



CURRICULUM ATLAS

Year 8

2025-26



Key Stage 3 English

Teaching English at Fortismere, we strive to 'inspire students to listen to the world and to find their own voice.' More specifically, we aim:

- To inspire in pupils a life-long love of reading and writing
- To support all students to read and write confidently and fluently
- To engage students in the cultural and political debates that studying literature and language inspires
- To encourage the uptake of English Literature, English Language and Literature, Film Studies, and Media Studies A-level courses

As well as encouraging enjoyment of the subject, we intend to equip students with the confidence, necessary skills and conceptual understanding to be highly successful students of English. Our Key Stage 3 curriculum aims to be rich, diverse and challenging, while offering all students access to it. At Key Stage 4, students prepare for GCSE examinations in English Literature and in English Language, the content for which is taught through Years 10 and 11 with units of work on each of the core texts for the Literature GCSE and units on the key skills needed for the Language GCSE and creative writing. At Key Stage 5, the A-level English Literature and A-level English Language and Literature courses enjoy impressive uptake by students in the Sixth Form. Students on these courses study a wide range of texts and complete a non-exam assessment component, which is often an opportunity to explore more contemporary

texts.

Through all the teaching of English at Fortismere, we recognise the importance of discussion in the classroom and aim to promote student talk and the expression of ideas in lessons. We aim not to reduce teaching writing to coded acronyms, but rather encourage students to express themselves confidently and to trust that they have something important to say about literature and language to combat the anxiety of not knowing what to say or in what form to say it and the habit of wanting to know 'the answer'. Reading and writing skills are returned to and refined over Key Stages 4 and 5. We encourage flexible thinking and treat English as a subject discipline with skills and concepts that can be taught through studying literature and language, rather than as a bank of knowledge that should be memorised. Assessments in line with the whole-school assessment policy are essential to how we monitor students' understanding of language and literature and track their continued progress. We make adaptations to our units of work depending on findings informed by assessments to make sure all students have understood content and are developing and honing their skills in English. In teaching English at KS3 and KS4, we aim to nurture future students of English at Key Stage 5 and university level.

Parents and carers can help children progress in English by encouraging them to read for pleasure every day and by discussing their reading with

them. You can use the links and recommendations given in the 'resources/support at home' column of the curriculum map to enrich their study of English and to help them engage with what is being taught at school. These additional resources complement what your children study in lessons and provide an excellent starting point to stretch and challenge students.



Key Stage 3 English • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 The 'Haunting of Tyrese Walker'	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 War Poetry	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 'Romeo and Juliet'	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Antarctic and Environmental Anthology	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 'The Facility'	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 'In the Sea there are Crocodiles'	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 Mathematics

The mathematics curriculum is designed to enable teachers to lead students progressively through the content and skills which will equip them with a level of mathematical expertise to support educational pathways, to inform both work life and day to day life and to enrich their cultural experience.

Knowledge, Skills & Resilience

Developing students' mathematical competence necessarily involves them increasing their knowledge base, learning and applying techniques which lead to the solution of problems, analysing information in search of patterns or in order to form problem solving strategies and developing a sense of resilience in the face of the unforgiving logic of the correctness of mathematical solutions.

Strands of Learning

Mathematics can be thought of as a series of topic strands and it is useful to trace the progression of these strands through the Key Stages and through increasing degrees of sophistication. The curriculum maps below enable strands to be traced from Year 7 to Year 11. The central model of learning which students experience requires them to focus on a single strand but as their competence increases, previously acquired skills and material covered form the foundation for further development. Increasingly progress becomes dependent on the

synthesis of knowledge and skills which rest on this foundation.

Assessment

Formal assessment structures support learning in units. Students find this clear and manageable. The challenge at examination level is managing a revision process which addresses the many units of work covered over the preceding years and prepares the students for synoptic assessment. Finding a balance between short and longer term assessment to support the accumulation of required knowledge and competencies is an on-going piece of work.

Enrichment & Cross-Curricular

In addition to the formal curriculum, the Department offers the opportunity to participate in a range of activities which support or enrich students' learning. These range from routine weekly informal drop in to the annual UKMT Challenges. The Department is keen to offer more systematic broadening and enriching activities which permit the use of mathematical skills and knowledge in other contexts. The Department is also keen to link with the work of other subject departments in the school to form durable and meaningful cross-curricular links which leverage learning mutually.

'Why this', 'why now'

The 'old' national curriculum classified mathematics into four areas: Number, Algebra, Shape & Space and Handling Data. The revised curriculum further separates Ratio & Proportion and Probability. The significance of Ratio & Proportion in learning and applying mathematics has been recognised and amplified in the formal curriculum and recent GCSE examinations have reflected this priority. In order to provide the necessary base for progression, the KS3 curriculum incorporates a number of topics from the domains listed. The 'why this' and 'why now' rationale for the chosen units is implicit in the progression map from years 7 to 11. Mathematics is an hierarchical subject, the requirement for progressive learning along each 'strand' has driven the ordering which can be seen in the curriculum map. The unit progression is planned to address the specifications of KS3 and KS4 and to provide variety and the opportunity to consolidate when topics are re-visited. It will be obvious that the map is 'lighter' in year 11. This permits a substantial period for examination revision and technique preparation and is deliberate.

