**KS3 Curriculum Vision**





**Curriculum Intent, Implementation and Impact**

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| **Introduction** |
| The Key Stage 3 team believe that our Nurture provision should blend academic study, practical learning, and pastoral support to promote each child’s learning and personal development.  Key Stage 3 Nurture uses a thematic curriculum that blends elements of Key Stage 2 best-practice with elements from a nurture model to prepare students for their next steps in education, whether that is returning to mainstream, moving to Special Education, or progressing to KS4 at Bishopton.  Knowledge is like Velcro: it sticks to other knowledge. A thematic curriculum means that once a student engages with the theme in one subject, they are equipped with a ‘piece of Velcro’ to access other subjects as the units are deliberately planned to activate and build from existing schema. Students learn to synthesise knowledge across the curriculum and think laterally about issues – within and beyond the classroom. |
| **Intent** |
| The intent of the KS3 Nurture curriculum is:   * To cover a broad range of academic and practical subjects, setting students up to achieve, which in turn reinforces positive learning behaviours and allows them to succeed. * To study a broad and balanced programme of academic subjects, meaning that students are not only prepared for potential returns to mainstream education, but also for progression to KS4 programmes of study. * To encourage pupils to see the links between different subjects and how their learning in school links to their lives outside of school * To use broad themes and building blocks so that the Key Stage 3 leaders can adjust the blocks to meet student need, allowing them to respond to the SEMH, PSHEE and ‘wholeistic development of our students. * To integrate the school CASTLE valuesthroughout the thematic curriculum, promoting the ‘whole’istic development of pupils. * To supplement the academic curriculum with access to a range of therapeutic interventions, so that students are encouraged to think big and consider their personal, educational, and long-term aspirations. |
| **Implementation** |
| At Key Stage 3:   * Students will study a broad curriculum including: Mathematics, English, Science, Humanities, Art, PSHE, PE, as well as a varied tutorial programme covering cookery, careers, and SEAL. * Students will also participate in COPE each week, where they take their learning outside the classroom covering activities such as visits with the Army, coastal trips, orienteering and fitness activities. These activities will link to the termly themes to ensure that COPE supports the pupils’ classroom-based learning. * Students will be formatively assessed regularly and intervention will be implemented to address knowledge/skills gaps in a timely manner. * Student progress will be recorded termly using the progression grids. * Students will have opportunities to participate in learning beyond the core-curriculum such as CASTLE days, events on the PSHE/SMSC calendar, and other enrichment opportunities such as World Book Day. |
| **Impact** |
| Impact will be seen through:   * + Academic progress, demonstrated in books, progression grids and termly data captures   + High proportion of blue and green lessons recorded through our BRAG system   + High proportion of blue and green days recorded through our BRAG systems   + Decreased exclusions and serious incidents   + SEMH progress, demonstrated through appropriate behaviour for learning and the way students respond to challenging situations. |



**Curriculum Overview-statements of Intent**

**Healthy and Happy**

**Issues**

**Crime and Punishment**

Mental and physical wellbeing are essential for individuals to be happy and healthy members of society.

Students will learn about physical and mental health on an individual level, as well as how issues linked to mental and physical health affect others. By promoting well-being and good mental health we aim to reduce stigma and addressing misconceptions surrounding mental health.

Our world is a dynamic and evolving planet. Our students need to be equipped to appreciate 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.

Through the theme of Crime and Punishment students shall explore the themes of Law and Justice in modern British society.

Students will also have the opportunity to critically evaluate the idea of responsibility and repercussions of actions, with an aim to prompt personal reflection.

**The World Around Us**

**Identity**

**Power and Conflict**

Identity is complex and multifaceted concept that if explored, can enable people to make sense of their place in the world.

Students will learn about: Personal identity, Social identity, and Cultural identity. By studying their own and other people’s identities, students will develop a greater appreciation for how different aspects of identity and manifested across a range of situations.

Power and conflict can be seen as a universal issue, throughout the history of humanity.

From personal conflicts to international warfare, students will consider the origins of conflict, how people respond to conflict and how conflicts can be resolved.

Earth in the 21st century is an exciting mixture of cultures, traditions and issues. We want to broaden their horizons and promote the concept of Global Citizenship.

In this topic students will have explore various aspects of the wider world such as girls’ education in Afghanistan and the tropical rainforests of the Amazon. By building their knowledge of international issues across the curriculum we aim to develop students’ Cultural Capital.

