. We intend to provide them with the skills necessary to do so.
Curriculum Content:	
Autumn Term 1st Half	Introduction to Geography. Map Skills 1 Direction, compass points, and four figure grid references. To develop an understanding of the location of places.
Autumn Term 2nd Half	Map Skills 2 Six figure grid references, scale, distance and map symbols. To understand how to describe the location of places around the world.
Spring Term 1st Half	Passport to the World A journey around the globe visiting a range of different nations and environments. This unit is designed to build the students awareness of the world around them.
Spring Term 2nd Half	Passport to the World (part 2) A continuation of their journey around the world and the further development of their skills in communication and location. To investigate issue such as climate change.
Summer Term 1st Half	Glaciation - The introduction of the influence of moving ice in changing the nature of the landscape.
Summer Term 2nd Half	Settlement - The growth and development of Aylesbury. To investigate how and why Aylesbury has grown and the challenges it will face in the future.
Assessments	Baseline Test. Map Skills Assessment. My World Assessment.
Homework Structure	Set fortnightly. Homework will be set using Satchel One.
School-based enrichment opportunities	Eco-club. Location study.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Using websites like www.bbcbitese.co.uk to aid learning along with class notes. Encouraging an interest in the environment.

7. History

Key Learning Objectives	The department aims to deliver a comprehensive history curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the students to achieve success and to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
Curriculum Content:	
Autumn Term 1st Half	<p>What is History? Developing the skills to interpret the past – Chronology, Bias, Reliability, Primary and Secondary sources.</p> <p>Why did William want to invade England in 1066?</p> <ul style="list-style-type: none"> • Comparison of Roman and Anglo-Saxon Britain • Edward the Confessor • Contenders to the Throne • Battle of Stamford Bridge
Autumn Term 2nd Half	<p>How did the Normans gain control of England?</p> <ul style="list-style-type: none"> • Battle of Hastings • Harrying of the North • Feudal system and the Domesday Book • Castles
Spring Term 1st Half	<p>What was life like in the Middle Ages?</p> <ul style="list-style-type: none"> • Role of the Church • Life in medieval village and towns • Black Death • Matilda: the forgotten queen
Spring Term 2nd Half	<p>Who held the power in the Middle Ages?</p> <ul style="list-style-type: none"> • Murder of Thomas Beckett • King John and the Magna Carta • Peasants Revolt • Birth of Parliament • Trial and Punishment
Summer Term 1st Half	<p>How did religion cause people to go on crusade?</p> <ul style="list-style-type: none"> • The importance of the Holy Land • Reasons for going on Crusade • Case studies into Richard I and Saladin • Legacy of crusade
Summer Term 2nd Half	<p>How did the world become connected?</p> <ul style="list-style-type: none"> • Ancient Empires • Understanding the important of the Silk Road • Trade and Travel on the Silk Road • Religious pathways of the Silk Road
Assessments	Baseline Test. One extended written assessment per half term which includes a multiple-choice quiz. Extended piece of writing at the end of all lessons that can be self/peer or teacher assessed.
Homework Structure	Set two times a half term (around every three weeks)
School-based enrichment opportunities	Project on family history. Previous years have visited Warwick Castle
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Historical events.