The Future

Consideration of the value and effect of homework and the most effective and efficient use of marking are on-going considerations together with the virtue and impact of seeing the map as the first step to a five year curriculum plan.



Key Stage 3 Mathematics • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Unit 1 - Sequences	8 Sep 2025	15 Sep 2025 Unit 2: Forming and solving equations	22 Sep 2025	29 Sep 2025 Unit 3: Forming and solving inequalities	6 Oct 2025	13 Oct 2025 Unit 4: Introduction to Graphs	20 Oct 2025 Revision and Test week
Winter 2	10 Nov 2025 Unit 4: Graphs	17 Nov 2025	24 Nov 2025 Unit 5: Accuracy and estimation (NEEDS ADJUSTING FOR 1 WEEK)	1 Dec 2025	8 Dec 2025 Unit 6: Ratio Review	15 Dec 2025 Catch-up/Revision and Test week		
Spring 1	5 Jan 2026 Catch-up/Revision and Test week	12 Jan 2026 Unit 7: Real-life graphs	19 Jan 2026	26 Jan 2026 Unit 8: Direct and inverse proportion	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Unit 9: Circles	2 Mar 2026	9 Mar 2026 Unit 10: Volume and surface area of prisms	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Catch-up/Revision and Test week	20 Apr 2026	27 Apr 2026 Unit 11: Angles in polygons	4 May 2026	11 May 2026	18 May 2026 Unit 12: Conceptualising and comparing fractions		
Summer 2	1 Jun 2026 Unit 12: Conceptualising and comparing fractions	8 Jun 2026 Unit 13: Manipulating and calculating with fractions	15 Jun 2026	22 Jun 2026	29 Jun 2026 Catch-up/Revision and Test	6 Jul 2026	13 Jul 2026 Unit 15: Area and perimeter of 2D shapes	



Key Stage 3 Science

Our students will develop the skills and confidence to form ideas and theories of their own to resolve challenges, beyond life at Fortismere. Our alumni will evaluate the evidence and critically challenge the theories and preconceptions presented to them by the media and other sources both reliable and unreliable.

We aim to instil in our students the same passion for science that we as teachers have. Teaching materials are designed to both lay a firm foundation to a lifetime of scientific thinking and to enthuse this passion. We aim to integrate the key concepts in all of the sciences as well as the idea of 'working scientifically' to develop alumni who are: inquisitive; able to balance the strength of evidence and be confident in their scientific guesses.

The Key Stage 3 Science program of study is planned as a spiral curriculum that re-visits Big Ideas in Years 7 and 8: Energy; Forces; Electromagnets; Matter; Earth; Reactions; Organisms; Ecosystems; Genes. Our curriculum is based around these big conceptual ideas that provide an deepening understanding of the sciences; it helps students define the individual disciplines and supports them recognising and understanding their interconnectedness.

Each idea is divided into four smaller topics that are the building blocks of the Big Ideas. Within lessons we will teach knowledge and skills in the context of their application outside the laboratory

and with reference to their impact on other subject areas of the school curriculum.

In seeking to transform lives, our curriculum has other aims: to understand and apply the nature of the scientific principle; develop the skills required to engage in scientific activity; appreciate the impact and relationship to other subjects in the curriculum (for example, engineering and mathematics); supporting our students' mastery of debate through the power of accurate scientific vocabulary and application of an evidence based approach.

Scientific Enquiry

The teaching of Scientific Enquiry is integrated into the Big Ideas and sub-topic principles with identified 'key practicals' to ensure equality of opportunity for students.

Working scientifically is broadly categorised as:

Analyse

- Analyse patterns
- Discuss limitations
- Draw conclusions
- Estimate risks
- Examine consequences
- Review theories

Communicate

- Present data
- Communicate ideas
- Construct explanations
-

Critique claims

- Justify opinions

Enquire

- Collect data
- Devise questions
- Plan variables
- Test hypotheses
- Interrogate sources

Solve

- Analyse patterns
- Discuss limitations
- Draw conclusions
- Estimate risks
- Examine consequences

All aspects of scientific enquiry are studied throughout Year 7 & 8 but each half-term has a scientific enquiry theme where key concepts of that enquiry theme are revisited often.

Mastery of Ideas

Mastery is the secure understanding of the Big Ideas. This is not only "Knowledge" of the skills and facts, but also the flexibility to "Apply" the knowledge across different contexts and situations. The power of fluency in scientific vocabulary is a knowledge/skill considered necessary for mastery.



