Key Stage 3 Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Maths	• Numbers and the number system • Calculating • Calculating: division • Visualising and constructing • Investigating properties of shapes	• Algebraic proficiency: using formulae • Exploring fractions, decimals and percentages • Proportional reasoning • Pattern sniffing • Measuring space • Investigating angles • Calculating fractions, decimals and percentages	• Solving equations and inequalities • Calculating space • Checking, approximating and estimating • Mathematical movement • Presentation of data • Measuring data
Maths (Transition Group)	• Addition & Subtraction • Multiplication & Division • Numbers & the number system • Counting & comparing • Investigating properties of shape • Exploring time & money	• Exploring fractions, decimals & percentages • Measuring space • Investigating angles • Calculating fractions, decimals & percentages	• **Calculating** space • Checking, approximating & estimating • Mathematical movement • Presenting data
Subject	Autumn Term	Spring Term	Summer Term
English (Transition Group)	**The Iron Man** Story telling Sentence building Newspaper reports **Roald Dahl- Matilda (extracts supported by film)** Sentence building Story telling Book review Talking about characters **Read Write Inc (Phonic Programme) Touch, Type, Read, Spell**	**Expressing Opinions** Book/TV/Film/Music reviews Sentence building **Persuading** Studying adverts Writing and designing adverts Adjectives in adverts **Treasure Island TBC.** Study of a classic novel (graphic novel version supported by film) Writing a pirate poem (acrostic)	**Macbeth** **Cartoon/Animated Tails /Orchard Press /Shakespeare in shorts versions** Understanding narratives Talking about characters feelings Reading /performing scripts **Pre--1914 poetry (Edward Lear, Ogden Nash)** Rhymes Poetry reading/writing /performance **Read Write Inc (Phonic Programme) Touch, Type, Read, Spell**

	Grammar Shape Coding	Identifying/using features of newspaper reports Making a newspaper report based on an extract from a story. Writing sentences in 1st/3rd person. **Read Write Inc (Phonic Programme) Touch, Type, Read, Spell** **Grammar** Shape Coding	**Grammar** Shape Coding linked to thematic curriculum
English	Autumn Term	Spring Term	Summer Term
	The Iron Man Narrative predicting Planning /Writing stories Plot/structure **Roald Dahl -Matilda** Sentence building Story telling Paragraphs Reading for meaning Book review **Expressing Opinions** My Kind of Music TV pop shows CD review Making notes Proof reading Continued use of paragraphs **Spelling/Punctuation/Grammar: Embedded learning** Basic punctuation Organising ideas into paragraphs Speech punctuation Semi colons	**Persuading** Expressing opinions about adverts analysing adverts Writing and designing adverts Adjectives/adverbs in adverts Persuasive Language (superlatives, the power of three, similes, puns, facts and figures) **Treasure Island** Reading –study of a classic novel Considering the effect of 1st person narratives Making links with non- fiction texts (real life pirates in the past and now. Writing – creating a newspaper report. Analysing features of newspapers. Considering the effect of writing in the 3rd person **and/or** Writing the beginning of Jim's next adventure Characterisation through language choice and dialogue Settings (learning to show not tell, describing the senses) **Spelling/Punctuation/Grammar: Embedded learning** Continuing paragraphs Speech punctuation,	**Macbeth** **Animated Tails/ Shakespeare Re Told BBC Version supported by Orchard Press /Shakespeare in Shorts where appropriate**. Identifying themes (supernatural/superstition/ power, jealousy, loyalty) Recognising the viewpoint of the author (historical/cultural context/patronage of writers/ portrayal of women) – links to British values Reading/performing scripts **Pre- 1914 poetry** **(Edward Lear, Ogden Nash)** Stanzas AABBA rhyme patterns homophones Assonance (extension) reading/writing/performance **Extension-Holes by Louis Sachar** **(**Shared reading for pleasure) **Spelling/Punctuation/Grammar: Embedded learning** Commas for clauses PEE paragraphs Quotation marks Punctuation in poetry (reading aloud/considering where ellipses, commas, full stops, capital letters are)