**This is my life**

**Global/Local**

**Money, Money, Money**

Inner confidence, self-belief and aspirations are three skills that will help our students take the next steps in life.

Students will explore how to build positive relationships with themselves, others and the world around them. Students will be encouraged to reflect on their role in society and how their actions can impact the lives of others.

Each of our students is a local citizen and a global citizen.

In order to promote a sense of local and global citizenship, students will study issues linked to local, national and international politics. Through exploring different texts and case studies, students will develop a greater understanding not only of different experiences around the world, but establish the commonalities between members of the human race.

Money is crucial factor in many things, from personal budgeting and financial security, to global trade and international inequality.

By studying issues of money, finance, wealth and poverty, students will learn about how money can be managed on an individual, national and international level.

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| **KS3 English Curriculum Overview**  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. |

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| **Supporting Documentation for KS3 English Spiral Curriculum** |
| **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 Curriculum Overview**  The KS3 maths curruclum is designed to be skills lead, with key topics in maths broken down and covered across a range of focused core themes. With this methodology, students will have the opportunity to revisit certain mathematical concepts mulitiple times, allowing time to increase depth of learning and address any misconceptions that may be present .  Blue denotes core learning, orange extended learning and grey further concepts that are not deamed integral at KS3 but are present at KS4. | | | | | | |
|  | **Addition & Subtraction** | **Multiplication** | **Division** | **Fractions/ Percentages/ Decimals** | **Shape** | **Algebra** | **Data** |
|  | **Decimal numbers**   * Concept of decimals * Estimating decimals * Adding and subtracting decimals   **Perimeter and area**   * Length and perimeter * Perimeter of compound shapes (Inc. reverse sums)   **Working with numbers**   * Rounding * Order of operations * Calculations with measurements   **Using Number**   * ~~Adding negative numbers~~ * ~~Subtracting negative numbers~~   **Fractions**   * Concept of fractions * Adding and subtracting fractions * Estimating fractions * Equivalent fractions * Compare fractions * Different representations of fractions * Simplifying fractions | **Decimal numbers**  (start with whole numbers)   * Estimating decimals * Multiplying by 10, 100 and 1000 * Including decimals and percentages * Multiplying decimals   **Perimeter and area**   * Long and short multiplication * Area * Perimeter and area of compound shapes * ~~Triangles~~   **Working with numbers**   * Square numbers * Square numbers and square roots * Calculations with measurements with conversions   **Using Number**   * Factors and highest common factors (HCF) * Multiples and lowest common multiple (LCM)   **Fractions**   * Multiplying fractions and integers | **Working with numbers**   * Long and short division   **Decimal numbers**   * Estimating decimals * dividing by 10, 100 and 1000 * Including decimals and percentages * dividing decimals   **Perimeter and area**   * Area- reverse problems * Perimeter and area of compound shapes * Triangles * Volume of cubes and cuboids   **Working with numbers**   * Calculations with measurements- conversion   **Fractions**   * Dividing with integers and fractions * Converting between Fractions/ Percentages and decimals * Ordering fractions/ percentages and decimals | **Decimal numbers**   * Ordering decimals **revisit**   **Fractions**   * Equivalent fractions * Compare fractions * Adding and subtracting fractions * Multiplying fractions and integers   -revisit   * Dividing with integers and fractions * Mixed numbers and improper fractions * Calculations with mixed numbers   **Percentages**   * Fractions and percentages   -revisit   * Fractions of a quantity * Percentages of a quantity * Percentages with a calculator * Percentage increases and decreases | **2D & 3D shapes**   * 3D shapes and nets * Language and symbols around shape * Naming and drawing 3D shapes * Properties of triangles and quadrilaterals * Area and perimeter   -revisit   * Volume of cubes and cuboids * Circles- area/ circumference/diameter/radius and Pi * Faces/ vertices/edges * Line of symmetry * Rotational symmetry * Using nets to construct 3D shapes * ~~3D investigations~~   **Transformations**   * Co-ordinates * Reflections * Rotations * Translations * Enlargements   **Angles**   * Using the compass to give directions * Measuring angles * Drawing angles * Calculating angles * Angles in a triangle * Angles in a quadrilateral * Angles of a polygon | **Algebra**  Expressions and substitution   * Simplifying expressions * Using formulae * Writing formulae * Expanding brackets   **Equations**   * Substituting into formulae- IE- area/ volume * Finding unknown numbers * Solving equations * Solving more complex equations * Equations with brackets * Setting up and solving equations   **Sequence**   * Function machines * Sequences and rules * Finding terms in patterns * The square numbers * The triangular numbers * Nth term and linear graphs | **Interpreting Data**   * Pie charts * Comparing data by median and the range * ~~Comparing mean and range~~ * ~~Statistical surveys~~   **Statistics**   * The Mean   -Decimals/ percentages/ fractions   * Mode, median and range * Reading data from tables and charts * Using a tally chart * Statistical diagrams- pie/bar/pictograph/tally * ~~Using data~~ * ~~Collecting and using data~~ * Grouped frequency * ~~Data collection~~   **Probability**   * Basic probability- as fractions and decimals (not ratio) * Probability vocabulary   - “Not” & “Or”   * Experimental probability- predictions etc. |

