

**KS3 CURRICULUM**

A topic based approach… knowledge, skills and attitudes

*Curriculum Intent*

At St Andrews we recognise the need for our KS3 students to have a wide range of experiences and chances and to build on skills, in order to make informed decisions about their lives and education. This is essential as students move through the key stages and into adulthood. The KS3 curriculum allows students, to have a broad, balanced and aspirational education with the end in sight. Students are introduced to the world of work, develop key academic skills including reading and deepen their understanding and subject knowledge of the world around them.

The KS3 curriculum supports the transition of students from primary to secondary education as well as into KS4. This is done through a topic based approach; teaching subject knowledge, life skills and attitudes, defined by the World Health Organisation as essential skills and attitudes needed in order to deal with the demands and challenges of life. The topics and intended learning are progressive and ambitious for all, and allow students to build on their prior knowledge. Planning teaching and learning with a thorough understanding of where the students are currently at in their learning is essential to this progressive and ambitious vision for all students. Therefore a focus on baselining as students enter the department is crucial to the teaching and learning within KS3, this in depth knowledge of prior learning will set students up to thrive, achieve and build on their skills at an appropriate level to the individual.

In KS3, most students will follow a 1 year programme in year 7, allowing students’ time to settle in and build on essential basic skills, and then move to a 2 year rolling programme in years 8 and 9. Students in our ASC and personal learner classes, named collectively as ‘The Glens’, will follow a 3 year rolling programme. Each year starting with a me and my school topic. This will allow for any new students into the department to be baselined thoroughly and also allow for settling in, creation of routines and building of relationships. Topic choices are taken from the KS3 national curriculum and adapted in order to be relevant, interesting and allow the teaching of knowledge, skills and attitudes.

*WHO skills and attitudes: Skills and attitudes we all need to live a healthy life as defined by the World Health Organisation*

*Learning for Life*

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**Coping with stress** some of our students can feel that “I’m not good enough” or "Something is wrong with me". This can cause issues with their mental health and well-being. Scientific research has established that stress is the core factor in physical, mental, and emotional health. Discovering how physical, mental and emotional habits create stress, aging, addiction and disease, through awareness and simple lifestyle changes such as reclaiming youthful vitality, joy and well-being. Good strategies or activities that support our students in having positive mental health can govern our students’ moods, emotions, behaviour, and sleep patterns, as well as every aspect of their physical health. Coping with stress means recognizing the sources of stress in our students lives, recognising how this affects them, and working towards finding strategies that help control the levels of stress, by changing our environment or lifestyle and learning how to relax. INCLUDE A POSITIVE ATTITUDE AS SOFT SKILLS

**Coping with emotion** our students can often find it difficult to manage their emotions, we need to support them in becoming aware of their emotions and give them the tools to be able to help them identify things which can make them relax. The ability to regulate our emotions should not be presumed, emotional regulation is a skill and needs to be learned, sometimes through explicit instruction. Recognising emotions and identifying effective strategies for managing these is a key skill for our students.  Coping with emotions means involving recognising emotions within themselves and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on health if we do not respond appropriately INCLUDE CONFLICT RESOLUTION AND SELF CONTROL AS SOFT SKILLS

**Empathy** To have a successful relationship with our loved ones and our community, our students’ need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, communication with others will be difficult. Our students will grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others so it is important to develop a need of understanding themselves and others. Our students will need to equip them to talk people they know, present their thoughts and ideas and tackle delicate issues without offending other people. Empathy can help our students to accept others, who may be very different from them. This can improve social interactions



**Self-Awareness** includes our student’s recognition of themselves, their character, strengths and weaknesses, desires and dislikes. Developing self-awareness can help our students to recognize when they are stressed or feel under pressure or just not quite themselves. *It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.* INCLUDE ASSERTIVENESS AS SOFT SKILL

**Creative Thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).



**Critical Thinking** is an ability to analyse information and experiences in an objective manner. Developing Critical thinking skills can contribute to our students’ health by helping them to recognize and assess the factors that influence their attitudes and behaviour, such as values, peer pressure and the media.

**Problem Solving** Problem solving will help our students to deal constructively with problems they may face in their lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. INCLUDE TAKING RESPONSIBILITY AS SOFT SKILL

**Decision Making** helps our students to deal constructively with decisions about their lives where they can. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have. Decision making is a crucial skill across all levels of learner.

*Effective communication and Interpersonal relationships feed into all topics and learning across the department.*

*Transition*

We recognise the move into year 7 and the move in to KS4 as important parts of a student’s journey at St Andrews. We recognise the need for careful planning and preparation to ensure transitions in and out of the department are done as smoothly as possible.

Year 7 teachers will begin to have transition meetings with new students, and their current staff, at the end of the spring term; with a minimum of 1 short visit and 1 full day visit for students planned in the Summer Term. More transition visits can be arranged if this is needed for individual students. A transition parents meeting will be set up for new parents in the summer term, this will include an overview of the curriculum, school expectations and the opportunity to also meet with their young person’s new teacher/class staff.

Year 9 teachers will begin to have transition meetings at the end of the spring term and early summer term with KS4 staff. All students will have a transition day in their new class later on in the summer term.

All students at St Andrews have a pen profile, these will also form part of a student’s transition.

*Structure and timetabling*

Most students will follow a one year program in year 7 and a 2 year rolling program in years 8 and 9, with our ‘Glens’ pupils following a 3 year rolling program. The topics and content covered in each year builds on from previous years’ learning and experiences. A typical week in KS3 would involve a reading session every day and 3 discreet English and Maths sessions, with further opportunities to practice skills planned throughout the week. Students will also access discreet P.E, PSHE (Personal, Social, Health Education), RSE (Relationships and Sex Education), Work related learning, ICT, French, R.E and D&T sessions; ensuring a broad and balanced offer for our KS3 students.

Motivating movement sessions will occur every day at the end of lunchtimes (around 12:45pm) for 30 minutes. These sessions will be run by staff and students in the department and could take the form of Daily Mile, Take 10, racing games, football, basketball etc. All students will be supported to join in and get their 30 minutes daily exercise. These sessions also form part of the departments work related experience offer to students.