Key Stage 3 Science • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Energy 2: 3.3 Work	8 Sep 2025	15 Sep 2025 Energy 2: 3.4 Heating and Cooling	22 Sep 2025	29 Sep 2025 Matter 2: 5.3 Elements	6 Oct 2025	13 Oct 2025 Matter 2: 5.4 Periodic Table	20 Oct 2025
Winter 2	10 Nov 2025 Organisms 2: 8.3 Breathing	17 Nov 2025	24 Nov 2025 Organisms 2: 8.4 Digestion	1 Dec 2025 Earth 2: 7.3 Climate	8 Dec 2025	15 Dec 2025 Earth 2: 7.4 Earth resources		
Spring 1	5 Jan 2026 Earth 2: 7.4 Earth resources	12 Jan 2026 Forces 2: 1.3 Contact and non-contact forces	19 Jan 2026	26 Jan 2026 Forces 2: 1.4 Pressure	2 Feb 2026	9 Feb 2026 Ecosystems 2: 9.3 Interdependence		
Spring 2	23 Feb 2026 Ecosystems 2: 9.3 Interdependence	2 Mar 2026 Ecosystems 2: 9.4 Photosynthesis	9 Mar 2026	16 Mar 2026 Waves 2: 4.3 Wave effects	23 Mar 2026			
Summer 1	13 Apr 2026 Waves 2: 4.4 Wave properties	20 Apr 2026	27 Apr 2026 Genes 2: 10.3 Evolution	4 May 2026	11 May 2026 Genes 2: 10.4 Inheritance	18 May 2026		
Summer 2	1 Jun 2026 Reactions 2: 6.3 Types of reaction 6.4	8 Jun 2026	15 Jun 2026 Reactions 2: 6.4 Chemical energy	22 Jun 2026	29 Jun 2026 Electromagnets 2: 2.3 Magnetism	6 Jul 2026	13 Jul 2026 Electromagnets 2: 2.4 Electromagnetism	



Key Stage 3 Geography

At the end of Year 9 Fortismere students will be able to question, explore and respond to the world in which they live like a Geographer.

Students will have a core knowledge and understanding of how our world works in relation to its key physical and human processes and the interaction between the two. Using geographical language, they will be able to explain how the natural world impacts on us and how we impact on the natural world. They will be able to recognise and explain the spatial and temporal changes at a variety of scales of these geographical processes and interactions.

Students will learn much about 'place'. Through both small scale and more in depth place examples students will learn: where places are; their key physical and human characteristics; how places interact on the global stage; and some of the key issues these individual places face. Such studies will enable them to transfer these skills of exploration to unknown places they may wish to learn about in the future.

As students progress through our Key Stage 3 Geography curriculum they will also continually build upon the geographical skills of: investigative and field work skills; map skills; graphical skills; numerical skills; and extended writing skills. Such development means that they will become confident in asking suitable enquiry questions which they are able to research and collect data for before presenting and analysing findings. They

will become confident in handling data from a variety of sources. This includes being critical of such data as well as being able to draw conclusions from it. They will become increasingly confident interpreting and producing a variety of maps, diagrams, and graphs. They will also be able to produce balanced and thoughtful arguments which recognise the opinions of others in response to geographical issues before being able to conclude with their own informed opinions supported by evidence.

We believe that with this geographical knowledge, understanding and skill development securely in place, students will understand how the world around them works while continuing to be inquisitive and conscious of their own role in the world in which they live. They will be able to 'think geographically' as they interpret this world and interact with it – recognising that geographers see the world through social, economic, environmental and political eyes, thus recognising the variety of opinions and views different groups of people have on key issues facing the world today. This and the acquisition of geographical skills we have given them will be invaluable for any further study and help prepare them for the world of work.



Key Stage 3 Geography • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
	THEME - Human interaction with the Physical World Topic - Biomes and Biodiversity							
Winter 2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
	THEME - Human interaction with the Physical World Topic - Biomes and Biodiversity	THEME - Human interaction with the world - topic: Urbanisation						
Spring 1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
	THEME - Human interaction with the world - topic: Urbanisation				THEME - How the Physical World Works? Topic - Rivers			
Spring 2	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
	THEME - How the Physical World Works? Topic - Rivers							
Summer 1	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
	THEME - How the Physical World Works? Topic - Rivers	THEME - Human Issues of the 21st Century Topic - Resources						
Summer 2	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	
	THEME - Human Issues of the 21st Century Topic - Resources				THEME - Exploration of Place Topic - The Middle East			



Key Stage 3 History

The study of the past is essential in enabling young people to make sense of their own identity and the world around them today. Through the study of History at Fortismere, students develop an understanding of and respect for the complexity of people's lives, the process of change, and the diversity of experience and views within societies throughout time, both in Britain and the wider world. Furthermore, we equip young people with the powerful knowledge they need to understand and take an active part in society. Finally, our programme of study exposes students to the contributions of ordinary and extraordinary people in exciting times. We aim to foster curiosity in our students and help to inspire in them a life-long love of learning, which allows them to continue to develop long after they've left school.

The study of historical knowledge at Fortismere is underpinned by the development of key skills which will support students to be successful both academically and in their lives in the modern world. In studying History, students learn how to use and analyse evidence. We support students to develop their ability to think critically, understand differing perspective and evaluate arguments with skill and confidence. We also teach students to communicate clearly, formulating their own arguments, presenting them persuasively, and supporting them with evidence. Our passionate team of history specialists take pride in teaching exciting lessons that support and challenge students, enabling them to achieve

highly.

At Fortismere, the study of History in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are provided the opportunity to see how the world today is a consequence of past decisions and the continued relevance of History through seminars, lectures, projects and local and international school visits.



Key Stage 3 History • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Was the Renaissance an era of new ideas?	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Was Britain out of control, 1500-1700?	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Was Britain out of control, 1500-1700?	12 Jan 2026 How did the Ottomans show their power?	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 How did the Ottomans show their power?	2 Mar 2026 Were campaigners in Britain the most important reason for the abolition of slavery?	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Were campaigners in Britain the most important reason for the abolition of slavery?	20 Apr 2026	27 Apr 2026 Why were the French revolting in the 18th century?	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Why were the French revolting in the 18th century?	8 Jun 2026 Why do people live longer today than ever before?	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 French

At Fortismere our language department has developed a curriculum that aims to:

1. Foster an interest in and enthusiasm for the culture and customs of the target language country and instil the passion and curiosity which will motivate students to be lifelong language learners.
2. To facilitate students' ability to communicate in the target language, especially focused on key vocabulary and structures which allow students to 'get by' when they are in the target language country.
3. To prepare students for national exams so they have the tools and motivation to either continue with the subject at university or have a strong understanding of the language which they can draw on in later life.