		Exclamation marks Organisational Features e.g. bullet points, Headings/sub-heading/bold text)	
Subject	Autumn Term	Spring Term	Summer Term
Science (Biology, Chemistry and Physics)	**Cells and organisation** – The study of the structure and function of animal/plant cells. The role of diffusion in the movement of materials between cells. The structural adaptations of unicellular organisms. Organisation of groups of cells into tissues. **Particle theory/separating mixtures** – The study of the properties of the different states of matter. Investigating each of the changes of state in terms of the particle model. Topic explores how the states of matter can be altered and the processes behind this including melting, freezing, evaporation and condensation. Covers separation techniques in terms of states of matter. **Energy types and transfers** – The study of different types of energy and their uses and how energy is transferred from one from into another. Conservation of energy is explored as well as heat transferral.	**Respiration** - The study of the processes of anaerobic and aerobic respiration and the differences between these two processes. Covers the processes in humans, micro-organisms and plants. **Atoms and elements** – The study of the exploration of atoms, elements and compounds. Covers how each compound/element has a chemical formulae and how these can be used to write out simple chemical reactions. Conservation of mass and changes of sate in chemical reactions. **Waves** – The study of different waves including the electromagnetic spectrum and how waves behave under certain conditions. Covers the different types of waves – longitudinal and transverse and the uses of different wave types in the modern world.	**Reproduction** – The study of the reproductive system in humans, animals and plants. Covers the function of each reproductive organ as well as the menstrual cycle and the processes of fertilisation. Covers different methods of pollination and seed formation. **Pure and impure substances** – The study of the concept of a pure/impure substance. Continues to explore mixing and separation techniques in terms of purity/impurity. **Sound and light** – The study of different frequencies of sound. How sound travels through different objects. The auditory range of humans/animals. The visible light spectrum. How light travels through or of different mediums including the process of reflection, refraction and diffraction. Structure of the eye and how this responds to light. Speed of light and how light travels through a vacuum.
Subject	Autumn Term	Spring Term	Summer Term
Humanities	**Students to complete a personal geography project to demonstrate they:** • Have knowledge of the location of globally significant places – both terrestrial and marine • Understand the processes that give rise to key physical and human geographical features of the world • Collect, analyse and communicate with a range of data • Can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps,	**Students to complete a personal history project to demonstrate they:** • Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world **Ideas, political power, industry and empire: Britain, 1745-1901:** • Darwin's 'On the Origin of Species'	**A local history study.** The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066: • Iron age settlements

	numerical and quantitative skills and writing at length. **Locational knowledge** - Identify the continents and oceans of the world on a map/globe - Identify countries and major cities in each continent - Identify key environmental, physical and human characteristics of major cities and countries - Identify similarities between different countries based on key environmental, physical and human characteristics - Plan a journey to a world destination	**The development of Church, state and society in Medieval Britain 1066-1509:** - The Black Death and its social and economic impact	
Subject	**Group 1: Autumn 2017-Spring 2018** **Group 2: Spring 2017-Summer 2018**		

Cultural Studies	Pupils complete work in the following units:
	
	A Beliefs, Teachings and Sources
	        Pupils will look at the Pilgrimage made by Muslims to the Hajj.
	B Practices and Ways of Life
	        Pupils will examine ways in which people can become homeless and ways in which they might seek help.
	C. Forms of Expressing Meaning.
	- Pupils will create a short film about homelessness to explore what it means to belong within a community and how faith and belief can support a person during difficult periods of time.
	- Pupils will be give examples of cultural and religious stories to Consider and asked to discuss what they can recall.
	- Pupils will be encouraged to develop language for the right names for things that are special to different cultures and belief systems.
	- Pupils will have the opportunity to examine homelessness and some of the associated faith issues that might surround mental health, wellbeing.
	- Pupils will be given opportunities to recognise religious art, symbols and words and talk about them.
	- Pupils will be given opportunities to talk about things that happen to themselves.
	- Pupils will be encouraged to examine what they find interesting or puzzling and to develop language skills to express what is important to
		D. Identity, Diversity and Belonging
		E. Meaning, Purpose and Truth
		F. Values and Commitments
		
		- Pupils will engage in a range of practical activities- including visits to places of worship in the local areas and the opportunity to welcome visitors to school from outside agencies to
		- Pupils will develop a broader understanding of British values of diversity and tolerance and the importance of democracy, freedom of speech and Non –violence.
		- Pupils will look at examples of people who have been and are being a Light to others and questions how they might be able to reflect some of these principles in their own lives through organisation of fund raise days, through wellbeing and Mindfulness awareness and expressive work through religious examples and discussions about the importance of freedom of expression as a value in British cultural and civic life.
		- Pupils will conduct a musical/ poem contest through engagement in Cultural traditions, myths and legends such as Diwali and examining modern pilgrimages made to the Hajj as well as traditional Christian celebrations of Christmas/ Easter and Hindi traditions such as Diwali
		- These activities seek to support the assemblies and the broader PHSE programme. To develop children into broad cultural experience of faith and communal human experience that exists in multi-cultural Britain and its place in the world.	

		themselves and to other people.	

