



What will be happening in our classrooms for Key Stage 3 during the Autumn term 2026?

Our aim at Bungay High School is to provide an exceptional curriculum for all students; a curriculum which brings out the very best in them and prepares them for success in all areas of life.

We want a curriculum that is ambitious and engaging where our students experience aspiration, opportunity and excellence for all.

KS3 Curriculum (Year 7/8/9): Our KS3 Curriculum is designed to encourage students to focus on gaining a solid understanding of key concepts, where knowledge can be anchored and deeply understood.

ENGLISH:

Students in Year 7 will be introduced to a number of classic and local legends. They will be able to exercise their imagination and practice their writing skills in a tale about a dastardly dog and explore the poetry of Tennyson. Students will also start their once a fortnight focus on reading and writing skills through the experience of a range of short stories and they begin their weekly independent reading through SPARX homework. We will continue with tales of fantastic deeds and deadly foes through the study of Greek myths. Students will consider how writers create fear and tension through their use of language and devices, building technical vocabulary as they go. Students will continue their fortnightly focus on reading and writing skills. They will also experience some Christmas literature and continue with their SPARX homework.

Year 8 Students will be entering the world of Shakespeare this half term with a study of the comedy *Twelfth Night* and the tragedy of *Hamlet*. Students will consider the different approaches to these two forms of theatre and explore the presentation of love. SPARX weekly reading homework will begin and be continued throughout the year. A war focus this half term sees students exploring many different perspectives: trench warfare through the study of Wilfred Owen's poem *Dulce et Decorum Est*; the use of propaganda through Jessie Pope's *Who's for the Game?* and perhaps the lesser known, day to day life of the soldier through a key play text of the post war era.

Year 9 begins with students exploring poems from diverse cultures and voices, which will be used as a springboard for creative writing. This unit allows students to begin to experience the levels of analysis required for GCSE English Language as well as encouraging them to share their own thoughts and ideas – an essential skill for English! SPARX weekly reading homework will begin and be continued throughout the year. Poetry remains a focus for students this half term but with the added challenge of a Shakespeare text. Through the study of *My Last Duchess* and *Much Ado About Nothing*, students' comparative writing skills will be revisited, alongside a continued focus on the importance of context when studying Literature.

ART:

Art students in Year 7 will be looking at 'Landscape' as their theme this term looking specifically at David Hockney. They are working with developing their knowledge of colour and using watercolours as they settle into routines and practices at BHS.

Year 8 will be looking at 'Typography' and studying the Artist Jasper Johns. Their outcomes will be developed in a 2D format using mixed media/ layering materials.

Year 9 will be exploring the theme of 'Shoes' and 'Symbolism' and focusing on the 'Nike 78' project where a group of artists transformed a 'Nike' shoe in their own style. They will be working with Mixed media in a 2D format to personalise and transform their independent ideas.

MATHS:

Welcome to the new year 7 students! Year 7 have already started work for their GCSE as every bit of the maths they have covered so far will be used and built upon as they follow our spiralling curriculum. They will have 5 assessments, one at the end of each unit (every 7 weeks) so that we can check their understanding of the work we have covered and ensure they are working in a group at the speed best suited to them. There will be a focus on calculator methods this half term and it is really important that they have an appropriate scientific calculator so that they can continue their mathematical journey successfully – we recommend the fx-83GTCW.

Year 8 and 9 will also continue with their spiralling curriculum and this half term they will be studying fraction / decimal / percentage conversions leading to recurring decimals to fractions, expanding single then double brackets leading to factorizing. Year 8 will also study rules of indices and finding the volume of 3D shapes. Year 9 will also look at angles in polygons and intersecting lines and different ways to interpret and display data.

Next half term year 7 will delve into algebra with brackets, formalise Venn diagrams, make links with highest common factor and lowest common multiples and develop their depth of understanding with averages.

Year 8 will solve multistep equations, look at the vocabulary as well as the area and circumference of circles and develop fluency with the three averages.

Year 9 will manipulate ratios, review the vocabulary and equations for area and circumference of circles moving to finding the area of sectors and arc length, they will finish with an introduction to formal sampling methods and the bias associated with them.

SCIENCE:

Year 7 students will begin their secondary science journey by developing essential laboratory skills. They will learn how to work safely in the lab, use scientific equipment accurately and take reliable measurements. A particular highlight will be their first experience using a Bunsen burner.

Later in the term, students will explore the key scientific concepts of forces and particles, building a strong foundation for future learning.

