

Key Stage 3 Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Maths	Unit 1 (Algebra 1) Unit 2 (Number 1) Unit 3 (Geometry and measures 1) Unit 4 (Number 2) Unit 5 (Statistics 1) Unit 6 (Algebra 2) Unit 7 (Geometry and measures 2)	Unit 8 (Statistics 2) Unit 9 (Number 3) Unit 10 (Algebra 3) Unit 11 (Geometry and measures 3) Unit 12 (Number 4)	Unit 13 (Algebra 4) Unit 14 (Geometry and measures 4) Unit 15 (Statistics 3) Unit 16 (Number 5) Unit 17 (Algebra 5) Unit 18 (Geometry and measures 5)

Subject	Autumn Term	Spring Term	Summer Term
English	Set 1 Frankenstein Reading Story telling (role play) Poetry(pre and post 1914) Linked thematically to Frankenstein Set 2 Frankenstein Reading Storytelling, writing using writing frames Poetry(pre and post 1914) Linked thematically to Frankenstein	Set 1 The Race to the Moon Exploring a range of factual texts (including print and electronic media) , reading instructions Speaking and listening-interviews about the space race/space mission treasure hunt (working together to solve problems) Stories from the Past (Myths and legends) Daedalus and Icarus Story telling – role play, writing (sentence building, developing characters, plot) using writing frames English Direct Book	Set 1 Titanic Exploring a factual text Conveying Information Preparing a presentation, talk- My Hobby Capital letters Full stops Past/present tenses Set 2 Titanic Exploring a factual text. Conveying Information Preparing a presentation, talk- My Hobby

		<p>Set 2 The Race to the Moon Exploring a range of factual texts (including print and electronic media), reading instructions.</p> <p>Writing- astronaut's diary</p> <p>Stories from the Past (Myths and legends) Beowulf developing characters, plot, using writing frames, speech punctuation. English Direct Book 1</p>	Speech punctuation
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Science	<p><u>Materials</u> – The study of the process of mining and how metals are extracted from their ores. Uses of plastics, polymers and synthetic materials.</p> <p><u>Skeletons and muscles</u> – The study of the structure and function of the human skeleton. Biomechanics of the skeleton and the muscles interacting with each other. The function of muscle groups.</p>	<p><u>Genetics and evolution</u> – The study of the process of inheritance. Structure of DNA/genes/chromosomes and their function in the body. Variation between species and how evolution will cause a species to change. Changes in environment and competition leading to extinction of species.</p> <p><u>Chemical reactions</u> – The study of</p>	<p><u>Gas exchange systems</u> – The study of gas exchange systems in humans and how they are adapted to their function. The mechanism of breathing. Impact of exercise, asthma and smoking on gas exchange. Gas exchange in plants.</p> <p><u>Forces</u> – The study of pushes and pulls, balanced and unbalanced forces. Turning forces (moments) How forces are measured in Newtons. Forces of springs and non-contact forces including gravity and magnetism.</p>

	<p><u>Electricity/Static electricity</u> – The study of electrical current, voltage and resistance. Differences between conducting and insulating materials. Static electricity – separation of positive/negative charges when objects are rubbed together.</p>	<p>the conservation of mass in chemical reactions. Investigation of reactions including pH scale, combustion, oxidation and displacement reactions. The reactions of acids with metals and alkalis.</p> <p><u>Magnetism</u> – The study of magnetic poles, attraction and repulsion. Plotting of magnetic fields. The magnetisms of the earth and how this affects compasses. Magnetic effect of currents and electromagnets.</p>	<p><u>Periodic table</u> – The study of the varying physical properties of elements. Grouping of metals and non-metals and their properties. Patterns in the periodic table in terms of atom structure and reactivity.</p>
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Food Technology	Budgeting. VISIT - SHOPS Costing shopping balanced menu Types of basic ingredient. Economic cooking. Mini pizza – project Culture – VISIT MILL	Methods of cooking. Eggs- foams gels emulsions Dressings – characteristics of ingredients. Methods of making Melt /whisk /cream/ microwave/bake/hob/grill Electrical safety recap. Design -Layering Safety and hygiene –project Sustainability – Pasta- specification Staple foods Climate change	Risk assessment Preservation Tins/freezer/cupboard safety. Jellies Nutritional analysis Taste testing. Types of Regions. Research Dairy -milk /cheese project Health- Cakes-/ biscuits cooking for health

