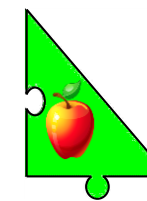


KS3 Curriculum Map 2021-22



	Autumn Term		Spring Term		Summer Term	
English	Through exploration of differentiated texts, students are developing their language skills to produce descriptive, instructional, persuasive, critical and analytical narratives with clear links to life skills and futures. Across the year the students will explore books around the following topics: Places to Discover, Seasonal Poetry, Myths and Magic, Aspiring Authors, Superheroes, Success for Sport The topics can be subject to change because as a school we like to explore topical events in the current world and ensure the students learning and celebration is in line with national and global events.					
Maths	-Place Value, Addition and Subtraction and multiplication and division.		Money, statistics, properties of shape, length, width and height, weight and mass, capacity		Time, Fractions, decimals and percentages, Ratios	
	Number		Algebra	Ratio, proportion, rate of change and probability	Geometry and Measures	Statistics
Science	Year 7 - What's Inside Me? - Exploring the human body including bones, organs and their functions. Recycling In Nature – The seasons, life cycles, reusing and composting		Year 7- Energy – food growth, different forms of energy and the sun. Mixtures and Compounds – Properties of materials and methods of separation.		Students will be learning about plant growth, parts of a plant, germination and investigations in the school garden. Students will complete the curriculum then Crest star awards or superstar investigations and projects.	
	Year 8 – Cells, Tissues and Organs Water pollution - Filtration, water cycle, states of matter		Year 8 – Forces Pushes pulls, gravity and forces Magnetism and electricity Poles, simple circuits, switches, conductors and insulators		Students will be learning about the challenges of living on Mars. This is a combined STEM subject with design and technology including robotics and considering how humans could conquer this hostile environment in the future. Students will complete the curriculum then Crest star awards or superstar investigations and projects.	
	Year 9 - Plants for Life and Health: Investigating chemical Compounds		Year 9 – Alternative energy Sexual Reproduction		Students will be learning about the geological environment, which is planet Earth. Volcanoes currently in the news will be investigated, to help identify the on-going and dynamic nature of our planet. Students will complete the curriculum then Crest star awards or superstar investigations and projects.	
Computing	My Online Life/Online Safety This unit takes place over the course of the half term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	YouTuber Every student wants to be a "YouTuber". In this unit students will learn about what that means, the positives and negatives, safety tips and they will create their own video blog (vlog).	Computer Programming The students will learn about Hour of Code and work through various challenges. They can also choose to take part in global coding events.		Hardware and Computer Systems This unit introduces students to computer hardware, including what is inside and outside the box	Spreadsheet modelling. The spreadsheet unit takes students from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet.

Design Technology (Food)	<p align="center">Year 7 - Olympic Cooking Skills</p> <p>Health and Safety in the kitchen spending time learning important skills (cutting, grating, frying) that enables students to be more independent within the kitchen.</p>		<p align="center">Year 7 - Olympic Cooking Skills</p> <p>Health and Safety in the kitchen spending time learning important skills (cutting, grating, frying) that enables students to be more independent within the kitchen.</p>		<p align="center">Year 7 - A Balanced Diet</p> <p>Familiarisation with The Eatwell plate and how students can ensure they have a healthy balanced diet and what is needed to do that and why it is important for our bodies.</p>	
	<p align="center">Year 8 - Diets and Dietary Requirements</p> <p>Looking into allergies and food labelling to be able to understand instructions and interpret signs and symbols. Time will also be spent looking into where our food comes from and how this can impact on our environment.</p>		<p align="center">Year 8 - Diets and Dietary Requirements</p> <p>Looking into allergies and food labelling to be able to understand instructions and interpret signs and symbols. Time will also be spent looking into where our food comes from and how this can impact on our environment.</p>		<p align="center">Year 8 - Innovation Project</p> <p>Learning ways in which students can be innovative to produce products that can raise money for others and make a positive contribution to school and the wider community.</p>	