*Key vocabulary*

Students will be introduced to and taught the meaning of key vocabulary linked to their termly topics. This will be through a multi-sensory and total communication approach and will be appropriate to the students’ understanding and communication needs, this includes using verbal communication, sign and symbols. Students will be expected and encouraged to use this vocabulary throughout the curriculum and in the wider community.

***KS3 Curriculum: Topic Overview***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 7 | Year 8/9 (1) | Year 8/9 (2) |
| Autumn | **Me and My School**  ***Why:*** To support transition and building of new relationships. The topic allows Year 7s to find their way around school, know more about themselves and become a part of the St Andrews community. Students learn about the local area of the school as well as the origins of their class name (Scottish Island). ‘Me and My School’ allows for a thorough baseline so that a students learning journey is properly assessed and tracked. | **Farming Through the Years**  ***Why:*** To deepen the understanding of chronology and changes over time, using skills they have learnt in year 7. Students can deepen their understanding and awareness of how technology has changed and shaped our lives. Students can develop farming and agricultural skills in order to develop an awareness of and experience of this career. This will support them in future decisions about their life after St Andrews. | **WW2**  ***Why:*** To support students understanding of a significant point in time that changed the way people live, with some of these changes still seen today. World conflict is a well-covered topic in the news today, students can make comparisons and come to their own, informed opinions about what they see around them. |
| Spring | **Medicine Through the Years**  ***Why:*** To support the teaching of chronology and changes over time. The Black plague features on the KS3 national curriculum, this has been adapted to suit the needs of our students. Students are living through a pandemic, this topic will support students in their recovery as well as support their understanding of then and now. This topic will support desensitisation work as well as knowledge on personal hygiene, personal safety and healthy living. | **Welcome to Africa**  ***Why:*** In the national curriculum for KS3 students are required to study and compare a location in Africa. Students will develop their awareness of the world and extend their experience out of the UK and Europe. Students will further develop their map skills from previous years. | **Welcome to China**  ***Why:*** In the national curriculum for KS3, students are required to study and compare a location in Asia. China has been chosen due to its technological advances and influence on the world.Students will develop their awareness of the world and extend their experiences out of the UK and Europe. |
| Summer | **Extreme Earth**  ***Why:*** On the KS3 national curriculum for geography students are required to learn about geographical terms such as volcano, earthquake, tsunami, tectonic plates and layers of the Earth. Students can also further their understanding of weather and climates that they are introduced to in primary school. Students now begin to study the wider world and the effects the weather and natural disasters have on people and places. | **Enough for Everyone**  ***Why:*** In the national curriculum for KS3 students are required to consider changes in the environment and land and what impact this has had on people and places. A green way of living is a hot topic for students aged 13 upwards with many young people striving for a greener way of life. This topic gives students the knowledge and attitudes in order to make their own opinions on this topical issue. | **20th Century Inventions**  ***Why:*** Inventions created in the 20th century have had a huge impact on the lives we live today. Using meaningful and relatable experiences students can compare and contrast inventions past and present as well as discuss the impact they have on the lives of everyone. |

**Maths***: All new students to be baselined in all areas of maths*

*Length and hight / Weight and volume*

***Number****: indervidual learning journey*

Knowledge: Baselining

Skill: Baselining

Learning for life:

**English**

***Texts****: Marshall Armstrong is new to our school; David Mackintosh, Please Mrs Butler; Allan Ahlberg*

Knowledge: Baselining

Skill: Baselining

***Drama:*** Dramatic exploration of the story Marshall Armstrong with a focus on character. Explore poetry through drama; produce and perform a piece of dramamtic poetry

Learning for life:

**PSHE**

Knowledge: (Baselining) rules and boundaries in their new environment

Skill: recognise and know how to be good and bad friends. How to manage situations whereby they fall out with others.

Learning for life:

**RSE**

Knowledge: Students will develop an awareness of their bodies including private areas.

Skill: Name private body parts for male and female

Learning for life:

**ICT*: e-safty focus***

Knowledge: Using technology safely and respectfully, keeping personal information private. Recognising technology in school and how to use it responsibly

Skill: Identifying where to go for help and support when they have concerns about content or contacting on the internet or other online technologies

Learning for life:

**Science**

Knowledge: Baselining, 5 senses and their uses

Skill: Baselining, how to adapt and support those who have sensory difficulties

Learning for life:

Students have recently moved from Primary education into St Andrews. Students will have some basic literacy, numeracy, science and PSHE skills. Students are new to sessions such as Relationship and Sex Education and Work Related Learning therefore students are expected to have minimal basic knowledge and understanding of these topic areas.

Students would have had experience of a local study at primary school with basic paper based and google map skills addressed.

**Prior Knowledge, skills and attitude**

**Work Related Learning**

Knowledge: what work is and identify differences between work, play and having a job. Explore jobs in the local community.

Skill: name some work students can do in school. Complete a work task in school

Learning for life:

Skill:

Attitude:

*Autumn Term*

*Year 7*

**Me and My school**

*Key Vocab:* St Andrews, new, transition, moving on, myself, friends, relationships, navigate, like, dislike

Students will continue to be supported to practice and rehearse skills in friendships and following rules and boundaries. Students will be expected to refer to class rules during their day to day working.

Students will deepen their knowledge of what work is and now look at the positives and negatives of having a job and the different jobs available.

Students will now begin to expand their knowledge of the wider world looking at countries and history away from the local area, with constant links back to England and Derbyshire.

**What’s next?**

**Art, Music and D & T *including* food technology**

*Art*

Knowledge: Explore a range of media, explore drawing techniques, and explore tone, line and form

Skill: demonstrate drawing skill when creating or copying a piece of art work specific to them

Learning for life

*Music*

Knowledge: How can we make music? An exploration of using our bodies, voices, natural and man-made objects and musical instruments to create sound and music.