	<p>Bread- research Yeast experiment food air miles World foods Bread project Food and farming VISIT FARM. Cheap cuts Seasonality</p> <p>Meats and proteins – project</p>	<p>Making /cooking pasta – gelatinisation</p> <p>Pasta project Planning ; Timing Risk assessment Haccp Specification</p> <p>Pastry project</p>	<p>food labels</p> <p>design special diets Food groups – Seasonality Genetic engineering Design for Sports person Eating for health project</p>
Subject	Autumn Term	Spring Term	Summer Term
Design technology	Following Food Technology	<p>Year 6&7 Environment</p> <ul style="list-style-type: none"> - Sustainability - Re-use, recycle, Reduce <p>Textiles – Planner Cover</p> <ul style="list-style-type: none"> - Product analysis - CAD/CAM - Using the embroidery machine - Using the sewing Machine - Decoration techniques- <ul style="list-style-type: none"> ▪ Applique ▪ Embroidery ▪ Tie die <p>Year 8&9 Environment</p> <ul style="list-style-type: none"> - Sustainability 	

		<ul style="list-style-type: none"> - Re-use, recycle, Reduce <p>Textiles – Planner Cover</p> <ul style="list-style-type: none"> - Product analysis - CAD/CAM - Using the embroidery machine - Using the sewing Machine - Decoration techniques- <ul style="list-style-type: none"> ▪ Applique ▪ Embroidery ▪ Tie die 	
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PE	<p>Football</p> <ul style="list-style-type: none"> ● 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, 	<p>Hockey/tag rugby</p> <ul style="list-style-type: none"> ● 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. 	<p>Rounders</p> <ul style="list-style-type: none"> ● 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. <p>Cricket</p> <ul style="list-style-type: none"> ● Skills: Bowling, batting, fielding, catching, throwing and running.

	<p>shooting</p> <p>Fitness</p> <ul style="list-style-type: none"> • Participate in sustained physical activity, starting with short distances; • Attempt longer courses according to ability, and set own targets to improve times; • Participate in sustained physical activity, starting at own level; • Attempt exercises according to ability, and set own targets to improve performance 	<p>Badminton/tennis</p> <ul style="list-style-type: none"> • 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. <p>Swimming</p> <ul style="list-style-type: none"> • Water confidence: • Stroke technique - with and without a float; • Speed awards - timed swims over various distances, introducing starts, turns and good technique; 	<ul style="list-style-type: none"> • 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. <p>Athletics</p> <ul style="list-style-type: none"> • 5 Star Award Scheme. • Track: 100m, 200m, 400m, 800m and Relay. • Field: Shot, discus, javelin and high jump. • Learning to perform the techniques, evaluating and refining performance
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PSHE	<p>Pupils will be taught aspects of the following topics under the titles of DEVELOPING CONFIDENCE AND RESPONSIBILITY and MAKING THE MOST OF THEIR ABILITIES:-</p> <p>FEELINGS</p>	<p>Pupils will be taught aspects of the following topics under the titles of KNOWLEDGE AND UNDERSTANDING ABOUT BECOMING INFORMED CITIZENS and DEVELOPING RELATIONSHIPS AND RESPECTING THE</p>	<p>Pupils will be taught aspects of the following topics under the titles of DEVELOPING SAFER, HEALTHIER LIFESTYLES and SEX AND RELATIONSHIP EDUCATION:-</p> <p>MEDIA AND ADVERTISING NEWSPAPERS</p>

	RECOGNISING MY NEEDS EVERYDAY CHOICES GROUPS I BELONG TO SELF EVALUATION PEER PRESSURE PERSONAL SENSITIVITY BEING MYSELF	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	LIFESTYLES HEALTH AND EXERCISE LEISURE AWARENESS HEALTHY LIFESTYLES MEDICINES AND MEDICATION PERSONAL HYGIENE EXERCISE IS FUN AWARENESS AND COPING HUMAN DEVELOPMENT
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Subject	Autumn Term	Spring Term	Summer Term
Careers Education & 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

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Computing	Computer Science; Programming Identify a range of software's used	Information Technology; Computer components, networking and the Internet	Digital Literacy; Computers and society, and human computer interaction