Subject	Autumn Term	Spring Term	Summer Term
PSHE &Citizenship	Pupils will be taught aspects of the following through the topics: Developing **Confidence and Responsibility** and **Making the Most of My Abilities**: • FEELINGS • RECOGNISING MY NEEDS • EVERYDAY CHOICES • GROUPS I BELONG TO • SELF EVALUATION • PEER PRESSURE • PERSONAL SENSITIVITY • BEING MYSELF. • SAFETY. • HEALTH AND EXERCISE • LEISURE AWARENESS • HEALTHY LIFESTYLES • MEDICINES AND MEDICATION • PERSONAL HYGIENE	**Pupils will be taught aspects of the following through the topics: Knowledge and Understanding About Becoming Informed Citizens, and Developing Relationships and Respecting the Differences between People :-** • COMMUNITIES AND CULTURES • RISK ASSESSMENT • HELPING OTHERS • LOOKING AFTER OUR SCHOOL • MONEY AND THE ENVIRONMENT • EARNING AND SPENDING • RESPECTING OTHERS • COMMUNITY BELONGINGS • MAKING COMPROMISES, GOOD WILL AND CONFLICT RESOLUTIONS. • RIGHTS AND RESPONSIBILITIES	**Pupils will be taught aspects of the following through the topics: Developing Safer, Healthier Lifestyles and Sex and Relationship Education:-** • MEDIA AND ADVERTISING • NEWSPAPERS • LIFESTYLES • MEDICINES AND MEDICATION • AWARENESS AND COPING • HUMAN DEVELOPMENT

Subject	Autumn Term	Spring Term	Summer Term
Careers Guidance	• WHAT WILL I LEARN ABOUT IN CAREERS EDUCATION AND GUIDANCE? • TRANSITION AND CHANGE • WHAT AM I LIKE? MY SKILLS AND QUALITIES • TO RECOGNISE THE VALUE OF LEARNING	• WHY DO PEOPLE WORK? • THE WORLD OF WORK • LOOKING AT JOBS	• MAKING DECISIONS AND COPING WITH CHANGE • JOBS AND CAREERS

Subject	Group 1: Autumn 2017-Spring 2018 Group 2: Spring 2017-Summer 2018		
Food KS 3 Groups work on a rotational basis with Design Technology	**V is for vegetable -Healthy Eating Guidelines – what are they?** **.** Design and Make a sweet and savoury product •Consider sustainability in farming methods –organic /eggs /meat •Explore ways in which culture and society choices can impact on food choices. •Develop sensory design decision skills through individual and collaborative working •Understand that healthy living can have an impact on lifestyle. •Develop skills of creativity- generating ideas to reuse existing products. •Develop skills and technical knowledge of reading nutrition labels •Follow design pathway to design and make a range of healthy simple meals **The 4C's for Good Food Hygiene** **Design and make meals to match a specification using Traffic Light Labelling:** Assessment is through two internally set projects and ongoing practical assignments on the units above and left. • Recap on knowledge of Health and safety in the food room		

- Combine skills of knowledge and understanding in order to design and make quality food product specification
- Develop understanding of Material properties and functions of nutrients to a specification.
- Develop confidence and independence allowing pupils to select and use appropriate equipment and cooking methods

Subject	Group 1: Autumn 2017-Spring 2018 Group 2: Spring 2017-Summer 2018	
DT Groups work on a rotational basis with Food Technology	**Textiles-** **Design and Make a Reusable shopping bag:** ▪ Recycle, Reuse, reduce ▪ Consider sustainability ▪ Explore ways in which environmental and ethical choices can impact on designs ▪ Develop decision making skills through individual and collaborative working ▪ Understand that products have an impact on lifestyle. ▪ Develop skills of creativity- generating ideas to reuse existing products. ▪ Develop skills and technical knowledge of the sewing machine ▪ Follow design pathway to design and make a reusable shopping bag	**Resistant Materials-** **Design and make a wooden clock:** ▪ Recap on knowledge of Health and safety in the work shop/ Machine room ▪ Combine skills of knowledge and understanding in order to design and make quality products ▪ Develop understanding of Materials, tools and processes ▪ Develop confidence and independence allowing pupils to select and use appropriate tools.

Subject	Autumn Term	Spring Term	Summer Term
PE	**Fitness Tests – to be repeated at the beginning of every Half Term.** **Football** • Dribbling, kicking, passing block tackle. • Techniques: Close control, balance, creating and using space. • Rules: Starting and restarting the game in a variety of circumstances. • Tactics: Understanding 'attack' and 'defence' positions. Holding up the ball. • Introducing trapping, extending heading, tackling and dodging, shooting **Swimming – every half term if possible.** • Water confidence: • Stroke technique - with and without a float; • Speed awards - timed swims over various distances, introducing starts, turns and good technique;	**Basketball** • Improve basic skills, by practising under pressure; • Develop team skills by -repeating skills in warm up games; practising skills in small groups; playing in full version of the game; • Develop tactical awareness by -playing in attack/defence positions; understanding the need to stay in position; introducing rules specific to the game. **Badminton** • Skills: overhead shots, underarm shots, long and short serve. • Techniques: Correct grip, wrist action, movement forwards and backwards on court. • Rules: Simplified scoring, rules governing serve. • Tactics: Small court singles games, using space at front and back of court.	**Rounders** • Skills: Bowling, batting, fielding, catching, throwing and running. • Techniques: Handling the ball, correct grip on bat and guarding the post. • Rules: Scoring, getting an opponent out, obstruction rules. • Tactics: Small-sided and full games. Developing aggressive fielding and batting. • Placement of fielders. **Cricket** • Skills: Bowling, batting, fielding, catching, throwing and running. • Techniques: Handling the ball, correct grip on bat and guarding the wicket. • Rules: Scoring, getting an opponent out, rules governing bowling. • Tactics: Small-sided and full games. Developing aggressive fielding and batting. • Placement of fielders.