Key Stage 3 French • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Holidays	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Festivals	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Free time and media	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 The world around me	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 The world around me	20 Apr 2026 Sport	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Reinforcement	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 Spanish

At Fortismere our language department has developed a curriculum that aims to:

1. Foster an interest in and enthusiasm for the culture and customs of the target language country and instil the passion and curiosity which will motivate students to be lifelong language learners.
2. To facilitate students' ability to communicate in the target language, especially focused on key vocabulary and structures which allow students to 'get by' when they are in the target language country.
3. To prepare students for national exams so they have the tools and motivation to either continue with the subject at university or have a strong understanding of the language which they can draw on in later life.



Key Stage 3 Spanish • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 My Holidays	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025 All about my life
Winter 2	10 Nov 2025 All about my life	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025 A comer		
Spring 1	5 Jan 2026 A comer	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026 Arranging to go out		
Spring 2	23 Feb 2026 Arranging to go out	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026 Planning the summer			
Summer 1	13 Apr 2026 Planning the summer	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Revision and reinforcement	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 Art

The Fortismere Art and Photography Department provides a challenging, structured and inclusive context for students' engagement with Art and Photography. Our curriculum presents opportunities that recognise and shape the creative aspirations of our students, building on prior learning and teaching new ways for students to express themselves through visual language. We are dedicated to engendering students' productive and innovative participation in the world of visual arts as concerned and caring citizens of the global community.

Across nine schemes of work, each lasting one term, students are introduced to a breadth of ways to generate ideas and create work. For example responding to social issues, artists, traditional fine art genres and more abstract concepts. Students experience a range of techniques including ceramics, printmaking, painting and mixed media and there are opportunities for group work as well as more independent study.

Each year students also complete a research project. This opportunity allows them to develop their ability to critically analyse sources, synthesise information and present their findings in creative ways that express their understanding about the chosen artist. Students are encouraged to use a sketchbook to present their research as well as the practical tasks set in class and for homework.

The Art and Photography curriculum is designed to enable students to develop new and build upon existing skills through careful department planning, preparation, set tasks, homework and the repetition of technical processes. The department website provides a live resource for parents, teachers and students to support teaching and learning. The curriculum and department is further enriched by a wealth of art practitioners connected to the school via the parent / carer body and Art and Photography alumni.

The Art and Photography Department is inclusive and we have an excellent record of supporting disadvantaged and minority students. Tasks are differentiated appropriately to ensure that all students can access the curriculum and make progress within the subject.

The breadth of the KS3 Art curriculum and the quality of the provision provides a strong foundation for those students who wish to study the subject at GCSE and beyond. Access to art practitioners also gives students insight into further education and careers within the arts, breaking down preconceived ideas about the opportunities available and the economic, social and reputational value the creative industries deliver.

The Art Department also values those students who may not wish to continue with their art studies beyond Year 9 and takes its role in their

development as visually literate citizens very seriously. It is our aim that these students have the skills to lead lives that are happier, healthier, more sociable, and enriched through access to culture and creativity.



	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
	Canopic Jars: During the project students investigate Egyptian Art and create a clay casket with a sculpted animal head. Students develop their knowledge of ancient Egyptian beliefs and the afterlife.							
Winter 2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
	Canopic Jars: During the project students investigate Egyptian Art and create a clay casket with a sculpted animal head. Students develop their knowledge of ancient Egyptian beliefs and the afterlife.							
Spring 1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
	Canopic Jars: During the project students investigate Egyptian Art and create a clay casket with a s	Alien's Guide To London: Inspired by Ellen Harvey's work, 'The Alien Guide to the Ruins of Washington, D.C.' students create a visual tour of London through alien eyes.						
Spring 2	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
	Alien's Guide To London: Inspired by Ellen Harvey's work, 'The Alien Guide to the Ruins of Washington, D.C.' students create a visual tour of London through alien eyes.							
Summer 1	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
	Alien's Guide To London: Inspired by Ellen Harvey's work, 'The Alien Guide to the Ruins of Washington, D.C.' students create a visual tour of London through alien eyes.		Inside Outside: An exploration of colour and pattern in depicting interior and exterior spaces.					
Summer 2	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	
	Inside Outside: An exploration of colour and pattern in depicting interior and exterior spaces.							



Key Stage 3 Computing

The Computer Science curriculum is ambitious and has been carefully designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life. The Computer Science curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. With ever-changing technology and resources, the curriculum is reviewed constantly; adapted, designed and developed to be ambitious and meet the needs of pupils. Thus developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The curriculum is broad and we teach an extensive range of concepts at all stages.

At Fortismere the high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programmes, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a

level suitable for the future workplace and as active participants in a digital world.

The curriculum at Fortismere school for computing aims to ensure that all pupils can:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of information and communication technology.