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| **KS3 Science Curriculum Overview**    Each year students will study 5 units of work across Biology, Physics and Chemistry. Each scheme of learning will also integrate disciplinary literacy and an exploration of ‘Science in Society’. The order the blocks are studied in may change cycle to cycle and the level of emphasis the termly theme has will vary according to the needs of the pupils.  The building blocks shaded in yellow are extension building blocks that are identified on our progression grids as being grade 5 GCSE content. |

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| **Cells** | **Interdependence** | **Particles** | **Forces** | **Energy** | **Science in Society** |
| **Describe the core ideas of Cells Theory**   * *Main differences between plant and animal cells* * *Functions of nucleus / cell membrane* * *Cells – tissues – organs – systems* * *Label main parts of cells* | **Describe the core ideas of cycling and interdependence involved.**   * *We take in oxygen and give out CO2 but plants do opposite in photosynthesis.* * *Basic ideas of carbon cycle* * *We inherit or features via out DNA* * *Plants need the suns energy to grow and we need plants energy to grow.* | **Describe the core ideas of Particle Theory**   * *Describe different types of particles*   *Elements / Atoms / Molecules*   * *Describe how particles in solids liquids and gases move differently* * *Name simple compounds / molecules* | **Describe simple forces theory in terms of relationships including -er statements**   * *Gravity pulls us down – bigger planets have stronger gravity.* * *Friction slows things down.* * *The rougher the surface the greater the force of friction.* | **Describe the core ideas of Energy Theory**   * *Describe the 9 forms of energy* * *Describe simple energy conversions such as electricity to heat in a kettle* * *Recognise energy cannot be destroyed but can be “lost” or “wasted”* | * **Recognise and explain how scientific development can have positive and negative impacts on our lives & planet.** * *E.g. Nuclear power/ Using fertilisers / pesticides on crops*   */ The benefits and problems of plastics*   * *The benefits and problems of recycling* |
| **Explain more complex ideas of Cells Theory**   * *Cells are adapted to their function* * *Cell division / Functions core organelles* * *Chromosomes / DNA /Gametes ½ Genes* | **Explain more complex ideas of cycling and interdependence involved.**   * *If we cut down rain forests CO2, levels will rise because ………..* * *If we use insecticides they can build up in a food chain because ……* * *If we kill the snails then this will affect the numbers of ……………… because….* | **Explain > complex ideas of Particle Theory**   * *If you put more air in the balloon the balloon becomes harder because…* * *The stronger the bonds the higher the melting point will be because…* | **Explain more complex forces theory in terms include -er statements with reasons**   * *The further away from the pivot the smaller the force because …..* * *The larger the planet the lower the record high jump will be because …..* | **Describe more complex Energy Theory including -er statements with reasons**   * *Describe 2 step conversions eg muscle: Chemical – movement - potential* * *We can reduce “wasted energy” eg by more efficient engines – Oil to reduce friction / more complete burning* | * **Recognise some sources of information may be inaccurate, incomplete or biased and consequences for decision making.** * *Data from cigarette companies* * *Evidence for the* [*tree octopus*](https://en.wikipedia.org/wiki/Pacific_Northwest_tree_octopus) |
| **Make predictions & explain observations, conclusions using cell theory models.**   * *Explain respiration and photosynthesis are opposites in energy and particles.* * *Importance of diffusion in cells.* * *How cells replicate via mitosis.* * *Factors affecting cell growth in bacteria* * *Fully explain adaptations of cells to their functions and how they help* | **Make predictions & explain observations, conclusions using interdependence models.**   * *Fully explains the importance of respiration / photosynthesis* * *Good comprehension of cycles such as carbon / rock / water cycles* * *Factors affecting speed of decay / evaporation / erosion / selection* | **Make predictions & explain observations, conclusions using particle theory models.**   * *Fully explains changes of state* * *Good comprehension of Diffusion* * *How waves travel through particles* * *Factors affecting rates of reaction* * *Electrons traveling round a circuit related to current* | **Make predictions & explain observations, conclusions using forces theory models.**   * *Fully explains force diagrams to identify acceleration / movement* * *Use simple formulae in forces calculation questions eg F=MA* * *Factors affecting speed of an object.* * *Describe forces in relation to breathing.* * *Recognise the full range of core forces eg Up-thrust/ electrostatic / friction etc* | **Make predictions & explain observations, conclusions using energy theory models.**   * *Fully explain energy changes in a range of less familiar situations.* * *Use simple formulae in energy / energy efficiency calculation questions* * *Recognise “wasted energy” as heat / sound and Draw up Sankey diagrams* * *Relate energy intakes of different humans to their activity / cell needs* | * **Become selective when researching more complex ideas to ensure reliability** * *Make informed choices and be able to explain why* * *Challenge newspaper articles for accuracy and bias* * *Recognise conflicting views and the importance of a moral compass with difficult decisions* |
| **Progression into KS4 content** | | |  | | |
| **Begin to apply cells theory in new and unfamiliar contexts. Begin to link Cells theory to Energy / Particles / Forces etc**   * *Fully explains respiration/photosynthesis in word equations and energy terms* * *Explains factors affecting rates of diffusion or movement of substances.* * *Links what is happening at a cellular level, system level & organism level*   *Eg Cancer growth out of control* | **Begin to apply interdependence theory in new and unfamiliar contexts. Begin to link independence to Energy / Cells / Forces etc**   * *Explain key considerations for life on Mars or on the space station.* * *Explain the main ideas behind “survival of the fittest”* * *Explain global warming in simple terms at a molecular and planetary level.* | **Begin to apply particle theory in new and unfamiliar contexts. Begin to link Particle theory to Energy / Cells / Forces etc**   * *Recognise patterns down a group in the periodic table* * *Recognise sub atomic particles such as electrons neutrons and protons.* * *Explain many factors affecting rates of diffusion in lungs / placenta / roots.* | **Begin to apply Forces theory in new and unfamiliar contexts. Begin to link force theory to Cells / Energy / Particles etc**   * *Explain relationship of moments and how this is used in the Skeleton.* * *Regularly use formulae in forces calculation questions* * *Explain factors affecting patterns in stopping distances including speed time graphs / tables and calculations using formulae such as F=MA* | **Begin to apply Energy theory in new and unfamiliar contexts. Begin to link Energy theory to Particles / Cells / Forces etc**   * *Regularly use formulae in Energy calculation questions* * *Explain what happens to wasted energy and how to reduce it in particle terms* | * **Recognise the need for alternatives and represent both sides of an argument and be able to offer ideas on both sides including controversial areas** * *Darwin Evolution Vs Alternatives such as the Flood explanation of fossils* * *Manmade Vs Natural explanations of global warming* * *Factors linked to heart disease and the various controversial ideas* |

