

CURRICULUM OVERVIEW



Key Stage	Year Group(s)	National Curriculum Programme of Study
Upper Key Stage 3	Y9	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)

The Writer's Toolkit	Feel the fear	Poisonous Poetry	Childhood Classics	Power of Imagination	Justice and Injustice
Ozymandias	The Woman in Black	A Poison Tree	Our Day Out	Firebug	Of Mice and Men
Gulliver's Travels	Ghost Boys	The Sick Rose	Goodnight Mr Tom	Who Cares	Merchant of Venice
Hound of the Baskervilles	Skellig	Sonnet 147	Midsummer Night's Dream	Moose Baby	Noughts and Crosses
Sherlock Holmes	Ghost squad	Human Interest	Face	Junk	Short story anthologies
Wuthering Heights	Gothic Girl	Henry King	Drummers	Firestarter	
Short story selections		The Laboratory	Kes		
		The Rime of The Ancient Mariner	A View from the Bridge		
		Seven Devils			

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

National Curriculum Link: [Mathematics programmes of study: key stage 3](#)

Proportional Reasoning	Representations	Algebraic Techniques	Developing Number	Developing Geometry	Reasoning with Data
Ratio and scale Multiplicative change Multiplying and dividing fractions	Working in the Cartesian plane Representing data Tables and probability	Brackets, equations and inequalities Sequences Indices	Fraction & percentages Standard index form Number Sense	Angles in parallel lines and polygons Area of trapezia and circles Line Symmetry & Reflections	The data handling cycle Measures of location

Science **Lead: E Arkwright**

National Curriculum Link: [Science programmes of study: key stage 3](#)

Cells & Genetic Engineering	Rocks & Climate Change	Waves	Chemical Reactions	Energy, Electricity & Magnetism	Ecology
Specialised cells Magnification Male Reproductive System Female Reproductive System Fertilisation Developing baby Genes and DNA SB Improving Pets Selective Breeding GE Making Improvements Genetic Engineering	Earth's structure Sedimentary Rock Metamorphic Rock Igneous Rock Weathering Rock cycle Water cycle Climate change and Carbon cycle Extracting and Recycling Metals Metals and Acids Reactivity Series	Light waves Reflection Refraction Dispersion Absorption Sound waves The Ear Ultrasound	Atoms Periodic Table Mixtures Mixtures Separation 1 Mixtures Separation 2 Compounds and Symbols Iron Sulphide Investigation Chemical Reactions Physical Reactions Conservation of mass Combustion 1 general Combustion 2 fire triangle Combustion 3 incomplete Endothermic reactions Exothermic reactions Thermal Decomposition	Symbols, Conductors and Insulators Series and Parallel Circuits Current Measuring Current and Voltage Resistance Forms of energy and transfers Renewable and Non-renewable fuels Magnets Electromagnets	Classification Vertebrates Invertebrates Adaptation Food webs Competition Pyramid of Numbers Pyramid of Biomass Evolution Conservation

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
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'Who am I and how do I fit?' Understand how the choices we make can be linked to self-identity and self-esteem, and how this can affect our health and relationships	Respect for similarity and difference. Anti-bullying and being unique. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health	Aspirations, how to achieve goals and understanding the emotions that go with this Understand own mental health and how to recognise signs of mental ill-health in myself and others	Being and keeping safe and healthy Summarise some of the risks associated with substance use and the laws relating to these Express why some people choose to use different substances and my own thinking relating to such choices.	Building positive, healthy relationships Consider the risks and consequences of becoming sexually active	Coping positively with change Summarise how different types of change can affect mental health and know some strategies to stay resilient
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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](#)

Colour	Art & Culture	Natural Forms	Pop Art	Investigation
Exploring the use of colour to express emotion, linking to The Fauvism Art Movement.	Investigating the culture of Japan to develop a range of skills. Acknowledging Remembrance Day through varied activities including 3D poppies	Responding to the theme 'Natural Forms', experimenting with a wide range of media to develop observational skills	Exploring still life through 'Pop Art', responding to linked artists to develop personal outcomes	Reflecting on how certain artists use their work to express, explore, and question ideas about identity. Experimenting with a range of media