Key Stage 3 Computing • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Control systems with Flowo	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 AI and machine learning	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 AI and machine learning	12 Jan 2026 Introduction to Python	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Introduction to Python	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Introduction to Python	20 Apr 2026	27 Apr 2026 Database development	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Database development	8 Jun 2026 Project - Theme Park • HTML and web development • Graphics	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 Design & Technology

Our vision for D&T is of an inspiring, rigorous curriculum centred around the teaching and learning of technical knowledge and practical competencies in support of the design and realisation of different products in a range of media. Creative thinking and an understanding of the broader design process underpins all. Wherever possible, pupils address 'real life' design problems derived from contextual challenges. Students learn design skills and methods and use an iterative approach to designing.

At KS3, we operate a rotation system whereby students spend each term covering particular subject areas with different specialist teachers. This way, students experience the full range of D&T material areas. We aim to meet all the demands of the National Curriculum for Design & Technology. Our curriculum is accessible to all through provision of a range of opportunities and challenges for students of diverse abilities, talents and backgrounds. Students learn to work both independently and in groups. All are encouraged to be well motivated and confident learners and problem solvers. Projects are based around design & make activities, covering a range of contexts and materials. Each project also aims to build technical knowledge and develop students' ability to analyse and evaluate their own work. We aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. We also aim to, wherever possible, link

work to other disciplines such as mathematics, science, engineering, computing and art.

We assess projects termly and monitor progress over time. Ensuring that by the end of the key stage, students have:

- Developed the creative, technical and practical expertise needed to perform everyday tasks confidently.
- The ability to 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 and critique, evaluate and test their ideas and products and the work of others.
- An understanding and ability to apply the principles of nutrition and how to cook. Students will be able to design and make a range of products.
- Developed a critical understanding of the impact of Design & Technology on daily life and the wider world.

At the end of KS3, students are able to progress into a range of D&T specialist areas.



Key Stage 3 Design & Technology • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	<div>1 Sep 2025</div> <div>Year outline</div>	<div>8 Sep 2025</div> <div>15 Sep 2025</div> <div>22 Sep 2025</div> <div>29 Sep 2025</div> <div>6 Oct 2025</div> <div>13 Oct 2025</div> <div>20 Oct 2025</div> <div>Iterative design (projects are on a carousel and your order may vary)</div>						
Winter 2	<div>10 Nov 2025</div> <div>17 Nov 2025</div> <div>Iterative design (projects are on a carousel and your order may vary)</div>		<div>24 Nov 2025</div> <div>1 Dec 2025</div> <div>8 Dec 2025</div> <div>15 Dec 2025</div> <div>Mechanisms - Sweet Dispenser</div>					
Spring 1	<div>5 Jan 2026</div> <div>12 Jan 2026</div> <div>19 Jan 2026</div> <div>26 Jan 2026</div> <div>2 Feb 2026</div> <div>Mechanisms - Sweet Dispenser</div>					<div>9 Feb 2026</div> <div>Textiles</div>		
Spring 2	<div>23 Feb 2026</div> <div>2 Mar 2026</div> <div>9 Mar 2026</div> <div>16 Mar 2026</div> <div>23 Mar 2026</div> <div>Textiles</div>							
Summer 1	<div>13 Apr 2026</div> <div>20 Apr 2026</div> <div>27 Apr 2026</div> <div>Textiles</div>			<div>4 May 2026</div> <div>11 May 2026</div> <div>18 May 2026</div> <div>Food</div>				
Summer 2	<div>1 Jun 2026</div> <div>8 Jun 2026</div> <div>15 Jun 2026</div> <div>22 Jun 2026</div> <div>29 Jun 2026</div> <div>6 Jul 2026</div> <div>Food</div>						<div>13 Jul 2026</div>	



Key Stage 3 Drama

Enabling Creative Innovation:

Fortismere Drama is dedicated to nurturing imagination and creativity within our students. Our varied provision spans beyond the curriculum, celebrating Drama, Theatre and the arts in all aspects of school life. We are developing innovative cultural global leaders and critical thinkers of the future.

The study of Drama can improve social tolerance, create positive social change, foster emotional intelligence. In creating a safe environment within the classroom, Students are able to explore even the most sensitive or distressing issues with more impact and access to the hinterland of unfamiliar emotions, even more effectively than when reading stories. The study of Drama ultimately leads to documented improved academic performance for all of our students in every other subject (Jægar, M. M., & Møllegarrd, S. 2017). Co-operative learning practices underpin all we do within the Drama department; we believe that the self-awareness, confidence and analytical approach these practices foster, impacts across the curriculum and students' lives.

Innovation is at the heart of what we do in Drama; we believe our students deserve the right to ignite and nurture their talent, confidence and Arts awareness. We are not bound by the constrictions of the National Curriculum as a discrete subject; our curriculum is fluid and adaptable to meet the

ever-changing needs of our young people. We focus on both knowledge and skills and our spiral approach means students continuously build on previous knowledge. Themes run through our key stages and you can map the developments below.