Skill: to create sound in a variety of different ways

Learning for life

*D&T*

Knowledge: How different materials help to strength, stiffen and reinforce

Skill: create a 3D model using different materials

Learning for life

**P.E:** *Physical literacy, Boccia, Dance*

Knowledge: Explore how our bodies can move. Explore how music makes them feel and makes them want to move. Explore rules and strategies in a game of Boccia.

Skill: copy, mirror and sequence movement to music, improve core strength and stability. Team work skills as well as specific skills associated with the game Boccia

Learning for life:

**Humanities topic**

Knowledge: of themselves, including their likes and dislikes, their new school and its local community. Develop a knowledge of the origin of their class name

Skill: learn to navigate school and the local environment using maps and directions. Using google maps and following a GPS

Learning for life:

*R.E:*

Knowledge: Hinduism & Christianity; an introduction to the religion and some well-known festivals, including Christmas

Skills: Compare and contrast and reflect on their own lives to others.

Learning for life:

**French**

Knowledge: Where France is and what its culture is like

Skill: how to introduce themselves in French.

Learning for life:

**Maths:  *Geometry***: Position *direction / properties of shape* Knowledge: 2D and 3D shapes names and properties. Recognising nets of 3D shapes. Explore, recognise and identify obtuse and acute angles. Develop knowledge of what a protractor is and how to use it.

**Number** *indervidual learning journey*

Skill: Name and use 2D and 3D shapes in practical situations. Use a protractor to measure angles of shapes

Learning for Life:

**Science**

Knowledge: Students will learn the human life cycle and how bodies change as they grow. Students will learn a basic understanding of the human body including skeleton and some vital organs including heart and lungs.

Skill: Name internal and external body parts

Learning for life:

**English**

***Texts:*** *diary entries, books about Florence Nightingale, All Fall Down; Sally Nichols*

Knowledge: recognise features of a recount in the form of diary entries. Recognise what characters and settings are in fictional stories.

Skill: write their own diary entries using past tense verbs. Use adjectives to describe characters and settings. Write descriptive sentences.

***Drama:***develop performance and communication skills through the exploration of Florence Nightingale

Learning for life:

Skill:

Attitude:

**PSHE**

Knowledge: how to keep safe in school, at home and in the wider community. Know what a stranger is, know what a safe stranger is.

Skill: crossing the road safely, turning appliances on and off safely. Know how to manage strangers in a range of scenarios

Learning for life:

**RSE**

Knowledge: identify appropriate touch and be introduced to the rule of consent.

Skill: give or deny and act on consent in different scenarios. Know how to deal with inappropriate touch

Learning for life

**ICT**

Knowledge: Recognise the difference between a cartoon and photographs. Identify quipment available to take and edit photos. How to program and code floor robots, follow and create simple algorithms.

Skill: Capture and change digital photographs for different purposes. Write short algorithms and programs for floor robots, and predicting program outcomes.

Learning for life:

Students will use their knowledge of words in different contexts and understand the affect these have on other people.

Students will begin to develop their knowledge of geography and history of countries, towns and cities outside of the UK. Further developing their empathy for other who do not live the same as them.

Students will now take their introductory knowledge of religions and cultures and begin to compare different aspects.

**What’s next?**

*Spring Term*

*Year 7*

**Medicine through the years**

*Key vocab*: medicine, hospital, change, improve, Florence Nightingale, NHS, plague, pandemic, epidemic, spread, Mary Sea Cole, chronology, medieval, Victorian

Students will have been fully baselined in English, Maths, Science and PSHE. Intended learning will be based on these assessments

Students will have a basic knowledge of where they live and other cities/towns around them. Students will have some understanding that things change over the years and will have seen a timeline before.

**Prior Knowledge and skills**

**Work Related Learning**

Knowledge: understanding of what work and having a job means and explore the positives and challenges they may face in employment. Know how to get a job.

Skill: carry out some basic class jobs/work

Learning for life:

**P.E:** *POUND, Yoga, Circuits*

Knowledge: Explore various means of exercise including those that offer some cardio vascular exercise.

Skill: Follow and lead movements within a group

Learning for life:

**Art, Music and D & T *including* food technology**

*Art*

Knowledge: Explore a range of block printing techniques, using found and made objects, acrylic paints and begin to explore repeat pattern

Skill: copy or create a repeat pattern using block printing techniques in the style of ‘Banksy’.

Learning for life:

*Music*

Knowledge: An overview of music and instruments from the 14th century through to the modern day.

Skill: To identify different genres of music and instruments

Learning for life:

*D&T (Food Tech)*

Knowledge: Where food comes from and how food is grown.

Skill: sort foods into food groups, plan and cook a healthy balanced meal

Learning for life:

**n**

**French**

Knowledge: explore some traditional French foods and drinks and decide on likes and dislikes.

Skill: how to order ice cream in French

Learning for life:

**Humanities topic**

Knowledge: Students will explore how medicine and medical care has changed from medieval times to now. Learn about significant people such as Florence Nightingale and Mary Sea Cole**.** Explore the Black Death and how this affected places in the UK particularly in Eyam.

Skill: develop an understanding of chronology through the use of timelines

Learning for life:

*R.E:*

Knowledge: Judaism and Buddhism; an introduction to the religion and some well-known festivals

Skill: compare and contrast and reflect on the lives of others

Learning for life:

Skill:

Attitude:

**Maths: Measurment** *Time/money*

Knowledge: Name the seasons, days and months, know what a calendar is and develop awareness of how to use a calendar to record an event. Know what money is and what it is used for. Acknowledge the need to pay for items in shops. Identify money from other items. Name ways to pay for things we want. Recognise coins and notes

**Number** *indervidual learning journey*

Skill: To use a calendar and answer questions relating to time including days, weeks and months. Handover money in return for items in school and the wider community.