This term, Year 8 students will study Health and Lifestyle, learning how the digestive system works and investigating factors that affect our health and wellbeing. A practical highlight will be measuring the energy stored in different foods.

Alongside this, students will explore the Periodic Table and investigate electricity and magnetism, using their problem-solving skills to build and test a range of electrical circuits.

We look forward to another exciting term of scientific discovery and hands-on learning.

Year 9 Physics:

In Year 9 students are studying thermal energy, looking at conductors and insulators as well as learning about how best to keep their house warm.

Year 9 Biology:

Having completed the Key Stage 3 curriculum, Year 9 students are now beginning their GCSE Biology studies. This term, they will revisit plant and animal cells in greater detail, developing a deeper understanding of how cells are specialised to carry out different functions.

Students will also practise using microscopes to observe cells and develop key practical skills. Building on this knowledge, they will explore the structure of bacterial cells and investigate how substances move into and out of cells through important cell transport processes, laying the foundations for success in GCSE Biology.

Year 9 Chemistry:

In year 9, students are learning about the history of the atomic model and how discovery evolved our understanding of this over hundreds of years. Students will then carry out a series of practicals to understand how mixtures can be separated.

PHYSICAL EDUCATION:

Throughout this term students will begin their 'winter' sports and activities in PE. In year 7, examples of the activities that students will study table tennis, basketball, netball, badminton, dance, rugby and fitness. Students in year 8 will begin studying netball, badminton, hockey, table tennis, handball, basketball, rugby and fitness. Students in year 9 will experience table tennis, futsal, hockey, badminton and health-related fitness. All of these activities will be taught in blocks of 6 to 7 lessons. We are now able to offer an even broader curriculum due to the re-development of our outdoor courts with full astro surfaces replacing existing concrete courts.

The new area to our curriculum offers, whereby students will be learning theoretical aspects of physical education within their lessons, will continue this year. Students will be provided with knowledge organisers and will be encouraged to independently learn the knowledge in readiness for low-stakes quizzing in lessons and end of term written assessments.

There will be a range of extracurricular clubs for students to develop their skills, which are held on different days from 3.10 to 4.10pm. These include netball, badminton, handball and basketball. Many fixtures are planned in different sports with netball, rugby, basketball, handball and football being the focus over the first term.

PSHE:

During the autumn term, Year 7 students will focus on successfully transitioning to secondary school, developing essential learning skills, water safety awareness and careers education. Lessons will explore strategies for adapting to high school life, setting personal goals, understanding water safety, recognising individual strengths, skills and attributes, and developing an awareness of workplace skills and future career pathways.

During the autumn term, Year 8 students will study drug and alcohol education before moving on to careers education. Topics will include understanding different types of drugs, the effects of tobacco and nicotine, the short and long-term risks associated with alcohol use, exploring personal career interests, understanding different workplaces and working patterns, managing pressure and seeking support, and preparing for Key Stage 4 option choices.

RE:

Year 7 students will be learning about Dharmic religions this year, including Sikhism, Buddhism and Hinduism. In the Autumn term, students will focus on Sikhism, exploring key Sikh beliefs and teachings, the importance of the Gurus, the role of the Gurdwara, the significance of the Five Ks, and the Guru Granth Sahib. Students will also examine Sikh perspectives on human rights, equality and service to others, helping them understand how religious beliefs influence daily life and society.

Year 8 students will be studying the Abrahamic religions this year: Judaism, Christianity and Islam. We will begin with Judaism, learning about its origins and history, as well as key beliefs and practices. Topics will include the Jewish holy book, keeping kosher, the importance of Shabbos, Jewish denominations, and significant festivals such as Pesach (Passover) and Yom Kippur. Students will develop an understanding of how faith shapes the lives and traditions of Jewish communities around the world.

Year 9 students will be studying a range of ethical and contemporary issues, encouraging them to consider different viewpoints and develop critical thinking skills. Topics include fertility treatments, abortion, euthanasia and the religious responses to these issues, alongside wider social and moral questions such as capital punishment, women's rights, forced marriage, LGBTQ+ rights and organ donation. Students will explore religious and non-religious perspectives, building their ability to discuss complex issues in a thoughtful and respectful manner.

GEOGRAPHY:

Year 7

Year 7 have entered the first steps into the World of Geography. Year 7 Geographers will be learning all about 'The World' we live in. Students will study a range of topics, focusing on key skills that will continue to support their learning throughout the year. The first unit of 'The World' will transport students to the Biomes of Tropical Rainforests and Deserts. Students will have the chance to challenge themselves with Continents, Oceans and Flags from different destinations Worldwide. Year 7 Geographers will learn how to use an Atlas, with the opportunity have a say on where their dream travel locations might be and why. Following this unit, students will complete a 'Map Skills' unit.