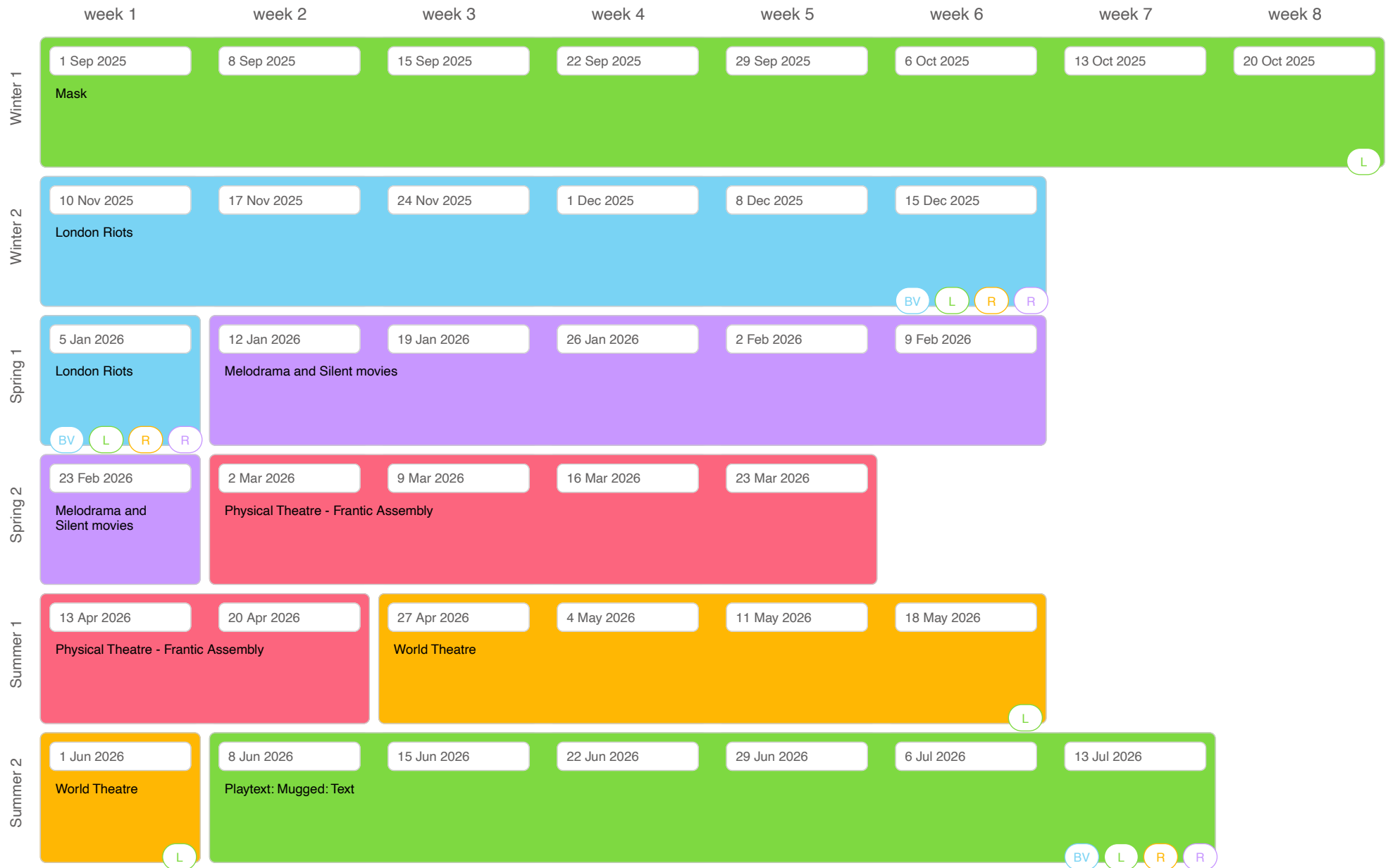
Students are provided with a rich and dynamic extra-curricular Drama provision often beyond the confines of the school site. The focus is on providing contemporary, industry-standard opportunities enriching the cultural capital of our students, staff and wider community. We have committed, highly trained staff, many of whom are still engaged professionally within their discipline. Our staff are actively engaged with the Arts and are committed to offering our students up-to-date experiences which reflect UK and Global Arts development. Students can take part in workshops, specialist training, cultural visits and practitioner-led seminars on a regular basis. All opportunities are inclusive and specialist provision is accommodated for where necessary. Students' life aspirations are raised through confidence in their ability, specialist support and access to London's cultural offering.

We celebrate diversity through our Drama provision and seek to close gap and raise attainment of the school's priority groups. We believe that all students should be able to access, engage and create within a safe and exceptional Drama curriculum and we encourage autonomy throughout Drama, encouraging students to be proactive and responsible. We hope they begin to

grow into fearless, kind, supportive and independent human beings.



Key Stage 3 Drama • Year 8



Topic key:

L • Literacy

BV • British Values

R • RSE

R • Representation



Key Stage 3 Mandarin

At Fortismere our language department has developed a curriculum that aims to:

1. Foster an interest in and enthusiasm for the culture and customs of the target language country and instil the passion and curiosity which will motivate students to be lifelong language learners.
2. To facilitate students' ability to communicate in the target language, especially focused on key vocabulary and structures which allow students to 'get by' when they are in the target language country.
3. To prepare students for national exams so they have the tools and motivation to either continue with the subject at university or have a strong understanding of the language which they can draw on in later life.