Learning for Life:

**English**

***Texts:*** *Volcano by John Foster (Kennings poem), There came a wave by Lily Usher (Boxing Day Tsunami)*

Knowledge: Explore what poetry is and how it is performed. Explore use of nouns, verbs and adjectives to describe people and places. Explore the use of rhyme and rhythm in poetry. Explore the use of persuasive language and what it is used for, with particular focus on advertising

Skill: Read, perform and create poetry about the weather, people and places around the world. Create own piece of persuasive writing in the form of an advertisement.

***Drama:*** Create a piece of dramatic poetry relating to weather and/or extreme earth. Use drama to explore empathy for others living in extreme circumstances

Learning for life:

**PSHE**

Knowledge: people who can help in different scenarios. Develop an understanding of the emergency services as well as safe adults

Skill: Ask for help in different scenarios. Use basic First Aid either on themselves or other people.

Learning for Life:

**RSE**

Knowledge: what puberty is and how this changes peoples’ bodies, emotions and feelings towards others.

Skill: Manage and cope with the changes happening to their body

Learning for Life:

**ICT**

Knowledge: Designing and programming the movement of a character on screen to tell stories. Explore object labels.

Skill: use an art program or app to create a TV advert or simple story. Use object labels to sort and group objects by properties

Learning for life:

**Science**

Knowledge: Students will learn about seasons and how this affects the weather. Students will also explore how the orbit of the earth affects weather and temperature around the world.

Skill: recognise and record the weathere.g. rain gauge

Learning for life:

*Summer Term*

*Year 7*

**Extreme Earth**

Key vocab: globe, natural disasters, floods, droughts, hurricanes, volcanoes, earthquakes, tsunami, countries, continents, weather, extreme, loud, dangerous, unpredictable, famine

Students will use their knowledge of maps, extreme natural disasters and some basic chronology to ask questions and compare with other countries and cultures out of the UK.

**What’s next**

Students will have been fully baselined in English, Maths, Science and PSHE. Intended learning will be based on these assessments

Students have a basic awareness of what is work and how this is different to play

Students will have a basic knowledge of weather when looking outside e.g. sunny, rain, cloudy. Some students may be able to name the 4 seasons.

**Prior Knowledge, skills and attitude**

**Work Related Learning**

Knowledge: Students will engage in an enterprise project from start to finish.

Skill: work as a team to create and develop a product to sell.

Learning for life:

**P.E** *Athletics, Cricket/Rounders, Football/Basketball*

Knowledge: Explore various athletic sports e.g. shotput, javelin, sprints etc. An introduction to team sports inc cricket and/or rounder’s, Football/Basketball; the rules, positions and scoring.

Skill: demonstrate team work; playing a game with others

Learning for life:

**Art, Music and D & T *including* food technology**

*Art*

Knowledge: explore making forms in clay

Skill: make a simple ‘pinch pot’ which can be glazed/painted

Learning for life:

*Music*

Knowledge: A focused exploration of the core elements of music, including pitch, tempo and dynamics.

Skill: To create contrasts in sound

Learning for life:

*D&T*

Knowledge: the design process, looking at specification, sketching and modelling designs.

Skill: use ICT and other forms to create designs and plans

Learning for life:

**French**

Knowledge: Climate in France and how this compares to England.

Skill: How to say weather types and months of the year in French

Learning for life:

**Humanities topic**

Knowledge: the causes, and impact on people and places, of a range of natural disasters including floods, droughts and hurricanes**.** Earth composition including tectonic plates and how these cause volcanoes, earthquakes and tsunamis.

Skill: compare, contrast and empathise with others. Use a map and/or globe to locate countries outside of the UK and Europe.

Learning for life:

***R.E***

Knowledge: Sikhism & Islam; an introduction to the religion and some well-known festivals

Skill: compare and contrast and reflect on the lives of others

Learning for life:

**Maths: *Measurement*** *Length and hight / Weight and volume* Knowledge: Knowledge of and exploration of different standard measures to measure volume including millilitres, litres and pints.

***Number:*** *indervidual learning journey*

Skill: pour liquid into a container to a given line. Measure liquid needed for a recipe in millilitres, litres and pints. Learning for life:

**ICT *e-safety focus***

Knowledge: that people can use information put online, know how to safely search for information online. Knowledge of word processing software and how to create and format text.

Skill: identify and safely manage dangers online, identify and safely manage unkind behaviour online. Create and format text on a computer, compare this to writing non-digitally

Learning for life:

**Science**

Knowledge: The plant life cycle, parts of a plant and what they are for. Habitats of animals across the world.

Skill: looking after and growing a plant. Know what animals and plants need to survive.

Learning for life:

**English**

***Texts:*** *Midsummer Night’s Dream, various non-fiction books on farming, agriculture and horticulture*

Knowledge: Who William Shakespeare is and what he is famous for. How can theatre and performance tell a story to an audience? Explore non-chronological reports and know how to identify them and use them.

Skill: Identify features of a play. Perform a traditional Shakespearian play to a small audience. Navigate a non-chronological report to find out information on a chosen topic e.g. contents page, titles, diagrams, index and glossary

***Drama:*** follow and understand features of a playscript. Produce and take part in a play to perform to others.

Learning for life:

*Autumn Term*

*Year 8/9 (1)*

**Farming through the years**

Key vocab: technology, machinery, farming, agriculture, horticulture, land, population, society, growth, crops, animals, habitats, life cycles

**PSHE/RSE**

***PSHE***

Knowledge: Looking after our bodies- (Personal hygiene, exercise , healthy eating, dental health, sleep)

Skill: Being able to apply some of theknowledge to have a healthy lifestyle.

Learning for life:

***RSE***

Knowledge: Hygiene with a focus on puberty

Skill: To carry out personal hygiene routines

Learning for life:

Students will have begun to develop a good knowledge of comparisons and chronology. Students will now work on improving their knowledge of the world around them, looking at the continents of Africa and Asia. Students will use their knowledge of comparing and contrasting in order to compare life and society in Africa and Asia to their own and other known places within Europe.

**What’s next?**

Students would have worked on forming a basic understanding of then and now and have begun to look at how things change over time. Students would have a good knowledge of animals and what farms look like

Students will have been baselined thoroughly and learning intentions/targets set accordingly.