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| **KS3 PSHE Curriculum Overview** | | | | | | | | |
| **PSHE Area** | **Relationships** | **Health and Wellbeing** | | **Health and Wellbeing** | **Relationships** | **Health and Wellbeing** | **Health and Wellbeing** | |
| **PSHE Topic** | **Discrimination** | | **Peer influence/ substance use and gangs** | **Emotional wellbeing** | **Diversity** | **Drugs and alcohol** | | **Healthy lifestyle** |
| **Cross curricular Theme** | **Crime and Punishment** | | **Crime and Punishment** | **Issues** | **Issues** | **Happy and Healthy** | | **Happy and Healthy** |
| **PSHE Association links** | **R39, R40, R41, R3, R4, R42, R43** | | **H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47** | **H3, H4, H6, H7, H8, H9, H10, H11, H12, L24** | **R3, R38, R39, R40, R41** | **H23, H24, H25, H26, H27, H29, H31, H5, R42, R44** | | **H3, H14, H15, H16, H17, H18, H19, H21** |
| **Overview** | Discrimination in all its forms, including:  racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | | Healthy and unhealthy friendships,  assertiveness, substance misuse, and gang exploitation | Mental health and emotional wellbeing, including body image and coping strategies | Diversity, prejudice, and bullying | Alcohol and drug misuse and pressures  relating to drug use | | Diet, exercise, lifestyle balance and healthy choices, and first aid |
| **KS3** | * how to manage influences on beliefs and decisions * about groupthink and persuasion * how to develop self-worth and confidence * about gender identity, transphobia and gender-based discrimination * how to recognise and challenge homophobia and biphobia * how to recognise and challenge racism and religious discrimination | | * how to distinguish between healthy and unhealthy friendships * how to assess risk and manage influences, including online * about ‘group think’ and how it affects behaviour * how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively * to manage risk in relation to gangs * about the legal and physical risks of carrying a knife * about positive social norms in relation to drug and alcohol use about legal and health risks in relation to drug and alcohol use, including addiction and dependence | * about attitudes towards mental health * how to challenge myths and stigma * about daily wellbeing * how to manage emotions * how to develop digital resilience * about unhealthy coping strategies (e.g., self-harm and eating * disorders) * about healthy coping strategies | * about identity, rights and responsibilities * about living in a diverse society * how to challenge prejudice, stereotypes and discrimination * the signs and effects of all types of bullying, including online * how to respond to bullying of any kind, including online * how to support others | * about medicinal and reactional drugs * about the over-consumption of energy drinks * about the relationship between habit and dependence * how to use over the counter and prescription medications safely * how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes * how to manage influences in relation to substance use * how to recognise and promote positive social norms and attitudes | | * about the relationship between physical and mental health * about balancing work, leisure, exercise and sleep * how to make informed healthy eating choices * how to manage influences on body image * to make independent health choices to take increased responsibility for physical health, including testicular self-examination |

