******KS3 Curriculum Vision**



**Curriculum Overview-statements of Intent**

**Crime and Punishment**

**Healthy and Happy**

**Issues**

**Relationship/ Fantasy**

**Global/Local**

INTENT:

INTENT:

**Cycle C**

**Cycle A**

**Money, Money, Money**

INTENT:

Students will have the opportunity to explore current affairs- and develop an awareness of worldwide issues.

Students will be able to discuss local and global concerns, developing a tolerance for others view and a wider understanding of the issues facing people from different backgrounds, whilst also allowing staff to address any misconceptions students may have.

A large proportion of our KS3 cohort have had contact with the police, have YOT workers and have been involved with ABS behaviour, with some resulting in court cases. Some students have relatives who are in or who have been in prison.

Through the theme of C&P we shall explore the idea of responsibility and repercussions of actions.

Providing a forum to discuss and learn about both Mental and Physical Health, highlighting the importance or self care. By promoting well being and good Mental Health we aim to reduce stigma and addressing misconceptions surrounding Mental Health.

Some of our students and/ or their families are accessing or waiting to access support for their Mental Health .

**Cycle B**

**Identity**

**Power and Conflict**

**The World Around Us**

INTENT:

INTENT:

INTENT:



**Curriculum Overview- subject content**

**Crime and Punishment**

**Healthy and Happy**

**Issues**

English:

Maths:

Science

PSHE

**Cycle C**

**Cycle B**

**Cycle A**

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English:

Maths:

Science

PSHE

English: Contemporary Fiction “Butter” exploring obesity and self image

Maths: proportion/ratio/algebra/statistical diagrams

Science: Cells/ the human body/ effects of smoking and drugs

PSHE: How to support mental and physical health

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**Subject Building Blocks**

*~~Explanation~~*

*~~Why?~~*

*~~How are they used?~~*

*~~Content/coverage~~*

*~~Theme informed by blocks~~*

*~~Blocks inform theme~~*

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| **KS3 English Overview 2020-2022**  Key Stage 3 English follows a spiral curriculum. Students study the same key areas throughout Key Stage 3, with their level of reading responses and creative writing developing over time. Throughout Key Stage 3 students will study a range of texts, genres and texts from different eras and cultures in order to build their cultural capital and aid progression for KS4. | | | | | | | |
| **Cycle 1** | **Poetry** | **Novel** | **Play** | **Non-Fiction Reading** | **Original Writing** | **Speaking and Listening** |
| **Cycle 2** | **Poetry** | **Novel** | **Play** | **Non-Fiction Reading** | **Original Writing** | **Speaking and Listening** |
| **Cycle 3** | **Poetry** | **Novel** | **Play** | **Non-Fiction Reading** | **Original Writing** | **Speaking and Listening** |
| **Core knowledge and skills** | Students will cover the following skills throughout Key Stage 3:   * Understand poetic features (e.g. simile, metaphor, stanza enjambment, caesura) * Identify poetic features in poems * Comment on a poet’s ideas * Select evidence to support ideas * Analyse a poet’s language use * Develop personal opinions or interpretation of poems   Throughout Year 7-9 students will study a range of poetry styles. | Students will cover the following skills throughout Key Stage 3:   * Understand how novels are structured * Understand language features (e.g. adjective, verb, simile, metaphor, imagery) * Identify language features in extracts from a novel * Comment on a writer’s ideas * Select evidence to support ideas * Analyse a writer’s language use * Develop personal opinions or interpretation of characters and settings   Throughout Year 7-9 students will study a range of genres. | Students will cover the following skills throughout Key Stage 3:   * Understand how plays are structured * Understand language features (e.g. adjective, verb, simile, metaphor, imagery) * Identify language features in extracts from a play * Comment on a writer’s ideas * Select evidence to support ideas * Analyse a writer’s language use * Develop personal opinions or interpretation of characters, settings and key moments   Throughout Year 7-9 students will study a range of plays. This will include at least one Shakespeare play. | Students will cover the following skills throughout Key Stage 3:   * Understand how non-fiction texts are structured * Understand language features (e.g. adjective, verb, rhetorical question, emotive language) * Identify language features in non-fiction texts * Comment on a writer’s ideas * Select evidence to support ideas * Analyse a writer’s language use * Develop personal opinions or interpretations   Throughout Year 7-9 students will study a range of non-fiction texts, e.g. persuasive articles, letters, diaries, leaflets. | Students will cover the following skills throughout KS3:   * Understand the key features of texts types * Plan extended writing * Understand how to select language features for audience and purpose * Craft extended pieces of extended writing   Throughout Year 7-9 students will cover a range of fiction and non-fiction text types. | Students will cover the following skills throughout KS3:   * Speak in a formal and informal way * Present ideas to a group * Participate in group discussion * Listen actively to others   Students will discuss a range of topics that link to their English texts and the wider theme for the term. |