8: IT and Computer Science – Year 9

Key Learning Objectives	<ul style="list-style-type: none"> • To solve problems independently, using appropriate IT solutions. • To select software appropriately. • To write requirements and specifications and use them when designing and developing systems. • To look at the use of models and how these can be adapted to provide a range of information for the user. • To reflect on the work produced and to develop it further.
Curriculum Content:	
Autumn Term 1st Half	Binary – In this unit, students will look at representing numbers in Binary form and the converting between Binary and Denary and back again.
Autumn Term 2nd Half	Algorithms In this unit of work, students will look at representing Algorithms with Flowcharts and Abstraction. Introduction to courses on offer in Key Stage
Spring Term 1st Half	Python In this unit of work, students will work on the Python code they have learned in Year 8 and will develop more complex programs.
Spring Term 2nd Half	Spreadsheets - In this section, students will look at developing and manipulating a model, using a range of more advanced skills. They will use graphs and be able to present their data in a range of ways. The students will investigate what happens when data in a model is changed and the impact it has on other data.
Summer Term 1st Half	Students will be split into classes based on which Key Stage 4 course they are following. They will then follow a computing-based topic or an IT based topic.
Summer Term 2nd Half	Students will be split into classes based on which Key Stage 4 course they are following. They will then follow a computing-based topic or an IT based topic.
Assessments	Each of the practical units of work will have some assessment. Some units will include small individual assessments, while others will involve working towards creating one final piece of assessed work. The theory units will be assessed by a test at the end of the unit.
Homework Structure	Homework will be set throughout the units of work. Some will be paper-based and others will be interactive work e. All homework will be recorded on Satchel One and/or MS Teams.
School-based enrichment opportunities	Students have access to computers and printers in the lunchtime Homework Club and also in the afterschool Homework Club. These operate every day.
Resources available for home-based study	Resources from the lessons can be found on Satchel, Seneca and/or MS Teams https://senecalearning.com Resources and support to help with learning Python.

9: Mathematics

Key Learning Objectives	<ul style="list-style-type: none"> • Students should consolidate and increase their mathematical knowledge from Key Stage 2. • Students will make links across different areas of mathematics to deepen their understanding. • Students will be able to recognise and interpret multiple representations of mathematical concepts and use precise mathematical vocabulary. • Student should build skills related to mathematical reasoning and problem solving.
Curriculum Content:	
Autumn term 1st Half	<ul style="list-style-type: none"> • Sequences • Algebraic Notation
Autumn term 2nd Half	<ul style="list-style-type: none"> • Equality and Equivalence • Place Value
Spring term 1st Half	<ul style="list-style-type: none"> • Fractions, Decimals and Percentages • Addition and Subtraction inc. Perimeter
Spring term 2nd Half	<ul style="list-style-type: none"> • Multiplication and Division inc. Area • Fractions and Percentages of Amounts
Summer term 1st Half	<ul style="list-style-type: none"> • Directed Numbers
Summer term 2nd Half	<ul style="list-style-type: none"> • Addition and Subtraction of Fractions
Assessments	<ul style="list-style-type: none"> • End of term assessments. Individual Question Level Analysis sheets are completed for every student. Copies are sent home so students can use Sparx Maths to close skills gaps. • Small assessments will be carried out at the end of most units of work • All assessments are teacher marked.
Homework Structure	Homework will be set weekly via the online platform Sparx Mathematics. Homework tasks will include recall of current topics in the classroom; consolidation of previous topics; and, times table practice.
School-based enrichment opportunities	<ul style="list-style-type: none"> • Opportunity to participate in the UK Maths challenge
Resources available for home-based study	Students have online access to Sparx Mathematics, which may also be used as a teaching/revision resource. The Maths department also share useful consolidation/revision websites with students and parents throughout the course.

10: Music

Key Learning Objectives	<ul style="list-style-type: none"> To understand significance of the Elements of Music: pitch, dynamics, timbre, duration, tempo, texture. To develop the skills to perform music with others. To be able to create original music that communicates ideas and/or feelings.
Curriculum Content:	
Autumn Term 1st Half	Key Skills: Understanding the key words we use to describe music and how they are used in performance and composition. Exploring how we can use the elements to develop our own music.
Autumn Term 2nd Half	Musicians Toolkit: Learning how we write down and read music notation through pitch and rhythm. Learning basic keyboard skills and playing melodies on the keyboard.
Spring Term 1st Half	Pictures at an Exhibition: Exploring the instruments of the orchestra and families of instruments through listening to orchestral works. Composing using paintings as inspiration.
Spring Term 2nd Half	Gamelan Music: Building on keyboard skills whilst performing and composing in the style of Indonesian Gamelan music. Exploring other forms of notation.
Summer Term 1st Half	Samba: Exploring the rhythms and instruments of Brazilian music. Performing as a whole class and composing in small groups.
Summer Term 2nd Half	Make a Band 1: Learning to play the ukulele. Playing individual notes and strumming chords. Developing this into a group performance of a well-known song.
Assessments	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.
Homework Structure	Appropriate tasks relating to each topic will be completed during the unit. These may be research, practice or listening to given extracts of music.
School-based enrichment opportunities	School choir, Orchestra, Termly Concerts, private practice sessions. Instrumental and vocal lessons are also available through the Aylesbury Music Service.
Resources available for home-based study	Wider listening through websites such as YouTube and use of music streaming services as appropriate.

