

CURRICULUM OVERVIEW



Key Stage	Year Group(s)	National Curriculum Programme of Study
Lower Key Stage 3	Mixed Y7 & Y8	Key Stage Three The national curriculum in England - Framework document

OVERVIEW

Our KS3 curriculum is designed to meet the needs of the learners, whilst following the KS3 Programme of Study. Other subjects in the timetable are interventions and their curriculum will vary to meet the specific needs of learners.

Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
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English **Lead: S Packwood**

National Curriculum link: [English programmes of study: key stage 3 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Exploring the importance of storytelling	Conjuring chilling tales	Learning about literary lyrics	Making yourself understood	Encouraging reading for pleasure	Discovering books from around the globe
The Jabberwocky Midsummer Night's Dream The Listeners Frankenstein	Ghost Boys Three Times is a sentence Darkness	Search for my tongue The Six O'clock News Fire Island man Time A Martian sends a postcard Home In this World Farmhand	Travel writing Travel Blogs Travel Brochures Reviews Persuasive Writing	Eddie Albert Marcus Rashford	The Selfish Giant Of Mice and Men Short story anthologies

Reading
 Read easily, fluently and with good understanding
 Develop the habit of reading widely and often, for both pleasure and information
 Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 Appreciate our rich and varied literary heritage

Writing
 Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts
 Write for a wide range of purposes and audiences
 Summarise and organise material
 Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Spoken Language
 Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
 Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Maths					Acting Lead: C Abbott
National Curriculum Link: Mathematics programmes of study: key stage 3					
Algebraic thinking	Place value & proportion	Application of number	Directed Number	Lines & Angles	Reasoning with Number
Sequences Algebraic notation Equality and equivalence	Ordering integers and decimals Fraction, decimal and percentage equivalence	Solve problems with addition and subtraction & multiplication and division Fractions and percentages of amounts	Operations with equations and direct numbers Addition and subtraction of fractions	Constructing, measuring and using geometric notation Geometric reasoning	Developing a number sense Sets and probability Prime numbers and proof
Science					Lead: E Arkwright
National Curriculum Link: Science programmes of study: key stage 3					
Cells and Organ Systems	Space	Acids and Alkalis	Lifestyle choices & Nutrition	Atoms and Periodic table	Forces and Pressure
Microscopes Animal Cells Plant Cells Specialised Cells Cell Organisation Skeletal System Muscular System Circulatory System	Solar system Seasons Phases of the Moon The Universe and light years Exploring space Gravity Could life exist elsewhere	Harmful or Useful pH scale Identifying Acids and Alkalis Making indicators Neutralisation Reactions Uses of Neutralisation Naming salts Ingestion tablets Acid Rain Soil pH	Fitness Respiration Respiratory system Smoking Alcohol Digestive System Diet Identifying Drugs Plant parts Water in Plants Requirements of Plants	Solid, Liquid and Gases Properties Particle Theory Changing state Atoms Periodic Table Mixtures Mixtures Separation 1 Mixtures Separation 2 Compounds and Symbols Iron Sulphide Investigation	Forces Pressure Pressure Investigation My Pressure Pressure in Liquids Pressure in Gases Levers Balancing Moments Parachute Investigation
PSHE					Lead R Gibson
National Curriculum Links: PSHE Association Programme of Study Programme of Study					
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
'Who am I and how do I fit?' Understand how to identify influences and differences and use these positively in relationships.	Respect for similarity and difference. Understand how respect and equality, or the lack of these, affect relationships Know that I can make a difference (self-efficacy) Anti-bullying and being unique.	Aspirations, how to achieve goals and understanding the emotions that go with this Understand that choices we make now can affect our future	Being and keeping safe and healthy Summarise some key things to do to sustain own health and happiness in the face of stress Show understanding how and when the influence of	Building positive, healthy relationships Summarise the differences between a healthy, positive relationship and a coercive one	Coping positively with change Summarise behaviours and attitudes that could make a relationship healthy or unhealthy Explain some risks associated with