Key Stage 3 Mandarin • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Hobbies and sports (1)	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Sports; Days of the week; My timetable	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Sports; Days of the week; My timetable	12 Jan 2026 school timetable; time telling; school classes	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 school timetable; time telling; school classes	2 Mar 2026 Food and drink; past/future tense	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Food and drink; past/future tense	20 Apr 2026	27 Apr 2026 Daily meals; Holidays 1	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Daily meals; Holidays 1	8 Jun 2026 Holidays 2	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 Music

The study of Music is essential to developing a young person's identity and to help them make sense of who they are and how they fit into today's world, its study will develop critical thinking, the skills of evaluation and refining and the ability to work with others. As a truly Universal Language it can unite us, help us to express our emotions and communicate with others either through our listening choices or by making music with others. Through the study of Music at Fortismere, students will develop a better understanding of different cultures, the common threads that tie us together across our global society and how music can be used as a powerful tool for good in the world. Within the Music Department we strive to teach our students how emotions can be expressed, how imagination can be sparked through composition, listening and performing and ultimately to ignite an interest within our young musicians that will inspire a lifelong love of learning which will develop as they go through life beyond these early stages of their journey.

The study of Music at Fortismere is underpinned by the development of key skills which will support our students both academically and emotionally. Our students will learn to analyse the music that they listen to and in doing so become more critical thinkers and active listeners, they will learn to recognise principal themes and how music is used as a way to express Social, Moral, Spiritual and Cultural differences. Through learning how to compose our students will learn to develop their

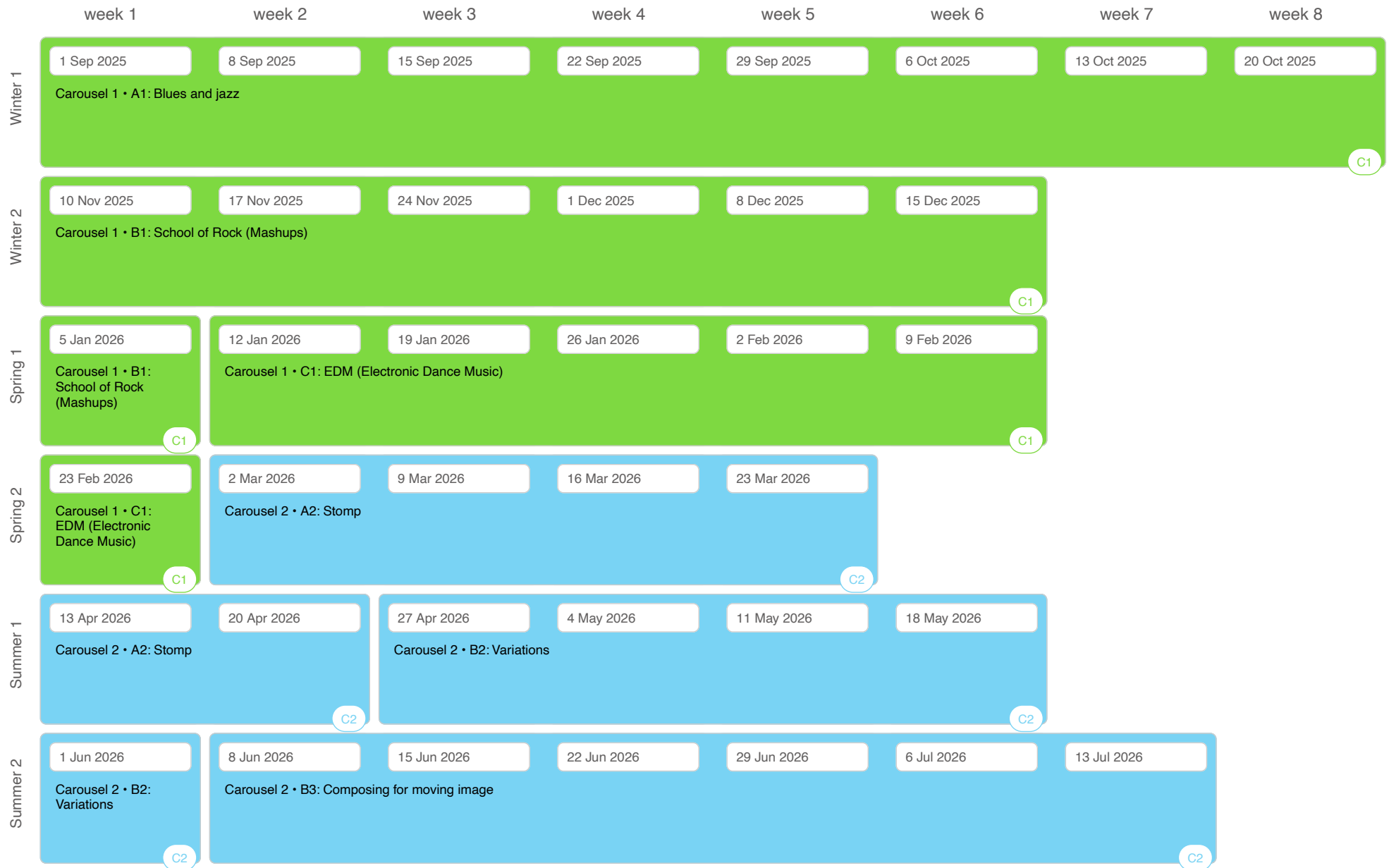
own ideas, begin to express themselves emotionally and use their analysis of key universal themes into practice. These universal themes will include a range of genres, styles and traditions, including our great composers and musicians.