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| **PSHE Area** | **Living in the wider world** | **Living in the wider world** | | **Relationships** | **Health and Wellbeing** | **Relationships** | **Health and Wellbeing** | |
| **PSHE Topic** | **Digital literacy** | | **Employability Skills** | **Respectful relationships** | **Tbc after consultation alongside PSHE audit** | **Identity and Relationships** | | **Health and Puberty** |
| **Cross curricular Theme** | **World around us** | | **World around us** | **Power and Conflict** | **Power and Conflict** | **Identity** | | **Identity** |
| **PSHE Association links** | **H3, H30, H32, R17, L19, L20,**  **L21, L22, L23, L24, L25, L26, L27** | | **R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27** | **H2, R1, R6, R19, R21, R22, R23, R35, R36** |  | **H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32** | | **H5, H13, H14, H15, H16, H17, H18, H20, H22, H34** |
| **Overview** | Online safety, digital literacy, media  reliability, and gambling hooks | | Employability and online presence | Families and parenting, healthy relationships, conflict resolution, and relationship changes |  | Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | | Healthy routines, influences on health, puberty, unwanted contact, and FGM |
| **KS3** | * about online communication * how to use social networking sites safely * how to recognise online grooming in different forms, e.g., in relation to sexual or financial exploitation, extremism and radicalisation * how to respond and seek support in cases of online grooming * how to recognise biased or misleading information online * how to critically assess different media sources * how to distinguish between content which is publicly and privately shared * about age restrictions when accessing different forms of media and how to make responsible decisions * how to protect financial security online * how to assess and manage risks in relation to gambling and chance-based transactions | | * about young people’s employment rights and responsibilities * skills for enterprise and employability * how to give and act upon constructive feedback * how to manage their ‘personal brand’ online * habits and strategies to support progress * how to identify and access support for concerns relating to life online | * about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering * about positive relationships in the home and ways to reduce homelessness amongst young people * about conflict and its causes in different contexts, e.g., with family and friends * conflict resolution strategies * how to manage relationship and family changes, including relationship breakdown, separation and divorce * how to access support services |  | * the qualities of positive, healthy relationships * how to demonstrate positive behaviours in healthy relationships * about gender identity and sexual orientation * about forming new partnerships and developing relationships * about the law in relation to consent * that the legal and moral duty is with the seeker of consent * how to effectively communicate about consent in relationships * about the risks of ‘sexting’ and how to manage requests or pressure to send an image * about basic forms of contraception, e.g., condom and pill | | * how to make healthy lifestyle choices including diet, dental health, physical activity and sleep * how to manage influences relating to caffeine, smoking and alcohol * how to manage physical and emotional changes during puberty * about personal hygiene * how to recognise and respond to inappropriate and unwanted   contact   * about FGM and how to access help and support |