Students would have built new relationships in their setting.

**Prior Knowledge, skills and attitude**

**Work Related Learning**

Knowledge: How to career plan, where to look for jobs. What skills are needed for jobs of interest

Skill: knowing what jobs are suitable to their skills and interest and what path they must take to achieve this.

Learning for life:

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: How different materials create different textures and colours. How the outdoors can be used to create art

Skill: select materials with a purpose to collage piece of ‘farm art’.

Learning for life

***Music***

Knowledge: A discovery of British folk music, with a focus on music, song and dance for Harvest festivals.

Skill: To follow call and response patterns and participate in story telling through song.

Learning for life:

***D&T (food tech)***

Knowledge: grain to plate. Understanding that food has to be farmed

Skill: Identify ingredients at a farm shop. Use own grown ingredients to make a meal or small snack

Learning for life:

**Humanities topic**

Knowledge: How new technology and machinery improved farming and agriculture. How changes have impacted on land, population and society.

Skill: Deeper understanding of chronology. Compare and contrast times, places and objects from what they see today. Basic field work skills.

Learning for life:

***R.E***

Knowledge: What belief means to me, what do I believe in?

Skill: awareness of self-beliefs, sharing beliefs with others in an appropriate way. Accept that belief can mean different things to different people.

Learning for life:

**P.E:** *Gymnastics, circuits, Yoga*

Knowledge: What shapes and moves bodies can make

Skill: move body in different ways, link moves together, perform to a small group

Learning for life:

**French**

Knowledge: French animals and pets

Skill: French words for animals and pets, describing words for animals and pets

Learning for life

**PSHE/RSE *PSHE***

Knowledge: Emotions and Feelings- Recognising emotions in ourselves and othersIdentify times when we might feel angry or sad because of someone’s behaviour towards us.

Skill: Develop coping strategies for our emotions and feelings

Learning for life:

***RSE***

Knowledge: Periods- What are they, who can help us and the changes we might feel. Learning about unwanted erections/wet dreams

Skill: To be aware of their bodies and changes in puberty

Learning for life:

*Spring Term*

*Year 8/9 (1)*

**Welcome to Africa**

Key vocab: Africa, Sahara desert, river, Canal, climate, dialect, Egypt, Ethiopia, grassland, indigenous, Mount Kilimanjaro, Nigeria, Oasis, poverty, Savannah, Village, tribe, cities, pollution, population

**Maths: Geometry** Position *direction / properties of shape*

Knowledge: 2D and 3D shapes names and properties. Recognising nets of 3D shapes. Explore, recognise and identify obtuse and acute angles. Develop knowledge of what a protractor is and how to use it.

**Number**: *individual learning journey*

Learning for life:

**ICT**

Knowledge: Identifying IT and how its responsible use improves our world in school and beyond. How to design algorithms and programs that use events to trigger sequences of code.

Skill: responsibly use IT around school and in the wider community. Use knowledge of alogrithms, programs and events that trigger sequences of code to create an interactive quiz

Learning for life:

**Science**

Knowledge: How properties and changes in materials can affect their usage.

Skill: ask questions, make predictions and carry out experiments

Learning for life:

**English**

**Texts:** *Azzi in between; Sarah Garland, The Underground Railroad, Colson Whitehead, A long Walk to Freedom; Nelson Mandela*

Knowledge: How modern fiction explores controversial issues, gain a wider global and historical context to local issues e.g. asylum seeking, racism, poverty etc. What biographies are and the difference between biographies and autobiographies.

Skill: discuss and compare perspectives from different characters and people, beyond their own experiences, through drama, debate, group discussions and biographies.

***Drama:*** dramatically explore the life of Nelson Mandela. Develop performance skills and appreciation of the work of others

Learning for life:

Students will use their knowledge of Africa and compare this to that of Asia, with a particular emphasis on China. Students will begin to think about the choices they make that impact their own and other people’s environments.

**What’s next**

Students have learnt what a map is and how they can be used. Students will have a good knowledge of themselves including the town and country they live in. Students will have a basic understanding of other countries and continents in the world.

**Prior Knowledge and skills**

**Work Related Learning**

Knowledge: knowing what jobs best suit interests and abilities

Skill: making informed decisions about jobs and work, knowing what jobs are out there for their interest and abilities.

Learning for life:

**Humanities topic**

Knowledge: Develop a knowledge of the continent of Africa including names of major countries and cities as well as key physical and human features of Africa e.g. desert. Compare and contrast these features with another location in the world. Begin to develop a knowledge of how human and physical processes have interacted to change landscapes, environments and climate over time

Skill: use of maps, globes, diagrams, aerial photographs and geographical information systems to analyse, compare and communicate about the continent of Africa.

Learning for life:

**R.E**

Knowledge: Explore religious leaders and their actions and what we can learn from them. For some leaders, make a link to Africa.

Skill: Make informed decisions about what they believe a good leader involves, share this in an appropriate manor. Express whether they agree/disagree with leader decisions

Learning for life:

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: What African textiles look and feel like, how are African textiles made? ‘God’s eye weaving’ using twigs and wool. Explore colour and pattern.

Skill: Weaving, recognising and creating African patterns.

Learning for life:

***Music***

Knowledge: An introduction to music traditions of Africa, including singing and djembe drumming.

Skill: To develop skills in pulse and rhythm

Learning for life:

***D&T***

Knowledge: design, make and evaluate process when making products for others

Skill: Design, make and evaluate a product linked to enterprise: who, how, cost effective, evaluate the product

Learning for life:

**P.E:** *Dance, Volleyball, Rebound*

Knowledge: throwing and catching techniques. Movement to music

Skill: throwing and catching, leading, team work

Learning for life:

**French**

Knowledge: What school is like in France? What is the same or different to us?

Skill: say school subjects and school equipment in French. Say the days of the week in French.