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](#)

Living Independently – A Place Of Your Own	Animal Care – Animal Investigation	Citizenship – Rights & Responsibilities
Understand the differences between renting & mortgaging a property. Identify the rights & responsibilities of being a tenant. Understand what being a good tenant & neighbour means. Consider what the term eviction means.	Research the different places that you could buy a pet from & look at the advantages & disadvantages of each. Understand what a domestic animal would need to be happy & healthy. Understand the different habitats that animals have & consider what they will need to survive in that habitat.	Understand what it means to belong to a community, a country & the world. Consider the responsibilities that you have & understand how these may change over time. Understand what it means to be disrespectful to others – eg bullying, racist language etc. Understand what responsibilities individuals have to themselves & other people when communicating online.

Create a monthly budget that shows expected outgoings when living in your own property.	Research how animals are used in the world of work & understand what roles they play in a working environment.	
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D & T: Cooking

Lead J. Campbell

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

ASDAN: [ASDAN Website](#) | [FoodWise Short Course](#)

Module 1 Healthy Living	Module 2 Basic Food Safety	Module 7 Practical Cooking Skills
<p>Identify:</p> <ul style="list-style-type: none"> the importance of certain food groups and their benefits to the body. the importance of certain nutrients and the benefits on the body. the main food groups and nutritional value. <p>Investigate the food traffic light system and understand what it is used for.</p>	<p>Understand the importance of maintaining personal hygiene around food.</p> <p>Know why and how certain foods should be stored safely and correctly.</p> <p>Understand the importance of how you should dress in a kitchen including PPE and its relevance.</p> <p>Know when “Best Before Dates” were introduced and why we use them.</p>	<p>Accurate weighing and measuring of ingredients.</p> <p>Preparation of fruit and vegetables including knife skills</p> <p>Following a recipe.</p> <p>Baking Skills e.g. Creaming method, rubbing in method.</p> <p>Cooking Skills e.g. Boiling, frying, grilling</p>

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](#)

World War One	World War Two	WW2 & The Holocaust	WW2 & The Holocaust	The 20th Century Post WW2	Black Peoples of America
<p>Key Individuals of the 20th Century</p> <p>Key events of the 20th Century</p>	<p>Conscientious Objectors in World War One</p> <p>Weapons of World War One</p>	<p>The start of World War Two</p> <p>Dunkirk</p> <p>The Battle of Britain</p>	<p>Pearl Harbour</p> <p>Operation Barbarossa</p> <p>D-Day</p>	<p>The setting up of the NHS</p> <p>The Cold War</p> <p>The Space Race</p>	<p>What is slavery?</p> <p>How were the slaves captured?</p>

Long term causes of World War One Short term causes of World War One The Schlieffen Plan Recruitment and Censorship in World War One	Trenches of World War One Medicine in World War One The Christmas Truce The end of World War One	The Blitz Rationing Evacuation Codebreaking & Spies Women of WW2 Weapons of WW2	The Dropping of the Atomic Bomb What was the Holocaust? The Holocaust & Nazi Germany	JFK The fall of the Berlin Wall 9/11	How were Liverpool and Manchester key to the slave trade The Middle Passage The Plantations The abolition of slavery Martin Luther King, Rosa Parks & the Civil Rights Movement
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Outdoor Education **Lead: J Cooke**

Curriculum Link: [Pearson BTEC Level 2 in Personal Growth and Wellbeing \(for England\)](#)