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| **PSHE Area** | **Living in the wider world** | **Living in the wider world** | | **Living in the wider world** | **Living in the wider world** | **Relationships** | **Relationships** | |
| **PSHE Topic** | **Settings Goals** | | **Financial decision making** | **Developing skills and aspirations** | **Community and Careers** | **Intimate relationships** | | **Building Relationships** |
| **Cross curricular Theme** | **Money Money Money** | | **Money Money Money** | **Global/Local** | **Global/Local** | **“This is your Life”** | | **“This is your life”** |
| **PSHE Association links** | **L2, L3, L6, L7, L8, L9, L11, L12, L13, L14** | | **H1, R2, R9, R11, R13, R14, R16, R24** | **R15, R39, L1, L4, L5, L9, L10, L12** | **R39, R41, L3, L8, L9, L10, L11, L12** | **R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21** | | **H1, R2, R9, R11, R13, R14, R16, R24** |
| **Overview** | Learning strengths, career options and  goal setting as part of the GCSE options  process | | Saving, borrowing, budgeting and making financial choices | Careers, teamwork and enterprise skills, and raising aspirations | Equality of opportunity in careers and life choices, and different types and patterns of work | Relationships and sex education including consent, contraception,  the risks of STIs, and attitudes to  pornography | | Self-worth, romance and friendships (including online) and relationship  boundaries |
| **KS3** | * about transferable skills, abilities and interests * how to demonstrate strengths * about different types of employment and career pathways * how to manage feelings relating to future employment * how to work towards aspirations and set meaningful, realistic goals for the future * about GCSE and post-16 options * skills for decision making | | * how to make safe financial choices * about ethical and unethical business practices and consumerism * about saving, spending and budgeting * how to manage risk-taking behaviour | * how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity * about a broad range of careers and the abilities and qualities required for different careers * about equality of opportunity * how to challenge stereotypes, broaden their horizons and how to identify future career aspirations * about the link between values and career choices | * about equality of opportunity in life and work * how to challenge stereotypes and discrimination in relation to work and pay * about employment, self-employment and voluntary work * how to set aspirational goals for future careers and challenge expectations that limit choices | * about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex * about myths and misconceptions relating to consent * about the continuous right to withdraw consent and capacity to   consent   * about STIs, effective use of condoms and negotiating safer sex * about the consequences of unprotected sex, including pregnancy * how the portrayal of relationships in the media and pornography might affect expectations * how to assess and manage risks of sending, sharing or passing on sexual images * how to secure personal information online | | * how to develop self-worth and self-efficacy * about qualities and behaviours relating to different types of positive relationships * how to recognise unhealthy relationships * how to recognise and challenge media stereotypes * how to evaluate expectations for romantic relationships * about consent, and how to seek and assertively communicate consent |

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| **KS3 Humanities Curriculum Overview**  Throughout Key Stage 3 our students will study History, Geography and Religious Studies. They will study each subject as a distinct subject and each subject will form a block within the term’s theme. Each Humanities topic is approximately 5 weeks long, though staff have the flexibility to adjust this depending on their pupils’ needs.  Our Key Stage 3 provision aims to support students to fill in gaps in previous learning as well as challenge our students to access comparable material as mainstream schools so that they are prepared for further humanities study. This is balanced with the thematic approach where students can link their knowledge between Humanities subjects and across the wider thematic curriculum.  This document outlines the subject building blocks for each subject and how the building blocks will be implemented at Bishopton in order to meet the requirements of the National Curriculum. |

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| **KS3 Geography Curriculum Overview** | | | |
| **Across KS3 students need to:** | | | |
| **Knowledge** | | | |
| Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | | Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time | |
| **Are competent in the geographical skills needed to:** | | | |
| Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes | 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, numerical and quantitative skills and writing at length. |
| **Subject Content** | | | |
| **Locational Knowledge** | | **Place Knowledge** | |
| Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities | | Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia | |
| **Physical Geography** | | **Human Geography** | |
| Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:  Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. | | Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:  Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources | |
| Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems | | | |

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| **KS3 Geography Curriculum** | | |
| **Thematic Link** | **Bishopton Topic** | **Big Question (s)** |
| **Crime and Punishment** | The geography of crime | * What is crime? * How do geographers map crime * How are places designed to reduce crime? * What is international crime? * What is piracy? * What are the effects of international crime?   Russia / Ukraine – Odessa drugs trade |
| **Issues** | Our Water World | Hook: Plastic pollution   * Rivers * Features of coasts * Coastal erosion * Coastal tourism * Sustainable management of coasts |
| **Happy and Healthy** | Living Spaces | Population and urbanisation  Megacities of the world |
| **The World Around Us** | Where on earth are the tropical rainforests? | * What is a tropical rainforest? * Where are tropical rainforests located? * What are the layers of the tropical rainforests? * How do plants and animals adapt to thrive in the rainforest? * How can humans use the materials from the tropical rainforest? * What is deforestation? * What are the effects of deforestation on the Amazon rainforest? * How can humans manage the rainforests sustainably? |
| **Power and Conflict** | Can you feel the earth moving? | * Tectonic hazards * Earthquakes and tsunamis |
| **Identity** | Exploring England | XXXXX |
| **Money, Money, Money** | Costing the Earth?  The geography of my stuff | The fashion industry’s impact on developing countries   * River pollution * Living conditions * Aral Sea (Uzbekistan / Khazakstan) * <https://www.rgs.org/schools/teaching-resources/the-geography-of-my-stuff/> * <https://www.rgs.org/schools/teaching-resources/the-ethics-of-fast-fashion/> |
| **Global / Local** | The Middle East: Centre of the World | The Middle East: Centre of the World   * Changing physical geography and human geography of the Middle East |
| **This Is My Life** | What’s happening to my world? | What is climate change?  What are the key causes of climate change?  Why are glaciers and the polar ice caps important for stable world temperatures?  What are the consequences of climate change on the world?  How can human activity affect the rate of climate change? |

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| **KS3 History** **Curriculum Overview** | | | |
| **Across KS3 students need to:** | | | |
| Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day | Know how Britain has influenced and been influenced by the wider world. | Know and understand significant aspects of the history of the wider world | Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’ |
| Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. | Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. | Discern how and why contrasting arguments and interpretations of the past have been constructed | Gain historical perspective by placing their growing knowledge into different contexts. |
| Students need to explore the above areas by studying key historical eras, as outlined in the National Curriculum. The Bishopton KS3 History curriculum is largely structured chronologically so that students can develop a coherent, chronological understanding of historical events. The historical era requirements are outlined in our History Curriculum grid below.  In addition to the content below, pupils must study an aspect or theme in British history that consolidates and extends pupil’ chronological knowledge from before 1066. At Bishopton, our theme will be **migration.**This will be interleaved throughout our History schemes of work and will also be referred to in our Geography curriculum. | | | |

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| **KS3 History Curriculum** | | | |
| **Thematic Link** | **National Curriculum Era(s)** | **Bishopton Topic** | **Big Question (s)** |
| Crime and Punishment | The development of the Church, state and society in Medieval Britain 1066-1509 | XXXXX | XXXXX |
| Issues | The development of the Church, state and society in Britain 1509-1745    Ideas, political power, industry and empire: Britain, 1745-1901 | *Title TBC*  Suggested topic from the NC   * The first colony in America and first contact with India * The development of the British Empire with a depth study (for example, India) | To what extent was colonialism a good thing?    Support route: Who were the winners and losers in colonialism? |
| Happy and Healthy | Ideas, political power, industry and empire: Britain, 1745-1901 | *Title TBC*  Suggested topic from the NC  Britain as the first industrial nation – the impact on society | To what extent did the Industrial Revolution bring health and happiness to Britain?  Support route: Who benefited and who lost out during the Industrial Revolution? |
| The World Around Us | Ideas, political power, industry and empire: Britain, 1745-1901  Challenges for Britain, Europe and the wider world from 1901 to the present day | *Title TBC*  Suggested topic from the NC  Britain’s transatlantic slave trade: its effects and its eventual abolition | XXXXX |
| Power and Conflict | Challenges for Britain, Europe and the wider world from 1901 to the present day | **Title:**The World At War  Suggested topic from the NC   * The First World War and the Peace Settlement | To what extent was the |
| Identity | Challenges for Britain, Europe and the wider world from 1901 to the present day | *Title TBC*  Suggested topic from the NC   * Interwar period * The Holocaust | To what extent has the Holocaust affected society for generations? |
| Money, Money, Money | Challenges for Britain, Europe and the wider world from 1901 to the present day | *Title TBC*  Suggested topic from the NC   * Social, cultural, and technological change in post-war British society | To what extent has technological development changed our world for good? |
| Global / Local | Challenges for Britain, Europe and the wider world from 1901 to the present day | *Title TBC*  Suggested topic from the NC   * World History Unit - TBC | XXXXX |
| This Is My Life | Local History Study | **Title:**This Is Our Story    Suggested topic from the NC   * Local History Study – The history of the Northeast - ancient times to present day * Migration theme | XXXXX |