Year 8

Year 8 Geography students have entered the exciting World of natural hazards and earthquakes. Year 8 will explore the causes, impacts, and responses to World hazards in an engaging way. Students will get the opportunity to compare two contrasting case studies of earthquakes, exploring the Countries of Nepal and Chile. Year 8 Geographers will create hazard risk assessments and complete the unit by designing and constructing earthquake-proof buildings. Students will then be assessed on their knowledge of the unit via an end of unit knowledge test.

Year 9

Year 9 Geographers will be developing their year 7 and 8 knowledge of the Geographical World around them. Year 9 will start the year by exploring 'Population'; including how and why the human World around them is changing. Students will look at different Countries around the World and compare quality of life between different populations. Year 9 will then be virtually transported to the Pacific Ocean later in the topic to explore the mystery of Easter Island and analyse different theories for the Island's demise. We will complete the unit with a knowledge test to assess their understanding of the unit of population and resources.

MUSIC:

Year 7 will be finding out about the musical elements which are the fundamental building blocks of music. They will experiment with dynamics, tempo and pitch as they take their first steps into composing short musical ideas. They will also learn the basics of melodic and rhythm notation which they will be able to develop during the rest of the key stage. A third topic looks at the instruments of the orchestra and an introduction into the sounds of each instrumental family.

Year 8 study the development of the Blues, using keyboards to learn to play chords, bass, melody and gain an insight into improvisation.

Year 9 investigate popular music and how this genre was developed and influenced by Blues and other styles. This includes playing keyboards, guitars and learning the four chord trick to perform a variety of popular songs.

All topics will include vocal exercises and singing as warm-ups and additional activities throughout the year.

MODERN FOREIGN LANGUAGES:

Year 7 is all about "creating a love for languages". During the first term we learn how to greet a French person, give information about ourselves and others, give opinions, cover basics such as numbers, colours, clothes, telling the time, and give information about our school. We look at the countries in the world where French is spoken and have a country focus on Burkina Faso.

Year 8 is all about "growing inquisitive linguists". Our topic is holidays. It includes an imaginary visit to a Parc Asterix, a theme park near Paris, followed by a disastrous holiday. We introduce the past tense and move on to the topic of festivals. Our focus countries are Morocco and Martinique.

Year 9 is all about "developing and embedding key knowledge". We begin with the topic My World which includes friendships, birthday celebrations, school clubs, going out, and clothes. Next, we move on the topics of earning money, careers, and ambitions. Our focus countries are France and the Ivory Coast.

DESIGN TECHNOLOGY:

As students join BHS, we aim to provide them with essential core knowledge and skills in the 4 main areas of study: Graphic Products, Construction, Textiles and Food & Nutrition. Students are currently working on the following projects:

Year 7

Product Design: Pop up books - Students learn about the printing and publishing industry by making an interactive pop up book with their own story. They learn about motion types and how to use mechanisms to create a final hard bound book.

Construction: Timber as a material with students developing their measuring, marking and cutting. We have also introduced bench machines to students so they can further refine their practical work.

Food & Nutrition: Students have learnt the different names and functions of cookery equipment. They all have utilised that knowledge and can recall them with ease, everybody has learnt where the equipment is kept so they are able to locate this during practical lessons. Scones and cupcakes have been the focus in practical lessons.

Textiles: Students will be designing and making a tie-dyed pencil case once they have prototyped the textile techniques of hand embroidery and applique. The prototypes will help inform their design decisions when they start their design communication work. They will create two different tie-dye patterns on their cotton fabric and apply multicoloured dyes, considering the secondary colours they are producing when the dyes mix. Along with hand sewing, they will be taking their Sewing Machine Driving Test to develop their knowledge of using a sewing machine before they sew their zip and seams on the final product. They will be developing their Core Knowledge of the DT Material Families, learning the Fibre Groups for Textiles and the source of those materials.

Year 8

Product Design: Packaging - Students learn about the printing and packaging industry in order to make a Forest Stewardship Council card box for a Fairtrade healthy eating snack of their own design. They use maths skills to develop their own nets and end up with a piece of prototype packaging that should meet food standards.

Construction: Happy City (architectural modelling). Students are researching architectural styles as well as flood-resilient architecture. Alongside this we have been developing students modelling skills, teaching them the importance of accuracy and scale. This will all be combined when they produce a scale model of a flood-resilient residential house which will incorporate a range of materials.