Students will also have the opportunity to perform within groups or individually and in doing so will develop interpersonal, memory and evaluation skills. This will include singing and the use of voices, learning how to use instruments and technology in order to progress toward musical excellence. These three areas of study will be evident in lessons and delivered by a team of music specialists dedicated to creating an exciting and challenging environment for all students of all abilities.

At Fortismere, the study of Music in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are able to take part in a variety of ensembles both within their own peer groups and as part of cross generational groups such as our Community Choir and Symphony Orchestra. They are also offered the chance to take part in workshops, seminars and concerts throughout the year as well as make music within their local, wider and world community.



Key Stage 3 Music • Year 8



Topic key:

C1 • Carousel 1

C2 • Carousel 2



PE Curriculum

At Fortismere pupils enjoy a rich and diverse sports curriculum, where they grasp the opportunities and challenges it offers with commitment, dedication, enthusiasm and perseverance.

The range of opportunities that the sports department offers to pupils is designed to develop teamwork, self-confidence and resilience and enhances their personal development throughout their academic journey.

Fortismere is fortunate to have 20 acres which provide excellent opportunities for indoor and outdoor sporting endeavours. These include the Paddy Haddow sports centre, netball courts, tennis courts, football pitches and a multi-purpose built indoor gym.

In all our lessons, pupils benefit from the use of outstanding technology to add value to our lessons and assist with the analysis of coaching, conditioning and skills performance.

We believe that all pupils should have the opportunity to participate in competitive sporting opportunities to develop their confidence and self-belief. To facilitate this we have an extensive extra-curricular and competitive fixtures programme across a wide range of sporting disciplines. Our high calibre PE department enables each pupil to follow their sporting ambition and to flourish in their chosen field. Some of our pupils have been

selected to play at County, Regional and National Level.



PE Curriculum • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Winter Sports Rotation	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Winter Sports Rotation	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Spring Sports Rotation	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Spring Sports Rotation	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Summer Sports Rotation	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Summer Sports Rotation	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 PRE

Philosophy, Religion and Ethics (PRE) is taught to all students in Years 7-10. We attempt to answer challenging questions about: the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.

In the Autumn term, students focus on Philosophy. We study Plato, Aristotle, Descartes, Hume and Kant, and evaluate their answers to a variety of philosophical problems. We also learn to philosophise ourselves through discussion, debate, and essay writing. Students are encouraged to think about some of the biggest questions, and are given the tools to go about answering them.

In the Spring term we focus on Religion. We study the history, beliefs and practices of the six major world faiths – Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism – as well as looking at new religions and Humanism. We consider how religious teachings are applied and how beliefs influence people's behaviour. Students are encouraged to learn about and from different religions, while exploring their own beliefs.

In the Summer term we focus on Ethics. We study ethical theories and different interpretations of 'right' and 'wrong'. We evaluate these ideas by applying them to important and relevant situations, and through this we learn to make decisions about our own behaviour. We focus on how we treat others, and how we treat ourselves, by

looking at sex and relationships, physical and mental health, and drugs and alcohol.

Students will have to show progress in terms of their knowledge and understanding of these topics, and their ability to analyse and evaluate different ideas. We aim to develop their essay writing, speaking and debating, and independent research skills. While Philosophy, Religion and Ethics are taught in separate modules, there is significant crossover between each area, providing a rounded education and a wide skill-set. We aim to provide students with a broad range of knowledge, the desire to be inquisitive for more, and the skills with which to gain it.



Key Stage 3 PRE • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Philosophy - Purpose	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Philosophy - Purpose	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Philosophy - Purpose	12 Jan 2026 Religion - Eastern Religions	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Religion - Eastern Religions	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Religion - Eastern Religions	20 Apr 2026	27 Apr 2026 Ethics - Love & Charity	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Ethics - Love & Charity	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	



Key Stage 3 PSHE

PSHE is taught to all students in Years 7-11. Our curriculum follows the government guidance on the subject, and it includes the statutory requirements for teaching Relationships and Sex Education (RSE).

Parents of students aged 16 and under have the right to withdraw their child from lessons which focus on RSE. Please read the information below to see what is covered in these lessons, and contact us if you wish to discuss this.

We cover the same three topics every year, building on previous knowledge and introducing new age-appropriate material. There is a link below to the full curriculum, along with links to government guidance and schools' statutory obligations.

Term 1 - Relationships: Students learn about the variety of human relationships, and how to maintain healthy relationships with others both online and in person. This incorporates Relationships and Sex Education (RSE), delivered in an age-appropriate way.

Term 2 - Health: Students learn how to look after their own physical and mental health, and how to maintain a healthy lifestyle. We consider the UK law on drugs and alcohol, and how to make sensible, informed lifestyle choices.

Term 3 - The Wider World: Students learn about finance, work, and their rights and responsibilities

as a citizen. This includes careers advice, and practical information such as writing a CV and opening a bank account. We also consider the moral aspect of being a global citizen, and we look at British Values.



Key Stage 3 PSHE • Year 8

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025 Relationships	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Winter 2	10 Nov 2025 Relationships	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Spring 1	5 Jan 2026 Relationships	12 Jan 2026 Health	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Spring 2	23 Feb 2026 Health	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
Summer 1	13 Apr 2026 Health	20 Apr 2026	27 Apr 2026 Wider world	4 May 2026	11 May 2026	18 May 2026		
Summer 2	1 Jun 2026 Wider world	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	