11a: French – Year 7 - Dynamo 1

Key Learning Objectives	<ul style="list-style-type: none"> To be able to greet people and giving basic personal information including likes/dislikes. To talk about your school subjects, uniform, colours and tell the time. To use cognates and recognise their importance in languages. To say what you do in your free time (jouer and faire). To talk about and describe yourself, pets and family. To describe where you live and your house. To say what you eat for breakfast. To talk about your town, issue invitations and order food. To use the near future tense.
Curriculum Content:	
Autumn Term 1st Half Module 1	<ul style="list-style-type: none"> To learn the alphabet, months of the year, days of the week To introduce yourself and learn numbers 1-20 To describe your family and use plurals To give detail about your classroom using definite and indefinite articles To describe your likes and dislikes (aimer + infinitive).
Autumn Term 2nd Half Module 1 & 2	<ul style="list-style-type: none"> To talk about yourself using adjectives To detail what you do using regular -er verbs To create a video interview To learn colours and adjectival agreements To tell the time – analogue and digital To give your opinion and a reason To find out about French Christmas traditions and customs.
Spring Term 1st Half Module 2 cont	<ul style="list-style-type: none"> To detail your likes and dislikes using -er verbs To describe what you wear to school and use adjectives To give information about your school day with -er verbs To compare and contrast the French and English school systems To describe your school using il y a/il'n'y pas de To learn about French speaking countries
Spring Term 2nd Half Module 3	<ul style="list-style-type: none"> To learn about French speaking countries To know key weather phrases To detail which sports you play using jouer à To talk about other activities you do using faire de To develop use of cognates and context To say what you like doing using aimer + infinitive To form and answer questions.
Summer Term 1st Half Module 3 cont & 4	<ul style="list-style-type: none"> To describe your family To use possessive adjectives – my/your To discuss and detail your family pet To learn higher numbers To say what you eat / don't eat and drink for breakfast.
Summer Term 2nd Half Module 4	<ul style="list-style-type: none"> To differentiate between tu and vous verb forms To practice transactional language - ordering food To use the partative article To learn about Bastille Day.
Assessments	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.
Homework Structure	Homework will be set on Bromcom on a weekly basis and should be completed at the back of exercise books with tasks clearly labelled.