	<p align="center">Year 9 - Cross Curricular Project with DT and Art</p> <p align="center">Memphis Biscuit Project</p> <p>Looking into design and colour around how this has impacted society and how this can be portrayed through a variety of materials.</p>		<p align="center">Year 9 - Understanding Food and Flavours</p> <p>Covering all aspects of Food Technology including cutting techniques, food safety and storage, diet, nutrition and labelling to assist in creating and altering recipes to meet specific criteria.</p>		<p align="center">Year 9 - Understanding Food and Flavours</p> <p>Covering all aspects of Food Technology including cutting techniques, food safety and storage, diet, nutrition and labelling to assist in creating and altering recipes to meet specific criteria.</p>	
Design Technology (D&T)	<p align="center">Year 7 - Pull Along Toy Project</p> <p>Explore and use mechanisms when designing and making products. Timber based construction utilising safe use of tools, equipment and machinery.</p>		<p align="center">Year 7 - Pull Along Toy Project</p> <p>Explore and use mechanisms when designing and making products. Timber based construction utilising safe use of tools, equipment and machinery.</p>		<p align="center">Year 7 - Structures Project</p> <p>Explore structures. Design and build products utilising structural principles to strengthen and reinforce the design.</p>	
	<p align="center">Year 8 - Wildlife product Project</p> <p>Design and build a wildlife product utilising modelling, prototyping and iterative design. Students explore how to join and combine a wider range of materials including recycling and upcycling. Recycling/Reusing (Sustainability)</p>		<p align="center">Year 8 - Wildlife product Project</p> <p>Design and build a wildlife product utilising modelling, prototyping and iterative design. Students explore how to join and combine a wider range of materials including recycling and upcycling. Recycling/Reusing (Sustainability)</p>		<p align="center">Year 8 - Cross Curricular Project: DT and Science</p> <p align="center">Mission to Mars Project</p> <p>Design, build, and test different ideas to aid human space exploration of MARS, utilising coding and programming. Collaborative design, prototype construction and testing ideas and solutions. Coding and programming robotics. Recycling/Reusing (Sustainability)</p>	
	<p align="center">Year 9 - Cross Curricular Project: DT, Food and Art</p> <p align="center">In the style of Memphis: Clock Project</p> <p>Students design, prototype and build a clock in the style of famous design movements e.g. De Still Design and construct products combining different materials, components and processes.</p>		<p align="center">Year 9 - CAD-CAM Ikea</p> <p>Investigate and research existing design styles and current trends in society. Design an interior space in response to the needs of specific client/design criteria. Designing and developing ideas utilising CAD-CAM technology.</p>		<p align="center">Year 9 - Cross Curricular Project: DT and Science</p> <p align="center">Alternative and renewable energy Project.</p> <p>Investigate products that utilise alternate/renewable energy. Design, develop and construct a SOLAR/WIND powered creation.</p>	
PE	<p align="center">Health & Fitness</p> <p>To understand and develop personal fitness.</p>	<p align="center">Football</p> <p>To understand basic skills and apply to a game situation.</p>	<p align="center">Badminton & Table Tennis (Net/wall/racket games) (3 weeks of each)</p>	<p align="center">Basketball (Invasion games)</p> <p>To understand basic skills and apply to a game situation.</p>	<p align="center">Athletics</p> <p align="center">Throwing/Jumping</p> <p>To understand different throwing and jumping</p>	<p align="center">Athletics</p> <p align="center">Running events</p> <p>To understand different running distances and how to pace yourself.</p>

			To understand basic skills and apply to a game situation.		techniques in relation to activity	
PSHE	Relationships and Sex Education Students will cover: emotions, managing emotions, different types of relationships, how to keep safe in relationships and bullying.		Healthy Lifestyle Students will cover: the importance of personal hygiene, puberty, emotions, consent (Year 8/9 – Sexual Relationships)		Drug Education Students will cover: effects of different substances, making good and bad choices and the associated consequences, the laws around drugs, alcohol and tobacco, the media influences and drug misuse and sport.	