		Know that gambling can become addictive and tell some of the warning signs	others could be harmful to health and happiness		pornography or alcohol use in relation to relationships
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Art **Lead: H Parry**

National Curriculum Link: [National Curriculum - Art and design key stage 3](#) **Arts Award Bronze** [Bronze Arts Award](#)

Exploring the impact of colour and pattern, with a focus on tessellations.	Introduction to a selection of artists in response to Remembrance Day Investigating using colour for effect	Exploring East African Culture and Art	Exploring the theme of 'Pop Art Food' through 3D	Exploring and investigating the history and culture of Islamic Art
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Produce creative work, exploring their ideas and recording their experiences
 Become proficient in drawing, painting, sculpture and other art, craft and design techniques
 Evaluate and analyse creative works using the language of art, craft and design techniques
 Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Citizenship **Lead V Scott**

National Curriculum Link [National Curriculum - Citizenship key stages 3 and 4](#)

Citizenship – Community & Volunteering	RoadWise – Responsibility & Consequence	Citizenship – Law & Order
Understand and explain the meaning of identity. Understand the meaning of diversity and research diversity in the community. Identify and research organisations to recognise their individual aims in the community. Identify the benefits of community involvement and recognise how to volunteer.	Learn the responsibilities of all road users and of vehicle owners. Understand the responsibilities and consequences of drivers involved in road traffic accidents. Understand the meaning of dangerous driving. Learn the rules of the road and the penalties on drivers.	Recognise why countries need laws. Understand our country's legal system & how it operates. Understand how media coverage works & how it can impact how we view the law. Understand the way Parliament works, including voting & elections.
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals. The precious liberties enjoyed by the citizens of the United Kingdom	The operation of Parliament, including voting and elections, and the role of political parties. The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.

D & T: Cooking **Lead J. Campbell**

National Curriculum Link: [National curriculum in England: design and technology programmes of study - GOV.UK](#)

Personal Hygiene and Kitchen Safety	Introduction to the Eatwell Guide	Cooking Techniques	Food Provenance	Food labelling	Cooking Techniques
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<p>Food poisoning and food safety awareness.</p> <p>Good personal hygiene.</p> <p>Safe storage, preparation and cooking of food.</p> <p>4 Cs (Cleaning, Cooking, Chilling and Cross-contamination).</p> <p>Be able to recognise dangers and hazards within a kitchen. (Health and Safety).</p>	<p>Name the key nutrients in the EatWell Guide food groups and have a basic understanding of why we eat certain foods and the impact they have on our bodies.</p> <p>Have a basic understanding of the principles of the EatWell Guide and relate this to their own diet.</p>	<p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet</p>	<p>Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Describe how and where certain foods are grown and harvested.</p> <p>Understand the term “seasonality “</p> <p>Food choices, Religion, Health and personal.</p> <p>Investigate some of the factors that can affect food choice.</p>	<p>What the law says about date marks, food labels and traffic light system.</p> <p>Understand the difference between Best Before and Use By dates.</p> <p>Understand food labelling which are legally required for consumer information.</p> <p>Understand the difference between a food allergy and a food intolerance.</p>	<p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet</p>
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Geography

Lead R Winstanley

National Curriculum Link: [National Curriculum - Geography key stages 3 and 4](#)

My Place in the World	Tourism Adventures	Extraordinary Earth
<p>What Geography is.</p> <p>Why we study it</p> <p>Understanding our local area as well as the rest of the UK, Europe and our place in the world.</p> <p>Introduces geographical skills including:</p> <ul style="list-style-type: none"> ➤ grid references; ➤ use of statistics; ➤ data presentation 	<p>Build on the geographical and statistical skills introduced in the ‘My place in the World’ topic.</p> <p>Different types of tourism using British examples & discuss potential conflicts between different stakeholders.</p> <p>Geographical enquiry looking at where people go on holiday introducing the different sections within an enquiry.</p>	<p>Looking at a range of extraordinary places around the World;</p> <p>Using each place to study a range of both physical and human processes affecting that country. For example, using Svalbard to understand the difference between weather & climate; and Las Vegas to understand issues of water shortages.</p>