Athletics

- Track: 100m, 200m, 400m, 800m, 1500m, Relay
- Field: Shot, discus, javelin
- Learning to perform the techniques, evaluating and refining performance

Tennis

- Skills: overhead shots, underarm shots, long and short serve.
- Techniques: Correct grip, wrist action, movement forwards and backwards on court.
- Rules: Simplified scoring, rules governing serve.
- Tactics: Small court singles games, using space at front and back of court.

Subject	Autumn Term	Spring Term	Summer Term
Art	**Self-image-Portraits** - Develop drawing skills - Develop understanding of different emotions and how these have been depicted in art - Create images that reflect themselves - Draw from memory and imagination. - Develop skills using traditional materials and processes - Learn about ideas, methods and approaches used by other artists	**What's in a building** - Focus on the work of architects, designers and sculptors - Record interesting features of buildings - Develop designs and sketches to produce a 3D piece of work - Buildings of the future- use recyclable materials to produce a futuristic city	**Recreating Landscapes** - Explore landscapes to create 2D and 3Dwork. - Finding inspiration in nature Pattern/Texture - Look at the work of artists who use the environment as inspiration for their own work.

Subject	Autumn Term	Spring Term	Summer Term
Computing (Transition Group)	**Safety- Digital Literacy** - Identify how to spot dangerous or insecure websites. Recognise what information is safe to share. - The aims are to: - Develop an understanding of how to use the internet safely and responsibly. - Using Social Media **Information, Reliability, Validity and Bias Task Information** - The aims are to: Create a presentation which utilises data from a variety of sources. - Research techniques including Boolean logic - Identifying reliable data sources - Using increasingly complex tools in presentation software - Preparing a presentation - Tracking and citing data sources	- **Information Technology; Computer components, networking and the Internet** - Identify and understand the purposes of the different components used to make an IT system - Identify different hardware, and recognise its purpose - Identify the components used in a computer - Identify where components belong in hardware - Recognise and understand the different types of network - Identify different connections to the internet and recognise the advantages and disadvantages to using each - Understand the term 'Cloud' Its purpose and how it is used.	- **Digital Literacy; Computers and society, and human computer interaction** - Identify and recognise human Computer Interaction (HCI). - The aims are to: - Identify, Understand and establish what a requirement is - Introduce requirements engineering techniques - Establish ways to analyse the information gathered from the client using the requirements engineering techniques - Get students to practice these engineering techniques and analyses methods **Computer Science; Programming** - Identify a range of software's used to programme. Recognise the skills and processes involved in creating a game - The aims are to:

	Computer Science; Programming • Identify a range of software's used to programme. Recognise the skills and processes involved in creating a game • The aims are to: • Get students familiar with the systematic logic of programming • Enable basic familiarity with programming statements such as 'IF' statements as well as loops and operators • Produce relevant documents before creating a game, i.e. storyboards • Create a game using a chosen programming software		• Get students familiar with the systematic logic of programming • Enable basic familiarity with programming statements such as 'IF' statements as well as loops and operators • Produce relevant documents before creating a game, i.e. storyboards • Create a game using a chosen programming software
Computing	• Computer safety • Designing hand held digital devices • Modelling HCI devices • Designing interfaces	• Coding - Quiz generation • Representing images	• How the web works • Web page creation
Subject	This award runs for one year every Tuesday morning.		
Additionally, some pupils work towards The Prince William Award	The Award is delivered by an experienced tutor from Skill Force. The basis of the award is experiential learning –pupils learn and embed knowledge through experience. Pupils take part in practical activities and are offered constructive feedback on their actions and behaviour The Award seeks to develop individual character through exploring 28 guiding principles such as confidence, self-control, listening, teamwork and responsibility. Each session can touch upon a number of these principles. Each session will also ensure that participants reflect upon their experiences and explore ways in which they can apply their learning to other areas of their lives, including at school, at home and with friends and peers. Pupils record their experiences and learning in a reflective journal		

Session activity

Reflection and learning

Generalisation - if I can do it here .. where else?

Try out new behaviours elsewhere

Enrichment	All KS3 students take part in a period of enrichment actvites for on period a week Tuesdays to Fridays