**Supporting Documentation for KS3 English Spiral Curriculum**

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| **How does our spiral curriculum aid progression to KS4?** |
| As the building blocks for Key Stage 3 mean students repeat several broad areas across the 3 year cycle, this document outlines how our spiral curriculum feeds into the GCSE objectives at Key Stage 4 and complements the way English is taught in mainstream.  Students do not complete GCSE questions at Key Stage 3, nor do we cover all GCSE areas. Our focus is laying strong foundations in key areas that facilitate progression to Key Stage 4 and providing students with a rich and broad diet of English to build cultural capital and stamina for independent reading and writing. |

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| **GCSE English Language Assessment Objectives** | **GCSE English Literature Assessment Objectives** |
| AO1 Identify and interpret explicit and implicit information and ideas.  Select and synthesise evidence from different texts.  AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  AO3Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.  AO4 Evaluate texts critically and support this with appropriate textual references.  AO5  Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  AO6  Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | AO1  Read, understand and respond to texts.  Maintain a critical style and develop an informed personal response  Use textual references, including quotations, to support and illustrate interpretations.  AO2  Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  AO3  Show understanding of the relationships between texts and the contexts in which they were written.  AO4  Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

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| **Area** | **Main underpinning AOs** | **Where will this be covered at Key Stage 3?\*** | **Indicative texts\*** |
| **GCSE English Literature** | | | |
| **Modern Texts** | * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | C2 – The World Around Us  C2 – Identity | Iqbal (modern literary non-fiction)  The Curious Incident of the Dog in the Nighttime (modern young adult fiction) |
| **Drama** | * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Show understanding of the relationships between texts and the contexts in which they were written. | C3 – Topic TBC | Macbeth |
| **Poetry** | * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | C2 – Power and Conflict | Anthology of 20th/21st century Power and Conflict poetry |
| **Pre-20th Century Texts** | * Read, understand and respond to texts. * Maintain a critical style and develop an informed personal response * Use textual references, including quotations, to support and illustrate interpretations. * Show understanding of the relationships between texts and the contexts in which they were written. | C3 – Money, Money, Money | Songs of Innocence and Experience, Blake |
| **GCSE English Language** | | | |
| **20th Century Fiction** | * Identify and interpret explicit and implicit information and ideas. * Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views * Evaluate texts critically and support this with appropriate textual references | See modern texts |  |
| **20th Century Non-Fiction** | C1 - Happy and Healthy | Anthology of non-fiction articles (reading lessons) |
| **Pre-20th Century Non-Fiction** | Not covered at KS3 | | |
| **Original writing – Transactional Writing** | * Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. * Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. * Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | C1 - Issues  C1 - Happy and Healthy  C2 – The World Around Us | Butter (stimulus text)  Iqbal (stimulus text) |
| **Original writing – narrative and descriptive writing** | C2 – Power and Conflict | Anthology of 20th/21st century Power and Conflict poetry (stiumulus text)  Simon Armitage The Not Dead documentary |

\*At the moment these are for illustrative purposes to demonstrate the breadth that Key Stage 3 students are likely to cover through our spiral curriculum. It is not exhaustive and these areas are subject to change as we continue developing our curriculum.