	<p>to programme. Recognise the skills and processes involved in creating a game</p> <p>The aims are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get students familiar with the systematic logic of programming <input type="checkbox"/> Enable basic familiarity with programming statements such as 'IF' statements as well as loops and operators <input type="checkbox"/> Produce relevant documents before creating a game, i.e. storyboards <input type="checkbox"/> Create a game using a chosen programming software <p>Data and Data representation</p> <p>Identify and develop understanding of what data is, and how data can be represented in various ways.</p> <p>The aims are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce what binary is <input type="checkbox"/> Explain various methods on how to convert decimal numbers to binary and back again <input type="checkbox"/> Explain methods to add and subtract binary numbers <input type="checkbox"/> Get students to practice these 	<p>Identify and understand the purposes of the different components used to make an IT system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different hardware, and recognise the its purpose <input type="checkbox"/> Identify the components used in a computer <input type="checkbox"/> Identify where components belong in hardware <input type="checkbox"/> Recognise and understand the different types of network <input type="checkbox"/> Identify different connections to the internet and recognise the advantages and disadvantages to using each <input type="checkbox"/> Understand the term 'Cloud' Its purpose and how it is used. 	<p>Identify and recognise human Computer Interaction (HCI).</p> <p>The aims are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, Understand and establish what a requirement is <input type="checkbox"/> Introduce requirements engineering techniques <input type="checkbox"/> Establish ways to analyse the information gathered from the client using the requirements engineering techniques <input type="checkbox"/> Get students to practice these engineering techniques and analyses methods <p>Esafety</p> <p>Identify how to spot dangerous or insecure websites</p> <p>The aims are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop an understanding of how to use the internet safely and responsibly <input type="checkbox"/> To recognise reliable and bias information
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	processes using various methods		
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Performing Arts	<p>Introduction to Drama</p> <ul style="list-style-type: none"> • Exploring drama and interaction games • Use of voice • Use of body • Tableaux <p>Moods in Music</p> <ul style="list-style-type: none"> • Exploring and demonstrating emotions • Tempo, rhythm and movement • Interpreting colours • Cultural music, rituals and customs <p>Final piece: Preparation for Christmas Production : combined film music and drama: Scrooge</p>	<p>Music</p> <ul style="list-style-type: none"> - Using music in film - Create moods to fit with the scenes of a film - Compose music for film - Work as a group to create film music. <p>Final piece: Silent movie project</p>	<p>Music (tribal theme)</p> <ul style="list-style-type: none"> - Dance movements to begin to show awareness of pulse - Make simple dance patterns - Respond to mood changes in dance - Listening and applying knowledge and understanding music. <p>Make Tribal themed film combining film and music.</p>

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History	<p>the development of Church, state and society in Britain 1509-1745</p> <p>the Reformation and Counter-</p>	<p>ideas, political power, industry and empire: Britain, 1745-1901</p> <p>the Enlightenment in Europe and Britain, 17th-century thinkers and</p>	<p>study of a significant society or issue in world history and its interconnections with other world developments</p> <p>Tbc The French revolution Or China's Qing dynasty</p>

	<p>Reformation (Henry VIII to Mary I)</p> <p>the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)</p> <p>the Interregnum (including Cromwell in Ireland)</p> <p>religion and superstition in daily life</p>	<p>scientists and Royal Society</p>	<p>Or</p> <p>The USA in the 20th century</p>
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Subject	Autumn Term	Spring Term	Summer Term
Art Y6 & 7	<p>Self-image-</p> <ul style="list-style-type: none"> • 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 	<p>What's in a building-</p> <ul style="list-style-type: none"> • 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 	<p>Recreating Landscapes-</p> <ul style="list-style-type: none"> • 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
Art Y8 & 9	<ul style="list-style-type: none"> ● Printmaking <ul style="list-style-type: none"> - Looking at techniques and colour separation - Mono- printing- Mark making - Collagraph printing- texture - Quick print - line - Lino printing - Screen printing 	<ul style="list-style-type: none"> ● Patterns <ul style="list-style-type: none"> - Block Printing –Creating repeat patterns - Drawing patterns in nature. - ICT patterns - M .C. Esher - tessellation Geometric art 	<ul style="list-style-type: none"> ● Imagination <ul style="list-style-type: none"> - Look at the work of the Surrealists - Mythical creatures - Fantasy landscapes - Photo montages

Further details about curriculum planning can be obtained from subject coordinators:

English -	Jacinta Burke	Maths -	Duncan Hutsby	Science	Chris Bailey
Computing -	Mike Roach	Art and DT -	Sue Walker	Performing Arts -	Andy Metcalf
History -	Jacinta Burke	MFL -	Heather Rawson	PE	Norma Hatfield
PHSE / Careers –	Norma Hatfield	Food technology -	Jeannette Stewart		