11b: Spanish – Year 7

Key Learning Objectives	<ul style="list-style-type: none"> • To be able to introduce yourself and give basic details about yourself and your family. • To say what you like to do including sports and leisure activities. • To describe your school and give opinions using me gusta/ no me gusta. • To talk about your family in more detail. • To describe your town. • To use transactional language to order food. • To learn about the near future tense.
Curriculum Content:	
Autumn Term 1st Half Module 1	<ul style="list-style-type: none"> • To introduce yourself and use basic greetings. • To talk about your personality and learn about adjectival endings. • To give your age and learn numbers 1-20. • To learn months and the Spanish alphabet. • To describe your pets.
Autumn Term 2nd Half Module 2	<ul style="list-style-type: none"> • To learn about Día de los Muertos. • To say what you like to do using me gusta + verb. • To detail what you like to do in your spare time using -ar present tense verbs. • To learn weather terms in Spanish with cuando. • To say what sports you do using hacer and jugar.
Spring Term 1st Half Module 2 cont & 3	<ul style="list-style-type: none"> • To locate and use cognates to aid understanding of written text. To talk about school subjects using we verb forms. • To give opinion + use me gustan + el/la/los/las. • To learn about adjectives in Spanish and use them. • To describe your school using definite and indefinite articles. • To say what you do at break using -er and -ir verbs.
Spring Term 2nd Half Module 3 cont & 4	<ul style="list-style-type: none"> • To learn how to predict and use reason in a listening exercise. • To describe your family and use possessive adjectives. • To revise colours and describe hair and eyes. • To use third person verbs in descriptions.
Summer term 1st Half Module 4 cont & 5	<ul style="list-style-type: none"> • To describe where you live using estar. • To learn dictionary skills to help in translations. • To describe your town using articles and partative articles. • To tell the time and use Ir – to go. • To use transactional language to order food using modal verbs. • To say what you are going to do at the weekend using near future tenses. • To listen for detail in town descriptions.
Summer term 2nd Half Module 5 cont	<ul style="list-style-type: none"> • To say what you are going to do at the weekend using near future tenses. • To listen for detail in town descriptions. • To describe your bedroom using prepositions and adjectives. • To use “-ar” and “-er” verbs to talk about home activities. • To use stem changing verbs.
Assessments	<p>There will be Reading, Listening, Writing, and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards / role plays in addition to these.</p>
Homework Structure	<p>Homework will be set on a weekly basis on Bromcom and tasks should be completed at the back of exercise books.</p>

11c: Urdu – Year 7

Key Learning Objectives	<ul style="list-style-type: none"> To be able to talk about yourself, your family and where you live. To spell words and make sound/spelling links. To be able to talk about your school. To be able to name fruits and vegetables and items of clothing.
Curriculum Content:	
Autumn Term 1st Half	<ul style="list-style-type: none"> The alphabet. To make words starting with a letter from the alphabet. Days of the week. Counting (1 - 20).
Autumn Term 2nd Half	<ul style="list-style-type: none"> Names of animals, fruits, vegetables, clothes and drinks. Describing weather.
Spring Term 1st Half	<ul style="list-style-type: none"> School subjects. Likes and dislikes, opinions. Construction of sentences. Describing yourself.
Spring Term 2nd Half	<ul style="list-style-type: none"> Describing your school. Describing your family.
Summer Term 1st Half	<ul style="list-style-type: none"> Your home and location. Describing your home. The rooms in the house and your bedroom.
Summer Term 2nd Half	<ul style="list-style-type: none"> Talking about your daily routine. Talking about your hobbies.
Assessments	Vocabulary tests will be set as homework and end-of-unit tests will also be conducted in all skills areas.
Homework Structure	Tasks will be set on a weekly basis and details will be available on Bromcom . Homework should be clearly labelled in exercise books and handed in on time. Parental support with this would be greatly appreciated.
Resources available for home-based study	<p>Students may wish to purchase their own copies of textbook – <i>Workbook one and two – ‘Hassan RQ’</i>.</p> <p>Also students may wish to purchase a dictionary.</p> <p>www.bbc.co.uk/urdu</p> <p>www.jung.com.pk</p> <p>www.urdufun.com</p>

12: Physical Education - Boys

Key Learning Objectives	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Confident Movers. Students will explore fundamental movement skills and physical literacy and how these areas help them produce movements. They will also explore components of fitness and how it affects their sporting performance.</p> <p>To do this they will spend lessons developing what they:</p> <ul style="list-style-type: none"> • Know - procedural knowledge in how to perform skills and rules of activities and decision making. What it means to co-ordinate movements. • Show - control of movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. • Grow - linked with the school's core value and ethos such as resilience and respect and making informed choices about healthy, active lifestyles.
Curriculum Content:	
Autumn term 1st Half	Components of fitness Physical literacy – delivered through Gymnastics
Autumn term 2nd Half	Badminton. Rugby
Spring term 1st Half	Orienteering. Football
Spring term 2nd Half	Dance Basketball
Summer term 1st Half	Athletics.
Summer term 2nd Half	Cricket. Rounders. Tennis
Assessments	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>
Homework Structure	<p>Students are not currently set homework.</p>
School-based enrichment opportunities	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>
Resources available for home-based study	<p>Community based clubs/activities.</p>