Global Citizenship	My place in the world where is home? (random act of kindness)	Preparing to be an active citizen Respecting others (show racism the red card)	UN rights of the child What are my rights and responsibilities?	We all need each other? Contributions of different people/places to our lives	Zero Hunger (poverty) Raising awareness (Eco schools link healthy living)	Zero Hunger (poverty) Making a difference Strategy to minimise hunger (Eco schools link Healthy living)
Futures	Year 7 Who am I? Identifying personal strengths, ideas of a career and the rules of a workplace. Relevant Life Skills	Year 7 Who am I? What do I want to do in the future? Applying for a job including filling in a CV Relevant Life Skills	Year 7 Who am I? Improving wellbeing The interview process Skills and qualifications needed for a job Relevant Life Skills	Year 7 Who am I? Study of local businesses What support is available to look for jobs Relevant Life Skills	Year 7 Who am I? The importance of uniforms Career, employability and enterprise activities. Relevant Life Skills	Year 7 Who am I? Creation of action plan through school Exploring the range of sectors and organisations for potential work Relevant Life Skills
	Year 8 Where am I going? Pathways through school Communication in the workplace Relevant Life Skills	Year 8 Where am I going? Occupational areas Relevant Life Skills	Year 8 Where am I going? Organisational structure Different ways of working Relevant Life Skills	Year 8 Where am I going? Study of local businesses Interview Process Relevant Life Skills	Year 8 Where am I going? Discrimination in the workplace Exploring CVs Relevant Life Skills	Year 8 Where am I going? Health and safety in the workplace Where to find information on jobs or courses Relevant Life Skills
	Year 9 How do I get there? Life stages/Life roles Customer Service Relevant Life Skills	Year 9 How do I get there? World of work Interview Process Relevant Life Skills	Year 9 How do I get there? Entrepreneur Recruitment and selection Job roles and Opportunities in the workplace Relevant Life Skills	Year 9 How do I get there? Personal budgets Learning Pathways Local business visit Relevant Life Skills	Year 9 How do I get there? Roleplaying Scenarios in the workplace Skills, qualities and experience for a job. Relevant Life Skills	Year 9 How do I get there? Transition to KS4 Learning pathways Relevant Life Skills
Art	Year 7 - Foundational skills		Year 7 - Art History		Year 7 - Life Drawing	
	To learn about the processes of line drawing, colour theory (colour mixing) and the processes of tone and shading. Line drawing(form & shape) Colour theory Tone and Shading Perspective	To take part in and explore a range of 3d building materials, to design and think in 3dimendisal terms using numeracy skills to correctly scale their objects. Clay Work Tiles & Busts	To investigate and learn about historical artist using a timeline and examples of work and techniques. Leonardo Di Vinci Life and History Paintings		Students to learn about the correct method of drawing human facial proportions as well as drawing correct human body shapes. 1.Pen portraits 2.Self-portraits drawing	Using observational skills to accurately represents objects and landscapes to a high standard using a range of art media. Curriculum link to English (adjectives) Life drawing, (forms) Landscapes
	Year 8 - Graffiti Art		Year 8 - Print making		Year 8 - Graphics	

	Looking into urban art forms and modern art within the city and urban landscapes. Graffiti vs Vandalism Tagging and vandalism Street art Artist study: Banksy (political art/stencil art)		To learn about the history of print making and its effect on society. Students to explore and experiment with multiple printing materials. Stencil Art Foam block print Lino pattern block print Screen printing		To learn about art as a commercial concept from graphic design to advertising and packaging. Advertising logos Text & colour Packaging/	To learn the process of creating still images that capture specific moments or conform to a given brief acutely. Photography Compositions, Lighting, Photo images for media products
	Year 9 - Cross Curricular Project: DT, Food and Art		Year 9 - Animation		Year 9 - Art History 2	
	In the style of Memphis: Clock Project Students design, prototype and build a clock in the style of famous design movements e.g. De Stijl Design and construct products combining different materials, components and processes.		To learn about the process of the 'illusion of movement' and the techniques behind animation. Spin toy Zoetrope Flip book Telling a story:	Students will learn about media production and storytelling using storyboards, plot synopsis Stop frame, Digital animation Characters & storyboards	Creating a time line of contemporized artists allowing learners to try the techniques and learn the context behind famous works of art – curriculum link to Mondrian and De Stijl art & design (DT) Andy Warhol, Constructivism, Printing, advertisement Portraits and patterns	
Humanities	EARTH/THEIR HOME To recognise the continents, human and physical features, and the concepts of the UK	BRITAIN'S PAST/THEIR HISTORY To recall significant historical events of the UK.	CLIMATES AROUND THE WORLD Identifying seasonal weather patterns, hot and cold areas in relation to the poles and comparing climates across the world.	THE MEDIEVAL PERIOD - STORY OF EYAM Exploring key events and the impact of the Black Death.	SAVE OUR PLANET Understanding plate tectonics, deforestation and global sustainability.	RELIGION IN THE MEDIEVAL PERIOD Looking at the importance of religion during the medieval period and the influence of the monarchy.