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| **KS3 Religious Studies** | | | |
| **Across KS3 students need to:** | | | |
| XXXXX | XXXXX | XXXXX | XXXXX |
| XXXXX | XXXXX | XXXXX | XXXXX |

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| **KS3 Religious Studies Curriculum** | | |
| **Thematic Link** | **Bishopton Topic** | **Big Question (s)** |
| **Crime and Punishment** | The problem of evil | * What is sin? * What do Christians believe about sin? * What do Christians believe about the afterlife? * What do Muslims believe about sin? * What do Muslims believe about the afterlife? * What is the problem of evil and suffering? * How does the problem of evil and suffering challenge a belief in God? * How might a religious person respond to the problem of evil and suffering? |
| **Issues** | XXXXX | XXXXX |
| **Happy and Healthy** | Rites of Passage | * What is a rite of passage? * What are the Christian, Islamic and Jewish birth rites of passage? * How do different religions acknowledge a child coming of age? * What are the Christian and Islamic death rites of passage? * Why might non-religious people still follow religious rites of passage? |
| **The World Around Us** | Where did our world come from? | * What are creation stories? * What do Jewish and Christian people believe about creation? * What do Muslim people believe about creation? * How are Muslim beliefs similar and different from Judeo-Christian beliefs about creation? * To what extent might a belief in divine creation affect how people treat the planet? * What does Christianity teach about stewardship of creation? * What does Islam teach about stewardship of creation? * What is the teleological argument for the existence of God? * What are the challenges to the teleological argument for the existence of God? * Why do people create and believe creations narratives? |
| **Power and Conflict** | Religious Disagreements | * What are the main Christian beliefs? * What are the differences between Catholic and Protestant beliefs? * What are the main Islamic beliefs? * What are the differences between Sunni, Sh’ia and Sufi Islam? * How can different denominations work together? * What happens when religious disagreements cannot be respected? |
| **Identity** | Our Worldviews | * What is a worldview? * What is the difference between a religious worldview and a non-religious worldview? * What is atheism and agnosticism? * What is humanism? * What religious beliefs and worldviews exist in the UK today? * To what extent is the UK a tolerant and multifaith society? * Why is studying religious and non-religious beliefs a complex activity? |
| **Money, Money, Money** | Wealth and Poverty | XXXXX |
| **Global / Local** | Sacred Places, Sacred Spaces | * What makes somewhere a sacred? * What are Christian sacred places? * What are Islamic sacred places? * What is a pilgrimage? * Why do some religious people go on pilgrimages? * Secular pilgrimage? * Where is Jerusalem? * Why is Jerusalem important to the Abrahamic religions? |
| **This Is My Life** | What makes us human? | XXXXX |



**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

**KS3 Happy and Healthy Homework**

We understand that each child has different talents and abilities and we would like to give them the chance to shine in their own time and develop and use key skills. Each learner needs to look at the list of ‘Homweork Tasks’ they can choose from. All tasks have been allocated a number of points. The learners need to pick the homework options they prefer and gather up 20 points by the end of the term. They can gather these points any way they want from the task options. We will ask to see some work at two different dates as a ‘progress check’ and then we will expect the final pieces of work by the end of term.

We would like to involve parents/carers more directly in the homework process. Homework is a partnership between the student, teacher and parent/carers.

Please do not hesitate to contact me us you require any further information.

Miss Tokat and Mrs Wilson

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| Option 1  Reaearch the eat well plate and show your findings in a creative manner  5 points | Option 2  Write a extract of a story about a time a teenager faces a dilemma.  6 points | Option 3  Plan an investigation of how to test for viruses and diseases.  4 points | Option 4  Write leaflet explaining the benifit of healthy eatting to primary children  5 points |
| Option 5  Investigate the average times different age groups spend exercising and present in a chart  6 points | Option 6  You decide!  Think of a task and discuss with your teacher.  ? points | Option 7  Create a powerpoint on an aspect of mental health  5 points | Option 8  Make a poster to help reduce the stigma around mental health support  7 points |
| Option 9  Research the negative impact of fast food on teenage health  6 points | Option 10  Using the internet, find and compare a healthy diet and an unhealthy diet.  5 points | Option 11  Research the benifits of exercise on both mental and physical health  6 points | Option 12  Investigate how the human body protects its self from viruses and bacteria.  5 points |