Food & Nutrition: Building long term recall has been the focus in Y8, with students being challenged on the Eat Well Guide and the role it has on our society to educate young people about what a balanced diet should contain. They have explored energy balance and the nutritional value of different foods. In practical lessons the students have explored different origins of the world, making homemade flatbread and two dips of tzatziki and hummus to accompany.

Textiles: Students will be designing and making a Novelty Hat suitable for a teenager. To inform their design decisions they will analyse existing products available to buy now and create their homework mood board for image research. They will be developing their knowledge and use of the sewing machine, to create machine applique, 3D elements for the hat and the overall Seam construction. The construction knowledge builds on their textiles understanding from year 7, with a more complexity in the making of the 3D shape. They will be developing their Core DT knowledge of Fabric Construction techniques, with the focus on Weaving and Woven fabrics.

Year 9

Students have just started their chosen D&T area, which they will remain in for the whole year. Most subject areas will be starting with some underpinning theory, before providing students with an opportunity to apply it in a practical context.

DRAMA:

Year 7 will be starting with a scheme of learning that introduces them to all the practical skills they will be using in Drama lessons at Bungay High. Each lesson will be a workshop-style session focusing on a particular Drama skill, such as improvisation. The assessment will involve bringing these skills together to perform a scene with their group.

Year 8 will be completing a devising topic titled 'Missing'. This topic will see students using their practical skills to respond to different stimuli, thinking creatively in order to investigate a mystery and create performance work based on their ideas. The assessment will involve students working with their group on a practical re-telling of the story.

Year 9 will be exploring a unit on 'Road Safety', in which they will use their skills to create Drama with the purpose: to educate. They will focus on using their characterisation skills to investigate a story as a case study, before presenting elements of this story as a warning to others. The assessment will involve creating a performance with the aim of teaching the audience about Road Safety.

HISTORY:

Year 7:

In year 7, students are exploring the past with Alfred the Great, and exploring the question *Why is Alfred the only English King known as 'the Great'?* They will look at the Anglo-Saxon world, how Alfred and his descendants repelled the Viking attacks, and examine the evidence to reach a judgement on why Alfred is the only English king to be given this title. For the second half term, students will continue looking at medieval migration to Britain through the lens of the Norman Conquest and assess how far life changed for the Anglo-Saxons living there.

Year 8:

After finishing last year with the Black Death and the Reformation, the students in year 8 are exploring the tumultuous 17th century to uncover Charles I's tense relationship with Parliament and how this ultimately led to regicide in 1649. Students will be enquiring *Was Charles really guilty of treason?* to balance the causes of that tension, before reaching their judgement. From this, students will move away from Britain to assess the reasons for empire growth in America with the changes in identity as Brits flee religious and political tension in Britain.

Year 9:

Year 9 students are starting their year considering the most significant factor in the changing role of women in the late 1800s. This links between our study on The Five last year, and showing how traditional attitudes to women changed to be given partial suffrage in 1918, and universal suffrage in 1928. Students will explore how political, government and individual factors led to this and reach a judgement on the most significant change. For the second half term, students will consider the most significant cause of the First World War before looking at sources to discover what life was like for those on the Western Front.

All KS3 homework will continue with a local study of the wider topic studied, with one per half term.

ICT:

Year 7

This term, our Year 7 students are exploring the impact of technology and honing their formatting skills using Microsoft Word and PowerPoint. Through these platforms, students will develop proficiency in creating well-structured documents and engaging presentations. They will learn how to apply various formatting techniques, such as using headers, footers, tables, and text effects. In PowerPoint, students will refine their design and layout skills, creating polished and professional presentations while considering the role of technology in modern society.

Year 8

Our Year 8 students are embarking on an exciting project where they will be producing a local myth brochure using Microsoft Publisher. As part of this creative endeavour, students will explore the rich folklore and myths of their local area and use Publisher to craft visually engaging brochures. They will focus on page layout, typography, and incorporating images and text effectively to create an appealing final product. This project allows students to enhance their desktop publishing skills while celebrating local legends and storytelling.

Year 9

Year 9 students are developing their understanding of how the internet works. They will explore key concepts such as computer networks, including LANs and WANs, and how devices communicate through network protocols. Students will learn about IP addressing, how data is transferred across networks, and the role of routers and servers in enabling communication. They will also investigate the structure of the internet, including the World Wide Web, DNS, and web hosting, helping them build a strong foundation in how modern digital systems operate.

For more information on our Curriculum and Subject Information, visit our website:

[Bungay High School Curriculum](#)

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