Drama	Skills Focus: Use and control of voice. Developing vocal skills, including: projection, diction, confidence and characterisation. Yr7 Medium: Hand puppets. Yr8/9 Medium: Shadow puppets.	Skills Focus: Improvisational skills. Developing creative thinking, imagination and adapting to change. Yr7 Medium: re-writing well-known stories. Yr8/9 Medium: Using Improvisation as a story-writing tool. Winter Wondershow: Developing a public performance.	Skills Focus: Characterisation. Developing an ability to create and express a realistic, consistent and growing character. Yr7 Medium: following a narrative of child evacuees in the Second World War. Yr8/9 Medium: Silent Movies.	Skills Focus: Physicalisation. Developing an understanding of emotional expression. Learning to emulate and 'read' emotional expression. Learning to react appropriately to emotional expression. Yr7 Medium: conflict awareness and management. Yr8/9 Medium: Poetry and expressive dance.	Skills Focus: Working from a stimulus. Creating performances from simple texts and objects. Yr7 Medium: The Poems and short stories of Roald Dahl. Yr8/9 Medium: Facing a dilemma. (links to PSHE)	Skills Focus: Performance skills. Creating a short performance from a simple script. Re-visiting and perfecting all previous skills. Yr7 Medium: a short, simple, script of children's book 'The Old Tree Stump'. Yr8/9 Medium: Children's play 'Millions'

<p>Music</p>	<p>Skills Focus: Reading Rhythm notation and Playing percussion.</p> <p>Assessing and developing fine and gross motor skills; ability to read musical notation, rhythmical awareness.</p> <p>Yr7 Medium: Samba Drumming</p> <p>Yr8/9 Medium: Bhangra Dhol Drumming</p>	<p>Yr7 Skills Focus: Rhythm and Beat.</p> <p>Understanding and demonstrating the difference between Rhythm and Beat. Building an ability to sing a musical 'round'.</p> <p>Yr7 Medium: performance activities.</p> <p>Yr8/9 Skills focus: Understanding, creating and controlling sound.</p> <p>Yr8/9 Medium: designing and building scrap instruments.</p> <p>Winter Wondershow: Developing a public performance.</p>	<p>Skills Focus: Playing Wind instruments.</p> <p>Developing control of lips, teeth, tongue and breathing (links to Speech and Language skills). Developing an ability to read and apply musical notation.</p> <p>Yr7 Medium: Learning to play pBuzz</p> <p>Yr8/9 Medium: Recorder or Ocarina</p>	<p>Skills Focus: Playing String instruments.</p> <p>Developing fine and gross motor skills. Developing an ability to read and apply chord diagrams.</p> <p>Yr7 Medium: learning to play chords on Ukulele.</p> <p>Yr8/9 Medium: Playing simple songs on Ukulele.</p>	<p>Skills focus: Playing tuned percussion.</p> <p>Developing fine and gross motor skills. Developing an ability to read and apply musical notation. Developing group performance skills.</p> <p>Yr7 Medium: Bells and Boomwhackers.</p> <p>Yr8/8 Medium: Learning to play Piano.</p>	<p>Skills Focus: Compositional skills.</p> <p>Developing an ability to create and play a simple piece of music from a given stimulus.</p> <p>Yr7 Medium: Keyboard</p> <p>Yr8/9 Medium: Using the 'Inter-related dimensions of Music'</p>
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