History

Lead R Winstanley

National Curriculum Link: [National Curriculum - History key stages 3 and 4](#)

Medieval State & Society	Medieval Church	Tudor Dynasty	Tudor Dynasty	The Stuarts & The English Civil War	The Stuarts & The English Civil War
<p>1066: The Battle of Hastings</p> <p>Who told the truth about the Battle of Hastings?</p>	<p>The Murder of Thomas Becket</p> <p>King Henry and Thomas Becket</p> <p>Religion and the law</p>	<p>The war of the roses</p> <p>Who was Henry VIII</p> <p>Why did Henry break with Rome?</p>	<p>Who was ‘Bloody’ Mary?</p> <p>Who was Elizabeth I</p> <p>Elizabeth I’s propaganda</p>	<p>How did things change from the Tudors to the Stuarts?</p> <p>What was the Gunpowder Plot?</p>	<p>Civil War interpretations</p> <p>The Battle of Wigan Lane</p> <p>The execution of Charles I</p> <p>Oliver Cromwell</p>

Life under William the Conqueror The Feudal System King John and the Magna Carta The creation of Parliament	Wigan and the Town Charter Let's go on a pilgrimage! The Crusades Why is Jerusalem important? Who were the crusaders?	The differences between the Catholics and the Protestants Martin Luther The Reformation of the Church	Elizabeth I & Mary Queen of Scots The Spanish Armada Jobs in the Tudor period.	Why were people unhappy with Charles I? What caused a Civil War? What happened during the Civil War?	Hero or Villain? – Life under Cromwell What was the plague? The Great Fire of London
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Outdoor Education

Lead: J Cooke

Curriculum Link: [ASDAN Website | Gardening Short Course](#)

Planting in the garden	Growing food on the allotment	Wildlife in the garden
Identify features of a plant and the fertilisation process Identify common weeds Identify different plants and the specifications Maintain a garden area	Research what can be grown on an allotment and how it is grown Know the different tools used when gardening Identify pests and diseases and how to reduce the issue Create and maintain an allotment area	Identify different animals and creatures Carry out wildlife surveys Make food for the wildlife and record findings

PE

Lead: A Kindred

National Curriculum Link: [National Curriculum - Physical education key stages 3 and 4](#)

Invasion games	Net and Wall	Health Related Fitness	Striking/ Fielding	Athletics
Hands - chest, bounce, javelin short and long passes Foot – dominant foot Short, Long - both lofted and ground Handling and carrying – picking up a stationary ball, picking up a moving ball, falling on the ball Receiving – on the move Dribbling – close control dominant hand or foot Shooting – shot selection from a variety of distances and angles e.g. Set shot, jump shot, lay-up dominant hand, rebounding TRY Scoring- grounding the ball with a downward pressure, when to use one hand or two Marking: Player with the ball, zone marking	Serving: long and short serve, Shot selection: overhead clear, drop shot, lift and underarm clear, drive shot, smash, volley, dig, spike, flick, push, slice, chop Attacking and defending: Receiving and return of serve Forward Setting Positioning on court Footwork – lead leg	Preparation and recovery from exercise Demonstrate/fundamentals of a warm-up Name and demonstrate stretches to complete prior to exercise static stretches The importance of a cool down Principles of an exercise programme Progression Monitoring Fitness	Batting Grip, stance, footwork, contact made, Can direct the ball in three directions can carry out defensive shots Can carry out drives, pulls and cut shots Bowling- Basic action Stepping action Variety of speeds and height Fielding Underarm throwing and	Track Head position Arm position Leg position Correct posture, Sprint starts Throwing- Initial grip, Stance, Preparation Release phase, Recovery phase Throwing action