Subject: Physical Education - Girls

Key Learning Objectives	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Confident Movers. Students will explore fundamental movement skills and physical literacy and how these areas help them produce movements. They will also explore components of fitness and how it affects their sporting performance.</p> <p>To do this they will spend lessons developing what they:</p> <ul style="list-style-type: none"> • Know - procedural knowledge in how to perform skills and rules of activities and decision making. What it means to co-ordinate movements. • Show - control of movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. • Grow - linked with the school's core value and ethos such as resilience and respect and making informed choices about healthy, active lifestyles.
Curriculum Content:	
Autumn term 1st Half	Components of Fitness Physical Literacy – delivered through Football
Autumn term 2nd Half	Gymnastics. Hockey.
Spring term 1st Half	Badminton. Dance.
Spring term 2nd Half	Orienteering. Netball
Summer term 1st Half	Athletics.
Summer term 2nd Half	Cricket. Rounders. Tennis
Assessments	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>
Homework Structure	<p>Students are not currently set homework.</p>
School-based enrichment opportunities	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>
Resources available for home-based study	<p>Community based clubs/activities.</p>

13: PSHCE

Key Learning Objectives	<ul style="list-style-type: none"> To understand the challenges faced through transition. To share our thoughts and feelings in a range of personal issues. To understand how our society works, especially with regards to politics.
Curriculum Content:	
Autumn term 1st Half	Bounce forward resilience skills (Part I): <ul style="list-style-type: none"> Discovering the link between thoughts, feeling and behaviours. hi. To recognise gremlin beliefs are not in control and learn how to WoBbLe. To use evidence to challenge pessimistic beliefs.
Autumn term 2nd Half	What does it mean to be a great Grange student? To analyse the following characteristics and explain how you demonstrate them: <ul style="list-style-type: none"> Honesty Respect Self-esteem Empathy Self-awareness
Spring term 1st Half	Rules, rights and responsibilities <ul style="list-style-type: none"> To compare The Grange School to Summerhill to evaluate your transition to secondary school. To explore the British political system. To run a mock election campaign. To consider what you can do to be an active citizen.
Spring term 2nd Half	Bounce forward resilience skills (Part II). To retrieve the skills from the first part of the Bounce Forward unit and to develop new skills including: <ul style="list-style-type: none"> Assertiveness. Negotiation. Coping Strategies. Solving dilemmas and visualised relaxation. Decision Making Problem Solving.
Summer term 1st Half	Being safe in our relationships: <ul style="list-style-type: none"> To be able to define consent to our peers and parents. To build a toolkit for when relationships go wrong. To understand what is meant by FGM and honour-based violence.
Summer term 2nd Half	Being safe in our lives: <ul style="list-style-type: none"> To explain how to be safe online. To explore our own personal safety. Introduction to basic first aid skills and practice them – including the recovery position and CPR
Assessments	<p>Students will be assessed on their effort in extended pieces of writing and tasks. There will be a marked piece of work at the end of every taught unit.</p> <p>Assessment will take various forms including self/peer/teacher assessment using What Went Well, Even Better If and Green Pen marking.</p> <p>At the end of each topic students will benchmark their own progress in terms of the knowledge acquired, their effort and their next steps.</p>
Homework Structure	Not set in line with department policy.
School-based enrichment Opportunities	Youth Magistrates Competition. School trips in conjunction with the Humanities faculty Model United Nations