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| **KS3 Maths Overview 2020-2022**  **~~BLURB~~** | | | | | | |
|  | **Perimeter and area** | **Using Number** | **Sequence** | **Decimal numbers** | **Working with numbers** | **Statistics** |
|  | * Length and perimeter * Area * Perimeter and area * Perimeter and area of rectangles * Perimeter and area of rectangles * Perimeter and area of compound shapes * Volume of cubes and cuboids | * The Calendar * The 12-hour and 24-hour clocks * Managing money * Timetables, charts and money * Positive and negative numbers * Adding negative numbers * Subtracting negative numbers * Factors and highest common factors (HCF) * Multiples and lowest common multiple (LCM) | * Function machines * Sequences and rules * Finding terms in patterns * The square numbers * The triangular numbers * Other sequences | * Multiplying and dividing by 10, 100 and 1000 * Ordering decimals * Estimates * Adding and subtracting decimals * Multiplying and dividing decimals | * Square numbers * Square numbers and square roots * Rounding * Order of operations * Long and short multiplication * Long and short division * Calculations with measurements | * Mode, median and range * The Mean * Reading data from tables and charts * Using a tally chart * Statistical diagrams * Using data * Collecting and using data * Grouped frequency * Data collection |

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|  | **Algebra** | **Fractions** | **Angles** | **Co-ordinates and Graphs** | **Percentages** | **Probability** |
|  | * Expressions and substitution * Simplifying expressions * Using formulae * Writing formulae * Expanding brackets | * Equivalent fractions * Comparing fractions * Adding and subtracting fractions * Multiplying fractions and integers * Dividing with integers and fractions * Mixed numbers and improper fractions * Calculations with mixed numbers | * Using the compass to give directions * Measuring angles * Drawing angles * Calculating angles * Angles in a triangle * Angles in a quadrilateral * Properties of triangles and quadrilaterals | * Coordinates * From mappings to graphs * Naming graphs * Graphs from relationships * Graphs for fixed values of x and y * Graphs of the form y = ax * Graphs of the form * x + y = a * Graphs from the real world | * Fractions and percentages * Fractions of a quantity * Percentages of a quantity * Percentages with a calculator * Percentage increases and decreases | * Probability words * Probability scales * Experimental probability |
|  | **Symmetry** | **Equations** | **Interpreting Data** | **3D shapes** | **Ratio** |  |
|  | * Line symmetry * Rotational symmetry * Reflections * Tessellations * Enlargements | * Finding unknown numbers * Solving equations * Solving more complex equations * Equations with brackets * Substituting into formulae * Setting up and solving equations | * Pie charts * Comparing data by median and the range * Comparing mean and range * Statistical surveys | * 3D shapes and nets * Naming and drawing 3D shapes * Using nets to construct 3D shapes * 3D investigations | * Introduction to ratios * Simplifying ratios * Ratios and sharing * Ratios and fractions |  |