Unit 8: Promoting Environmental Awareness	Unit 11: Leading an Outdoor Learning Activity
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Learning aim A: Investigate issues affecting the environment Learning aim B: Engage in an environmental campaign	Learning aim A: Plan an outdoor activity Learning aim B: Lead an outdoor activity
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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
<p>Passing-</p> <ul style="list-style-type: none"> Hands -spinning the ball, applying spin to the ball, pivot and pass, draw and pass Foot – non-dominant foot / hand alternate hands close control <p>Dribbling - non dominant hand or foot</p> <p>Shooting – non dominant hand or foot from differing angles and ranges use of swerve and volleys where appropriate</p> <p>Marking – Players without the ball</p> <p>Tackling - basic technique from rear, smothering, side-passive</p> <p>Linking Skills – Attack into space, transition from attack to defence/ defence to attack</p> <p>Identify and utilize space consistently</p>	<p>Net Serving: flick, topspin, side spin jump float, high toss, overarm</p> <p>Shot selection</p> <p>Net shots, Reverse setting, Loop, Counter hit, Lob Reverse dig ,Non dominant arm use</p> <p>Backhand (all shots)</p> <p>Overhead clear, Drop shot, Lift and clear, Smash, Drive</p> <p>Attacking and defending</p> <p>Blocking ,Cross court play, Spikes Footwork Court positioning</p> <p>Anticipation and reaction to the ball</p> <p>Principles of attack and defence e.g. roles and positioning</p> <p>Understanding of positions and roles in attack and defence</p>	<p>Highlighting sports fitness tests in relation to specific sports</p> <p>Understanding and applying methods/systems of fitness testing and training principles</p> <p>Understanding the importance of effective decision-making in planning a fitness session</p> <p>Demonstrating strong communication skills when acting as a coach Utilizing time effectively during a fitness session</p> <p>Analysing self-performance and critiquing own decisions</p>	<p>Batting -Directed backhand hit ,Defensive shots on back foot ,Square cut ,Hook shots ,Sweep Off or on drive</p> <p>Bowling</p> <p>Spin bowling</p> <p>Variations in line, flight and length</p> <p>Fielding-</p> <p>Chasing and returning the ball accurately</p> <p>Pick up and throw on the move</p> <p>Positional play – Deep field, backstop</p>	<p>Track</p> <p>foot strike bend running pacing</p> <p>ThrowingTravel use of cross step/ glide, Rotational throws, Efficient transition between technical phases of movement</p> <p>Jumping-</p> <p>Approach, hitting appropriate speed for take-off, Efficient transition between technical and phases of movement</p> <p>Flight – Appropriate elevation</p> <p>Landing – movement of the body beyond initial point of</p>

	Awareness of tactics in different competitive situations (singles and doubles)	Reflection of positives and areas of improvement		contact (long and triple jump)
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Thrive **Lead: K Crompton**

National Curriculum Link: n/a

The Brain	All About Me	Understanding Feelings	Wellbeing	Emotional Awareness	Resilience
Introduction to window of tolerance and where I feel my emotions	What are my characteristic who do I want to be what are my strengths and weaknesses	What and how others feel. positive and negative emotions	Introduction to mental health and how we form habits	Introduction to how people hide and control emotions	Promoting self esteem and dealing with personal challenges.
Understand the structure of the brain Know which part of the brain is responsible for behaviours Understand what the window of tolerance is & how we can change it. Know where we feel emotions	Know: <ul style="list-style-type: none"> • who they are now and who they want to be. • their own characteristics • their own strengths and weaknesses • how to help themselves in the future 	Identification of other people’s emotions Understanding: <ul style="list-style-type: none"> • Anger • Self-regulation Understand how to express emotion Zones of regulation	What is wellbeing? The 5 ways to wellbeing and how each strand of wellbeing relates to them Coping strategies Self-motivation	The causes of stress How stress affects the body Symptoms of stress. Strategies to help relieve stress	What is emotional resilience? How to build resilience Understand how challenge and attitude affect resilience.

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.
Identify my own skills and behaviours Describe them self, their strengths and preferences Consider how skills and behaviours link to the workplace Recognise the skills and qualities needed for the world of work through activities/experiences Take part in a career’s fayre	Identify three different types of interviews Consider how skills and qualities link to interviews Research Key Elements Be aware of what labour market information Take part in an interview Reflect on Action	Identify technology in the workplace Consider how technology will change in the future Understand the impact technology has on the workplace. Give examples of different business organisational structure

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