14: Religious Studies

Key Learning Objectives	<ul style="list-style-type: none"> • Students to explore the six major religions in the world, with an in depth understanding of each religion’s beliefs, teachings and practices. • Students will look at the six major faiths by looking at big questions linking to lesson content that spark debate and discussion. • Students will develop an understanding of the significance of religion and why religion is still important in the 21st century. • To promote a respectful culture amongst students to value culture, religion and to promote tolerance.
Curriculum Content: Students will focus on two main big questions each term.	
Autumn term 1st Half	What is our place in the universe and what are the 6 major religions in the world? <ul style="list-style-type: none"> • Understanding what a worldview is and the importance of religion and beliefs in the 21st century. • Learning the 6 major religions around the world and their beliefs and practices.
Autumn term 2nd Half	
Spring term 1st Half	Do our actions affect our future and how fun and important are religious festivals? <ul style="list-style-type: none"> • How impactful are our actions and what do religions think of our actions and consequences? Do these impact us after life? • What are the main religious festivals within the 6 major religions and what is the significance of celebrating these festivals.
Spring term 2nd Half	
Summer term 1st Half	How important is love and forgiveness and why do we suffer? <ul style="list-style-type: none"> • Understanding the importance of forgiveness within major world religions. • To learn the Christian parables linking to good actions and forgiveness. • Explore the Buddhist perspective of the Four Noble truths and the Eightfold path.
Summer term 2nd Half	
Assessments	<p>A Key term assessment is conducted every half term.</p> <p>An extended writing task will be set every other term to assess students’ knowledge and test understanding and application.</p>
Homework Structure	<p>Reading, revision and research creation of a knowledge organiser to recap learning.</p>
School-based enrichment opportunities	<p>Assemblies, Heavy focus on religious festivals in Spring term.</p>
Resources available for home-based study	<p>Visiting websites –</p> <p>Facts about Christianity – KS3 Religious Studies – BBC Bitesize</p> <p>Facts about Islam – KS3 Religious Studies – BBC Bitesize</p> <p>Facts about Judaism - KS3 Religious Studies - BBC Bitesize</p> <p>Facts about Buddhism – KS3 Religious Studies – BBC Bitesize</p> <p>Facts about Hinduism – KS3 Religious Studies – BBC Bitesize</p> <p>Key facts about Sikhism – KS3 Religious Studies – BBC Bitesize</p> <p>Facts about non-religious beliefs – KS3 Religious Studies – BBC Bitesize</p> <p>www.world-faiths.com</p> <p>www.rsweb.org.uk</p>

15: Science

Key Learning Objectives	<ul style="list-style-type: none"> • Develop scientific thinking and curiosity. • Develop scientific investigation skills to plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena. • Apply knowledge and understanding of scientific concepts to unfamiliar and real-life situations.
Curriculum Content: GELS:	
Autumn Term 1st Half September - October	<p>Topics:</p> <p><u>Nurture Course:</u> Introduction to the Laboratory and Investigation Skills. There are four key investigations in this course. Students are introduced to their laboratory, health and safety and the Investigation process.</p> <p><u>Cells</u> <u>In this topic students will learn about:</u></p> <p>The basic structure of animal and plant cells. Movement of substances across cell membranes. Specialised cells and their special features for adaptations. Parts of an Amoeba and Euglena and how their structures compare.</p> <p><u>Structure and Function of the Body Systems</u> In this topic students will learn about:</p> <ul style="list-style-type: none"> • The Levels of Organisation - cells, tissues and organs • Gas exchange • The skeleton, muscles and joints <p>Cross Curricular Skills:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Specialist vocabulary, anatomical terms for plants and the human body. <p>Numeracy</p> <ul style="list-style-type: none"> • Simple formula to calculate magnification. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Limitations of the technique or model of Diffusion
Autumn Term 2nd Half November - December	<p><u>Reproduction</u></p> <p><u>In this topic students will learn about:</u></p> <ul style="list-style-type: none"> • Reproduction in humans, adolescence, menstrual cycle. Reproduction in flowering plants. <p><u>Practical Skill Topic: Biology</u></p> <ul style="list-style-type: none"> • Students will conduct a simple investigation and will learn how to write a full report including a method, result table, conclusion and evaluation. <p>Cross Curricular Skills:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Specialist vocabulary, anatomical terms for plants and the human body • Writing conclusion and evaluations. <p>Numeracy</p>