<p>Attacking and defending skills - turning, shielding, heading</p> <p>Tackling – basic technique from front and side, close contact tackling</p> <p>Positional play – experience a variety of roles and positions within the team</p> <p>When to pass/shoot/dribble/ Where to pass/shoot/dribble/, Which pass to make</p> <p>marking</p> <p>Awareness of the rules and regulations of the game and their application (including refereeing signals)</p>	<p>Teamwork and communication with partner in doubles/ game</p> <p>Selection of the appropriate shot</p>	<p>Pulse taking</p> <p>Carry out fitness testing</p>	<p>catching</p> <p>Stopping the ball (short and long barrier)</p> <p>Overarm throwing and catching</p> <p>Pick up and throw</p> <p>Positional play experience a variety of roles and positions within the game e.g. bowler, wicket keeper</p>	<p>Angle and release</p> <p>Jumping-</p> <p>Approach,</p> <p>Landing,</p> <p>Take off,</p> <p>Flight,</p> <p>Angle of release</p>
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Thrive **Lead: K Crompton**

National Curriculum Link: n/a

The Brain	All About Me	Understanding Feelings	Wellbeing	Emotional Awareness	Resilience
Where am I acting from Where do I feel my actions	What it is to be unique Why are we all different	Identification of emotions – anger	5 ways to wellbeing	Stress and the effects on the body	Resilience and how we build resilience
Know the key areas of the brain and which part of the brain is responsible for behaviours	Know that each person is unique and what makes us unique	<p>Identification of emotions esp. anger</p> <p>Understand how to self-regulation</p> <p>Understand how to express emotion</p> <p>Expressing feeling both positive and negative</p> <p>Zones of regulation</p>	<p>What is wellbeing?</p> <p>The 5 ways to wellbeing and how each strand of wellbeing relates to them</p> <p>Motivation</p> <p>Coping strategies</p>	<p>The causes of stress</p> <p>How stress affects the body</p> <p>Symptoms of stress and how they are different for each individual</p>	<p>What is emotional resilience?</p> <p>How to build resilience</p> <p>Understand how challenge and attitude affect resilience.</p>

Work Related Learning (WRL) including CEIAG **Lead J Heyes**

Gatsby Benchmarks: [Careers guidance and access for education and training providers](#)

ASDAN: [ASDAN Website | Careers and Experiencing Work Short Course](#)

Module 1: Section B6 Taking part in a Career Fayre	Module 3: Section B3 Taking part in an interview	Module 2: Section B5 The impact of technology in the workplace.
<p>Identify my own skills and behaviours</p> <p>Describe them self, their strengths and preferences</p> <p>Consider how skills and behaviours link to the workplace</p>	<p>Identify three different types of interviews</p> <p>Consider how skills and qualities link to interviews</p> <p>Research Key Elements</p> <p>Be aware of what labour market information</p>	<p>Identify technology in the workplace</p> <p>Consider how technology will change in the future</p> <p>Understand the impact technology has on the workplace.</p>

Recognise the skills and qualities needed for the world of work through activities/experiences Take part in a career's fayre	Take part in an interview Reflect on Action	Give examples of different business organisational structure
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TRANSFERABLE SKILLS

Reading & Literacy

Present information/points of view clearly and in appropriate language.
Present information in a logical sequence.
Write clearly and coherently, including an appropriate level of detail.
Learn new vocabulary and understand it with the help of context and use it verbally and in written pieces.
Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Access a wide range of quality fiction and non-fiction texts around each theme across the wider curriculum.

Oracy

Make relevant contributions to discussions, allowing for and responding to others' input both with staff and peers.
Use correct grammar, including correct and consistent use of tense.
Prepare for and contribute to the formal discussion of ideas and opinions.
Use and understand topic specific vocabulary.

Numeracy & Mathematical Reasoning

Detailed on individual subject curriculum maps

Digital Skills (including e-safety)

Detailed on individual subject curriculum maps

CEIAG

Careers

Detailed on individual subject curriculum maps

PERSONAL DEVELOPMENT

Links to support Statutory RSE(PSHE) [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)

Detailed on individual subject curriculum maps

SMSC & Modern British Values

Detailed on individual subject curriculum maps

SUSTAINABILITY / ENVIRONMENTAL AWARENESS

Detailed on individual subject curriculum maps