Learning for life:

**Maths: Measurment:** *Time/money*

Knowledge: Name the seasons, days and months, know what a calendar is and develop awareness of how to use a calendar to record an event. Know what money is and what it is used for. Acknowledge the need to pay for items in shops. Identify money from other items. Name ways to pay for things we want. Recognise coins and notes

**Number** *individual learning journey*

Skill: To use a calendar and answer questions relating to time including days, weeks and months. Handover money in return for items in school and the wider community.

Learning for life

Learning for life:

**English**

***Texts:*** *The Lorax; Dr Seuss, campaign articles, No One is too Small to make a difference; Greta Thunberg*

Knowledge: What language techniques feature in poetry e.g. rhyming, similes, personification.

How language (spoken and unspoken) can influence people’s thoughts and feelings. How people campaign for environmental change e.g. letters, posters, debates

Skill: use persuasive and emotive language alongside facts to persuade people to reduce, reuse and recycle in the form of a letter, email and debate. Identify and use features of poetry to write own piece of poetry, perform a poem to a small audience

***Drama:*** Dramatically explore the use of campaigns and speech to persuade others. Explore the use of hot seating and interviewing to question others

Learning for life:

Students will use their knowledge of reduce, reuse and recycle to continue to manage global learning projects throughout school. Students will be encouraged to think about what they have learnt in this topic and apply it to later topics including 21st century inventions.

**What’s next**

**PSHE/RSE**

***PSHE***

Knowledge: Internet safety- How to play games online safely Recognise that not everything we see online is true.

Skill: Seeking out and using appropriate activities that support wellbeing and self-confidence. Identifying when they are feeling unhappy and asking for help. Develop and use coping strategies.

Learning for life:

***RSE*** Knowledge: What is personal space? Where is it appropriate to touch in private and public places? Body parts, places and activities. Clothes that cover us, keeping ourselves safe and how to recognise and respond to something we don’t like.

Skill: acting appropriately in public places

Learning for life:

**ICT**

Knowledge: Know that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. Know apps that can be used to create art digitally and how this compares to working non-digitally

Skill: Identify digital devices inputs, processes and outputs. Choosing appropriate tools in a program to create art.

Learning for life:

**Science**

Knowledge: How reduce, reuse and recycle can support the environment and ensure people manage their resources in a more sustainable manor.

Skill: actively partake in projects involving reduce, reuse and recycle

Learning for life:

*Summer Term*

*Year 8/9 (1)*

**Enough for Everyone**

Key vocab: pollution, conservation, clean, atmosphere, aid, disposal, waste, natural, reduce, reuse, recycle, recover, sustainable, solar power, climate change, carbon footprint, renewable, non-renewable

Students will have a basic understanding of pollution and recycling. Students will have engaged in whole school and national events relating to global learning in year 7.

**Prior Knowledge and skills**

**Work Related Learning**

Knowledge: How to career plan, knowledge of jobs available and where to go to look for jobs

Skill: make decisions on what to do next to get to desired career/job

Learning for life:

**P.E***: Athletics/Circuits,Football /Rugby, Cricket/Rounders/Tennis*

Knowledge: Explore further a range of team games on offer to students out of school

Skill: share and explain preferences for team sports and exercise types

Learning for life:

**Humanities topic**

Knowledge: Where resources such as power and food come from and the impact this has on the environment. Knowledge of how an increase in population can affect climate change. What carbon footprint means and what we do on a day to day basis that impacts on our carbon footprint. Knowledge of renewable and non-renewable sources of energy.

Skill: analyse information and come to conclusions, act upon improving carbon footprint

Learning for life

***R.E***

Knowledge: Explore special and religious places for themselves and other people across the world.

Skill: Name, identify and discuss special places to themselves and others

Learning for life:

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: famous contemporary recycled art and how it is made, what is it made from. Where this art is kept. Visit an art gallery to discover the different types of art. Know what upcycling means.

Skill: make decisions on likes and dislikes, create a piece of contemporary recycled art. Upcycle something into new art.

Learning for life:

***Music***

Knowledge: An exploration of musical timbre, texture and rhythm using natural and recycled objects (junk percussion)

Skill: To create different sounds using junk percussion

Learning for life:

***D&T***

Knowledge: How old things can be upcycled or recycled to something new.

Skill: using textiles and alternative materials to make something new. Sewing, using a glue gun. Design, plan and make.

Learning for Life:

**French**

Knowledge: Traditional French clothing.

Skill: French words for clothing, describing words for clothing e.g. colour, short, long etc. Clothing for different seasons

Learning for life:

Students will further explore their understanding of the wider world and that the world is bigger than them, Derby and the UK. Students will explore what places are like in today’s time and how countries support each other. Students will explore and compare cultures from china and other places around the world.

**What’s next**

**PSHE/RSE**

***PSHE***

Knowledge: Change and loss (*New class, transition, bereavement, changes to families, marriage & divorce, respite, moving bereavement)*

Skill: Coping strategies for change, start to build an understanding of what works for them.

Learning for life:

***RSE***

Knowledge: Hygiene focusing on puberty (Changing underwear, washing correctly, wiping) Hormones and feelings

Skill: Knowing where and how we can get help and who we can ask to help us. Ask for help to a range of people. Body awareness.

Learning for life:

**ICT *e-safety focus***

Knowledge: what is cyberbullying, how to communicate online, how to be safe and responsible online. Algorithms and programs that use a range of events to trigger sequences of actions.

Skill: use online communications safely and responsibly. Identify signs of cyberbullying and know how to deal with incidents of cyberbullying. Write alogorithms and programs to create an interactive game

Learning for Life:

**Science**

Knowledge: Space and Seasonal changes (Autumn Winter focus) and Light and Sounds as types of energy and how these types of energy move and are used.

Skill: Observe, identify and explain changes across the seasons; particularly autumn. Observe, identify and explain changes in light and sound

Learning for life:

**Maths Measurment:** *Length and hight / Weight and volume* Knowledge: Knowledge of and exploration of different standard measures to measure volume including millilitres, litres and pints.

***Number:*** *indervidual learning journey*

Skill: pour liquid into a container to a given line. Measure liquid needed for a recipe in millilitres, litres and pints.

