

# Individuals & Societies

	Year 7	Year 8	Year 9
<b>Geography</b>	Pupils develop their understanding of their local place. They investigate the interdependence between people, place and environments and through this begin to investigate the concept of globalization. The course includes a field trip where data is collected and then presented using geographical information systems.	Students investigate the landscape, coast and impact of tourism on Cheung Chau. During a field trip to the island, students develop a variety of skills in order to collect analyse and present data.	Students will investigate Sustainable Development Goal 11 'Sustainable cities and communities' and use fieldwork data to answer the question 'Is Kennedy Town a sustainable community?'. Students also investigate the Olympic Games, asking why some countries win medals while others win none. Students also investigate who should host the 2030 Olympics?
<b>History</b>	Students will inquire into the concept of systems by studying the Emperor of China. This era is remembered for being both authoritarian and oppressive, but also a time of great change and development. Students will consider if the impact of systems of government on the people in China was largely positive or negative.	Students will understand aspects of the life of Native Americans with a particular focus on the Sioux tribe. They are challenged to make comparisons with the Native American life and that of European settlers. They then investigate the motives and results of the westward expansion when these societies clashed.	Students explore genocide in the twentieth century identifying the common characteristics that cause genocide. Following this, students explore the causes and consequences of the Vietnam War.
<b>PRS (Philosophy &amp; Religious Studies)</b>	Students will explore different views of the 'truth', based on perception, culture, faith and belief. They will use their critical thinking skills to evaluate different sources of knowledge that lead to conclusions about the 'truth'. This culminates in a piece of artwork based on their view of the 'truth'.	Students will explore how we take action in the world. Students will examine different religious and cultural beliefs about morality and apply these views to the treatment of other humans, animals and also the environment. They will explore different responses to the question: why and how should we take action in the world?	Students will complete an in depth study of a religion in an attempt to understand how a belief system is born, grows and develops. They will seek to answer the question: why are there so many different denominations of one faith? They will also examine what it means to be happy, through an exploration of different philosophical and religious theories. They will complete a project that seeks to develop their personal view on the best theory to follow in order to achieve happiness.

# Creative Arts

## Year 7 & 8

## Year 9

	Year 7 & 8	Year 9
<b>Drama</b>	<p>Students will practically explore a wide range of drama skills and techniques in order to understand how we devise and ultimately create meaning in a space. Students will be exposed to play text, character and theme through a range of stimuli as well as devising original work as part of a group. Students will experience a variety of dramatic styles in order to appreciate the possibility of what it is to work through a creative process and create meaning on stage. Students will develop subject specific vocabulary alongside reflective thinking, in order to add clarity to their creative observations of their own work and that of others.</p>	<p>Students will experiment with a range of explorative strategies in order to unlock meaning in a range of Theatre Practices and Theatre Tradition; from Stage Combat to working with Puppets. Students will develop their skills of communication in order to evaluate their own work and that of others with clarity and precision. Students will experience theatre in process, theatre in the making and theatre in the world, with the opportunity to appreciate production and performance roles in order to contextualise the wider meaning of drama.</p>
<b>Art</b>	<p>Students will learn a range of art skills exploring materials techniques and processes and make connections with the work of other artists and practitioners. Students will gain confidence in their art making following selected themes beginning with visual recording and collecting source imagery. They will be shown how to develop their ideas, research, experiment, review and refine their work to make their own responses.</p> <p>Students will develop subject specific vocabulary relevant to their own practice and explore the ways to apply the work of other artists to their own work.</p>	<p>Students will continue to develop their art skills and understanding exploring in more depth the application of the elements of art. There will be opportunities to practically experience specific and extended drawing and painting, printmaking, mixed media and critical review techniques. Students will develop their visual communication abilities and understanding of the wider world of art.</p>
<b>Music</b>	<p>Fundamental to learning music is performing, listening and composing. Through the development of these skills, students make inquiries into different styles of music becoming proficient in reading music, playing keyboard and guitar and using music technology e.g. Garageband to compose their own compositions. Students work individually and in groups using their creativity, imagination and senses to explore how music is made and communicated to an audience. The units of study in Year 7 are The Sound of Music and My Culture, My Music and in Year 8 Guitar Hero and Film Music Production.</p>	<p>Students continue to perform, listen and compose music deepening and extending their musical skills. This course, with a specific focus on contemporary popular music and music of their own choice, allows musicians to create and notate music using elements and techniques to communicate and perform their own original musical ideas. The units of study in Year 9 are What Makes Music Popular? and Music Production, which uses more sophisticated technology, allowing students to arrange and remix music.</p>

# Design Technology

Years 7 & 8		Year 9
<b>Food Technology</b>	Students explore the essentials of food and nutrition through the practical study of ingredients, foods and cultures, and the production of a range of food products using a range of techniques and processes. There is a focus on working accurately and safely.	Students will gain a deeper understanding of their culinary and product development skills through a wide range of multicultural, practical cookery sessions. In addition, they will complete a foundation course in nutrition and apply their knowledge to analysing recipes and menus for specific target groups. Furthermore, they will deepen their knowledge of the functional properties of ingredients through a scientific investigation.
<b>Product Design (Product Design and Engineering)</b>	Students will learn to understand the essentials of product design through the practical study of materials, traditional manufacture and modern manufacture including computer aided design and manufacture. There is a focus on working creatively. Students explore the essentials of engineering through challenges and the practical study of, traditional manufacture and computer aided design and manufacture. There is a focus on working precisely.	Students will investigate and develop their understanding of the manufactured world and their skills as designers through a series of increasingly open ended and independent design projects. Students will use a range of traditional and modern manufacturing techniques including computer aided design and manufacture.
<b>Graphic Design</b>	Students will discover the essentials of graphics design through the practical study of, graphic design theory, modern computer graphic software and modern manufacturing techniques There is a focus on working creatively.	Students will develop their understanding of the graphic design process. Students will use a range of traditional and modern graphic design techniques including computer aided design and manufacture in the development and realisation of their ideas.
<b>Textiles</b>	Students explore the essentials of textiles design through the practical study of materials and components using traditional manufacture processes. There is a focus on working creatively and accurately.	Students will extend their understanding of the textile and fashion design process and develop their skills as designers through a series of increasingly open ended independent design projects. Students will apply a range of traditional and modern manufacturing techniques including computer aided design and manufacture.
<b>Computer Science (Robotics and Programming)</b>	Students will learn the essentials of computer programming through the experimental studying of coding and the production of computer games. There is a focus on developing creative application of coding and active problem solving. Students will inquire the essentials of computer control technology through the experimental studying of coding concepts and the production, programming and testing of robots. There is a focus on developing computational thinking and active problem solving.	Students will understand and develop their understanding of the virtual world and their skills as programmer through a series of increasingly complex and commercial coding platforms and languages.
<b>Design Thinking</b>	Students discover the concepts of problem finding, problem solving, innovation, human centered design and collaboration through a design model and present solutions on improving the lives of people with a range of disabilities. This unit develops student's creative thinking and prepares them for all areas within the Design Technology programme.	