	<ul style="list-style-type: none"> • Ideas about scale and size- development of the foetus • Graph plotting and interpretation. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Ethical issues touched on related to reproduction (contraception)
<p>Spring Term 1st Half</p> <p>January - February</p>	<p><u>Forces</u> In this topic students will learn:</p> <ul style="list-style-type: none"> • What are forces and how we measure forces using a newton meter? • Describe how forces deform objects • Investigate Hooke's Law and relate extension of a spring with force • Describe the effects of drag forces and friction- explain why they happen • Describe the effects of gravitational forces on Earth and in space • Balanced and unbalanced force. <p><u>Sound</u> In this topic students will learn:</p> <ul style="list-style-type: none"> • The nature of sound waves • The differences between transverse and longitudinal waves • Explain why the speed of sound is different in different material • The difference between loudness and pitch • Describe how the ear works and how hearing can be damaged • Describe what ultrasound is used for and some uses of it. <p><u>Practical Skill Topic: Physics</u></p> <ul style="list-style-type: none"> • Students will conduct a simple investigation and will learn how to write a full report including a method, result table, conclusion and evaluation. <p>Cross Curricular Skills:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Specialist vocabulary – comparing and describing different types of forces • Key investigation skills vocabulary <p>Numeracy</p> <ul style="list-style-type: none"> • Plotting straight line graphs (Hooke's Law) • Interpreting what a linear relationship between two variables tells you • Represent sound and light as a wave- measuring amplitude, frequency and wavelength. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Explain why the speed or direction of motion of objects can change using force arrows • Predict and present changes in observations for unfamiliar situations • Links to particle model to explain transmission of sound and reflection (linked later to the light topic) • Use of models • Interpreting experimental data.
<p>Spring Term 2nd Half</p> <p>February - March</p>	<p><u>Light</u> In this topic students will learn about:</p> <ul style="list-style-type: none"> • Describe what happens when light interacts with materials • Explain how images are formed in a plane mirror • Explain the difference between specular reflection and diffuse scattering.

Space

In this topic students will learn about:

- Describe the structure of the Universe
- Name and describe the objects in the Solar System
- Explain the motion of the Sun, Stars and the Moon
- Explain why seasonal changes happen
- Describe the phases of the Moon
- Explain why eclipses happen.

Atoms, Elements and Compounds

In this topic students will learn about:

- What an element is and know that elements symbols can be found on the periodic table
- Compare the properties of elements
- Explain how compounds have different properties to the elements in it
- Write and interpret chemical formulae.

Cross Curricular Skills:

Literacy

- Use secondary sources to extract information about objects in the solar system
- Critical analysis on sources of information
- What makes a good source of information?
- Precision in writing, using capitals correctly in chemical symbols, use of subscripts in formula.

Numeracy

- Ray diagrams- measuring angles, scale drawings
- Extracting data from tables.

Thinking Skills

- Links to particle model and explaining the refraction and reflection of light
- Interpreting experimental data
- How can we know what other planets are like? Is it likely that there is light on other planets?
How can look for this?
- Comparing the properties of elements.

Summer
Term
1st Half

April- May

Particles and their Behaviour

In this topic students will be able to:

- Use the particle model to explain why different materials have different properties
- Describe the properties of a substance in its three states
- Interpret data about melting points
- Use the particle model to explain boiling
- Interpret data about changes of state
- Use the particle model to explain evaporation, condensation, and sublimation
- Explain diffusion and describe evidence for diffusion
- Explain gas pressure and factors that affect it.