Learning for life:

**English**

**Texts:** *Ethel and Ernest, The Railway Children, War horse*

Knowledge: Learning about historical events through personal accounts. Developing an understanding of key people and events synonymous with the Second World War.

Skill: To write a personal account. Communicating through the written word, writing a letter or sending a message. To recall real life events, identifying the difference between fact and fiction.

***Drama:*** Dramatically explore historical events occurring during the second world war. Use drama to portray how people may have looked, acted and felt during these times.

Learning for life:

*Autumn Term*

*Year 8/9 (2)*

**World War 2**

Key vocab: war, conflict, government, Winston Churchill, Adolf Hitler, Nazi, Holocaust, allies, air raid, ration, concentration camp, blackout, propaganda, evacuation, invade, forces

**Work Related Learning**

Knowledge: Identify what they are good at, what their skills are and what motivates them. Understand the need to choose jobs that fit their skill set and interests.

Skill: Choose a job or career that fits with their skills and motivations

Learning for life:

Students would have covered topics relating to the UK during year 7 and may have begun to explore the wider world in year 8/9 (1). Students should have a prior knowledge or experience of what history is and the use of a timeline. Students should know that time existed before them. Students would have explored the feeling of empathy.

**Prior Knowledge and skills**

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: utilize various clay building methods and techniques to manipulate form, texture and convey meaning in art work. Explore how ceramic decorating techniques are used.

Skill: use knowledge on clay building and ceramics to make a ceramic poppy display

Learning for life:

***Music***

Knowledge: An exploration of music that was popular during the world wars, the works of famous composers of the time, and how music is used to express emotions and boost morale.

Skill: To develop ensemble skills; to use music to express emotions

Learning for life:

***D&T***

Knowledge: To explore a range of Mechanical Systems

Skill: To research old and new mechanical system then compare and evaluate findings. Use D&T skills to design a model using pulley or gears.

Learning for life:

**Humanities topic**

Knowledge: Key facts about people and decisions made during WW2 including rationing and the holocaust. Students to explore what it was like to live in WW2 Britain how the rest of the world played their part in the war.

Skill: Understand a significant moment in history. Compare world conflict in 1939-1945 to war and conflict today. Discuss, share, and explore how things are different or the same. Develop empathy for others in war torn countries.

Learning for Life:

***R.E***

Knowledge: What marriage and divorce looks like for different religions. How is marriage celebrated in different religions.

Skill: Make informed decisions about own beliefs and ways of celebrating. Share these in an appropriate way

Learning for life:

**French**

Knowledge: Families and their pastimes in France

Skill: French words for family members, describing words for family members

Learning for life:

**P.E** *HT1: Physical Literacy/Circuits/Yoga. HT2: Dodgeball/Dance*

Knowledge: What shapes and moves bodies can make

Skill: move body in different ways, link moves together, perform to a small group

Learning for life:

**ICT**

Knowledge: how to collect data in tally charts and using attributes to organise and present data on a computer. Answering questions by using spreadsheets to organise and calculate data.

Skill: collect, organise and present data on a computer in tally charts and pictograms. Input, organise and calculate data into a simple spreadsheet

Learning for life:

**Science**

Knowledge: Food, exercise and staying healthy – human body

Teeth and dental care

Hygiene (hand and respiratory)

Skill: To develop an awareness of how to stay healthy.

Learning for life

**English**

**Texts:** *Traditional tales, Chinese Tales (Seven Chinese Sisters). Instructions, recipes.*

Knowledge: To recognise and name characters and themes within Chinese folk tales. Identifying what a moral is. To learn to read, follow and write a simple instruction texts including recipes. Identify and use imperative (bossy) verbs. Know how instructions are laid out.

Skill: Write a synopsis of a Chinese folk tale. Write a short story with a moral. Create instructions and recipe cards for a Chinese themed menu for a special event.

***Drama***: Use drama to explore themes of Chinese tales, explore scenes, characters and their emotions. Develop empathy and understanding of chracters emotions

Learning for life:

Students will explore the wider world in more depth in KS4 including discussing stereotypes and racism. Students will use their knowledge of China to support their understanding of 20th century inventions and how china has supported a move forward with technology.

**What’s next**

**PSHE/RSE**

***PSHE***

Knowledge: Friendships and bullying- *(being a good friend, building positive relationships)*

Skill: Begin to develop understanding of what a positive relationship looks like.

Learning for life:

***RSE***

Knowledge: Relationships- Different types of relationships (family, friends, ‘professional’, boyfriend/girlfriend, fancying someone-Coping with break ups)

Skill: Understanding appropriate touch in different relationships. Understand qualities of healthy relationships and what that looks/feels like.

Learning for life:

**Maths Geometry***:* Position *direction / properties of shape*

Knowledge: 2D and 3D shapes names and properties. Recognising nets of 3D shapes. Explore, recognise and identify obtuse and acute angles. Develop knowledge of what a protractor is and how to use it.

**Number**: *indervidual learning journey*

Learning for life:

*Spring Term*

*Year 8/9 (2)*

**Welcome to China**

Key vocab: Beijing, bamboo, calligraphy, canal, Chang Jiang, chop stick, culture, dragon, emperor, great wall, Hong Kong, innovation, Kung fu, mandarin, paper making, Shanghai, technology, trade, City, population

**Work Related Learning**

Knowledge: What personal targets are and why they are important. Know how to set targets for yourself and for your career. Have knowledge of all the stages of an enterprise project

Skill: Set suitable targets for yourself and your career. Engage in all stages of an enterprise project

Learning for life

Students would have explored the wider world when covering extreme Earth. Students will have an emerging awareness that there is a big wide world outside of them and their family. Students will have developed comparison skills and should be able to use these when comparing their culture to others.

**Prior Knowledge, skills and attitude**

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: Explore colour using watercolour paints, wet on wet and look at the work of Monet and his waterlilies. Explore how water colours are used in traditional Chinese artwork

Skill: use water colours to create pieces of traditional Chinese art

Learning for life

***Music***

Knowledge: An introduction to traditional Chinese music, with a focus on composing melodic music using the Chinese pentatonic scale.