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| **KS3 Science Overview 2020-2022**  **~~BLURB~~** | | | | | | |
|  | **Cells (\*)** | **Eating, drinking breathing**  **(Eco-Schools)** | **Mixing, dissolving and Separating (\*)** | **Elements, compounds and reactions (\*)** | **Forces** | **Energy transfers and sound (\*)** |
| **Year 7** | * Microscopy * Plant and animal cells * diffusion * Multicellular organisms * Flowering plants * Seed dispersal * Reproduction * Puberty * Pregnancy | * Diet * Deficiency diseases * Digestive system * Breathing * Diffusion * Lifestyle and disease | * Elements and compounds * Water (Eco-Schools) * Dissolving * Separating mixtures * Distillation * Mixtures * Chromatography | * Periodic table * Elements and atoms * Metals * Non-metals * Metalloids * Compounds | * Forces * Weight * Stretch and compression * Hooke’s law * Friction * Air and Water resistance * Speed * Turning forces * Moments | * Energy transfers * Potential and kinetic energy * Work done * Dynamos * Elastic potential energy * Heat and temperature * Fuel * Sound * Hearing |
|  | **Getting the energy your body needs** | **Plants and Ecosystems**  **(Eco-Schools)** | **Physical changes** | **Chemical changes** | **Contact and non-contact forces** | **Magnetism and electricity** |
| **Year 8** | * Human skeleton * Muscles * Respiration * Fermentation | * Importance of Plants * Photosynthesis * Leaves * Xylem and phloem * Chemosynthesis * Food webs * Importance of insects * Interdependence * Human effect on the environment * Predator / prey * Toxins in the environment | * Particle model * Brownian motion * Liquids and gases * Changing state * Evaporation * Thermal expansion * Density of solids and liquids * Density of gases * Concentration and pressure * Diffusion * Conserving mass * Physical and chemical changes * Properties of mixtures | * Acids * Alkalis * Indicators * Neutralisation * Salts * Metals and acids * Acids and carbonates * Combustion * Acid rain (Eco schools) | * Magnetism * Static charge * Gravity * Pressure * Floating and sinking | * Magnets * Electro-magnets * D.C motors * Batteries * Circuits * Resistance |
|  | **Variation for survival** | **Health and drugs**  **(Eco-Schools)** | **Obtaining useful materials** | **Using our Earth sustainably (Eco-Schools)** | **Motion on Earth and in space** | **Waves and energy transfer** |
| **Year 9** | * Variation * Selective breeding * Natural selection * Inheritance * Chromosomes / DNA * Cloning * Extinction (Eco-schools) | * Drugs * Smoking * Cannabis * Alcohol * Addiction * Disease * Immune system * Microbes * Antibiotics * Vaccinations | * Metal ores * Reactivity series * Displacement * Extracting iron * Extracting metals * Exothermic / endothermic * Catalysts * Ceramics * Polymers * Composites | * Atmosphere * Human activity * Global warming * Carbon cycle * Recycling * Earth structure * Rocks | * Distance-time graphs * Motion * Equilibrium * Gravitational fields * Stars and galaxies * Earths motion * Measuring distance in the universe * Not onGCSE spec | * Waves * Light waves * Coloured light * Energy transfers * Conduction and radiation * Energy in the home (Eco-schools) |



**ENGLISH**

* Inferring and deducing information from texts.
* Writing to inform
* Persuasive language features
* Writing to persuade

EG: blog, leaflet, speech

EG Thematic Block: **Happy and Healthy**

**INTERVENTIONS**

* Maths/English/Reading
* 121/ group therapeutic

**SMSC**

* Metal health
* Culture around mental and physical health
* How to support our own and others mental health

**ICT LINKS**

* Researching using internet and video/DVDs
* Taking photographs.
* Create a PowerPoint
* Watching video clips linked to the topic
* Make use of IPad

**CASTLE IN THE COMMUNITY**

* Working with local charities
* Self-reflection work on what makes a good citizen

**READING**

* Inferring and deducing
* Commenting on writers’ language
* Evaluating writers’ views.

**PSHE**

* Importance of sleep
* Importance of exercise
* The impact of social media on mental health
* How to access support for mental health
* Developing resilience

**SCIENCE**

* How drugs, smoking and alcohol can affect the human body
* Risks associated with the use of drugs and alcohol
* Microbes
* Viruses
* Antibiotics
* Vaccinations

**PE**

* Importance of exercise on physical and mental health
* Amounts of exercise needed for different age groups

**MATHS**

* Algebra
* Substitution
* expanding brackets
* Using and writing formulae
* Ratio
* Statistical diagrams

**COOKERY**

* Eat well plate and what a balanced diet consists of.
* How to modify a recipe to improve its nutritional content
* Traffic light nutritional values labels.

**ART/DESIGN TECHNOLOGY**

* Body image
* Self portraits
* Celebrity influence
* Picasso, Andy Warhol and Arcimboldo.

**COPE**

* To work as part of a team- encouraging other students to succeed.
* To be able to demonstrate positive behaviour and attitude towards the public and each other
* To be able to interview professional footballers about how they have overcome adversity.

**EARLY WORK ACTIVITIES**

* A-Z of health
* Description of mental health and wellbeing
* Create a list of key words
* Write a description from a photo
* Match the statistics
* News round
* 200 word challenges