Chemical Reactions

In this topic students will learn about:

- Explain why chemical reactions are useful
- Compare chemical reactions and physical changes
- Identify reactants and products in word equations
- Write word equations to represent chemical reactions

	<ul style="list-style-type: none"> • Predict products of combustion and categorise oxidation reactions as useful or not • Identify decomposition reactions from word equations • Explain conservation of matter and calculate masses • Describe characteristics of exothermic and endothermic reactions. <p><u>Practical Skill Topic: Chemistry</u></p> <ul style="list-style-type: none"> • Students will conduct a simple investigation and will learn how to write a full report including a method, result table, conclusion, and evaluation. <p>Cross Curricular Skills:</p> <p>Literacy</p> <ul style="list-style-type: none"> • Precision in writing, using capitals correctly in chemical symbols, use of subscripts in formula. <p>Numeracy</p> <ul style="list-style-type: none"> • Extracting data from tables, mass calculations. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Use of Models (particle model) to represent and understand change of state • Limitations of Models.
<p>Summer Term 2nd Half June- July</p>	<p><u>Acids and Alkali</u> In this topic students will be able to:</p> <ul style="list-style-type: none"> • Compare properties of acids and alkalis • Use a pH scale to measure acidity and alkalinity and categorise these into an acid, alkali or neutral • Describe how pH changes in neutralisation reactions • Make a salt crystal using copper oxide and sulfuric acid. <p><u>Ecosystems</u> In this topic students will be able to:</p> <ul style="list-style-type: none"> • Describe the process of photosynthesis • Describe the structure and function of the main parts of a leaf • Describe how a plant uses minerals for healthy growth • Describe the process of Chemosynthesis • Describe the process of aerobic respiration and compare with anaerobic respiration using examples • Describe food chain and food web relationships • Describe how toxic materials can accumulate in food webs. Identify niches within ecosystems. <p>Literacy</p> <ul style="list-style-type: none"> • Specialised vocabulary. <p>Numeracy</p> <ul style="list-style-type: none"> • pH scale and categorising into acid, alkali and neutral. Percentage of gases at the start and end of aerobic processes. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Explain how different niches can co- exist in the same habitat • Describe effects of insecticides on food webs.
<p>Assessments</p>	<p>Year 7 students will write their first test on the Nurture Course and Cells</p> <p>There will be an end of topic test for each module. Students will use checklists in class to identify which topics/ concepts are strengths and weaknesses.</p>

Homework Structure	<p>Homework is set on Satchel One. Students are required to log in and follow the instructions.</p> <p>Homework activities can range from building models, research about a topic, doddle quizzes, and revision activities.</p>	
School-based enrichment opportunities	<p>STEMNET club for targeted students</p> <p>Science and Technology are linked to provide students with an idea of what Science is like outside of lessons.</p> <p>Science week activities in class and lunchtime demonstrations</p> <p>Science Challenge Workshops with other schools.</p> <p>STEM talks in Assembly and in class.</p>	
Resources available for home-based study	<p>Revision guides and books</p> <p>CGP Key Stage 3 Science Workbook (with answers)</p> <p>ISBN-10: 184146239X</p> <p>ISBN-13: 978-1841462394</p> <p>CGP Key Stage 3 Science Complete Study & Practice</p> <p>ISBN-10: 184146385X</p> <p>ISBN-13: 978-1841463858</p> <p>Activate: Student Book 1 (Year 7 topics)</p> <p>ISBN-10: 0198392567</p> <p>ISBN-13: 978-0198392569</p>	<p>Activate: Student Book 2 (Year 8 topics)</p> <p>ISBN-10: 0198392575</p> <p>ISBN-13: 978-0198392576</p> <p>Useful websites:</p> <p>http://www.bbc.co.uk/education/subjects/zng4d2p</p> <p>https://www.cgpbooks.co.uk/Student/books_ks3_science_revision</p>