Skill: To compose melodic music using the Chinese pentatonic scale

Learning for life:

***D&T***

Knowledge: What food comes from China and how it is cooked. Share likes and dislikes appropriately.

Skill: Use knowledge of Chinese food in an enterprise project.

Learning for life

**Humanities topic**

Knowledge: Develop a knowledge of the country China. Including names of major cities and key physical and human features of China e.g. rivers, mountains, buildings. Compare and contrast these features with another location in the world. Begin to develop a knowledge of how human and physical processes have interacted to change landscapes, environments and climate over time e.g. population increase, pollution etc.

Skill: use of maps, globes, diagrams, aerial photographs and geographical information systems to analyse, compare and communicate about the country of China.

Learning for life

***R.E***

Knowledge: What is suffering, identify different types of suffering. Develop a knowledge of other religions beliefs and teachings on suffering as well as their own belief. Engage in discussion about how suffering can impact peoples beliefs.

Skill: Compare and contrast other people’s views and beliefs on suffering. Make an informed decision about what they believe in, in terms of suffering.

Learning for life:

**P.E** *HT1: Dodgeball, Rebound, Table Cricket HT2: Goal ball, OAA, Circuits*

Knowledge: To explore a range of different activities and be able to describe what they like and do not like

Skill: develop skills with a ball, team work and tactics.

Learning for life:

**French**

Knowledge: Weather and climate in France

Skill: French words for describing weather and weather relating to months in the year. Students to say when their birthday is in French.

Learning for life:

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**English**

**Texts:** *Charlie and the Chocolate Factory/ The Iron Giant.*

Knowledge: To explore classic modern fiction and Science fiction, learning about different styles of writing which combine technology and fiction.

Skill: Produce a piece of descriptive writing developing a narrative based on an everyday object. Discuss the difference between what is real and what is fantasy and identify this within texts covered. Produce a comparison of 20th century and 19th Century technologies.

Drama: dramatically explore science fiction narratives, explore the use of props and scenary in drama scenes.

Learning for life:

**Maths:** *Money/Time*

Knowledge: Identify, name and recognise the value of coins and notes and the importance of money in the wider world. **Number** *indervidual learning journey* Skill: Recognise coins and notes in school and the wider community. Use money to pay for different items in school and in the wider community.

Learning for life:

**French**

Knowledge: what it is like to visit a café in France. Traditional dishes found in cafes. What money is used in France.

Skill: Use French words to order food and drink from a menu; using please and thank you. Use Euros to pay for items in role play of a French café.

Learning for life:

*Autumn Term*

*Year 1, 2 and 3*

*Each year builds on previous learning*

**Me and My school**

Key vocab:

**ICT**

Knowledge: Using a computer as a tool to explore rhythms and melodies. Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.

Skill: create a musical composition using IT, Use the internet to research a chosen topic, evaluate online content used.

Learning for life:

*Summer Term*

*Year 8/9 (2)*

**20th century inventions**

Key vocab: Invention, inventor, scientist, engineer, technology, create, design, plan, prototype, radio, television, telephone, computer, aeroplanes, Internet/World Wide Web, Thomas Edison, Alexander Graham Bell, Tim Berners-Lee

**Humanities topic**

Knowledge: Develop a knowledge of what has been invented during the 20th Century. Name some inventors and their inventions. Know how these inventions have changed the way people live and work. Know how inventors develop their ideas, test them and make changes.

Skill: Use meaningful and relatable experiences to compare and contrast inventions past and present as well as discuss the impact they have on the lives of people around the world. Design their own invention to solve a problem or make something better in today’s time.

Learning for life:

***R.E***

Knowledge: Explore ethical issues in a variety of religions and cultures including right and wrong, crime and punishment and conflict.

Skill: Make informed decisions about own beliefs. Share own beliefs in an appropriate way.

Learning for life:

**Art, Music and D & T *including* food technology**

***Art***

Knowledge: explore iconic 21st century artists such as Andy Warhol

Skill: produce a repeat image of an iconic or modern-day image

Learning for life:

***Music***

Knowledge: Introduction to musical technology. Engage with music technology to record, combine and alter own sound/music.

Skill: combine or alter music/sound using technology. Engage in group compositions

Learning for life:

***D&T***

Knowledge: Develop a knowledge of Electrical systems and 20th century inventions

Skill: design, create and evaluate a moving product using electrical circuits, motors and switches.

Lerning for life:

**P.E** *HT1 Athletics and circuits, HT2 Cricket, Rounders, Football, Rugby*

Knowledge: To explore a range of different activities and be able to describe what they like and do not like

Skill: Running, Jumping, throwing (athletics) Teamwork, Cooperation,

Learning for life:

Students will use their knowledge, skills and attitudes, developed throughout KS3, and apply them in more functional contexts on a more regular basis in KS4. Students will study the attitudes to life in more detail and these will become skills to live a healthy and fulfilled life.

**What’s next**

Students will have knowledge and experience of technologies in the modern age. Students will be able to express their desires in terms of technology usage e.g. internet.

**Prior Knowledge, and skills**

**Work Related Learning**

Knowledge: What a portfolio should look like and what it should contain

Skill: Develop and devise their own portfolio to present their work related learning skills, abilities and experiences.

Learning for life:

**Science**

Knowledge: Physical processes: Forces & Electricity.

Skill: To identify a range of forces and movement as well as how electricity is used. Create a functioning circuit to make something move/light up

Learning for life:

**PSHE/RSE**

***PSHE***

Knowledge: Personal wellbeing- Developing self- confidence, being happy with who we are, recognising we all have different qualities

Skill: Building up self-esteem and knowing what we are good at

Learning for life:

***RSE***

Knowledge: Touch. *(Personal space- where is private for us to touch ourselves. What is appropriate and not appropriate in public and at home*

Skill: Awareness of public and private and appropriate touch.

Learning for life: