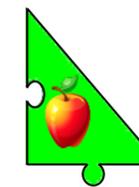




### KS3 Curriculum Map 2023-24



	Autumn Term	Spring Term		Summer Term
<b>English</b>	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: Diversity and Identity, Our World Adventure, Poetry, Positive Contribution_ Shakespeare/ Great Britain 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.			
<b>Maths</b>	-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
<b>Science</b>	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.	
<b>Computing</b>	Computer Programming  This unit looks at the text-based programming language – Python. Students will learn the basics by taking part in a series of challenges and games.	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'.	Fake or Real  Fake news is a serious concern and in this unit students will learn how they can sort the truth from the lies. Making videos to show what they have found out.	Augmented Reality  In this unit the students will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating a game that uses AR.

<b>Design Technology (Food)</b>	<b>Year 7 - Olympic Cooking Skills</b> Health and Safety in the kitchen spending time learning important skills (cutting, grating, frying) that enables students to be more independent within the kitchen.		<b>Year 7 - Olympic Cooking Skills</b> Health and Safety in the kitchen spending time learning important skills (cutting, grating, frying) that enables students to be more independent within the kitchen.		<b>Year 7 - A Balanced Diet</b> 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.	
	<b>Year 8 - Diets and Dietary Requirements</b> 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.		<b>Year 8 - Diets and Dietary Requirements</b> 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.		<b>Year 8 - Innovation Project</b> 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.	
	<b>Year 9 - Cross Curricular Project with DT and Art</b> Memphis Biscuit Project Looking into design and colour around how this has impacted society and how this can be portrayed through a variety of materials.		<b>Year 9 - Understanding Food and Flavours</b> 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.		<b>Year 9 - Understanding Food and Flavours</b> 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.	
<b>Design Technology (D&amp;T)</b>	<b>Year 7 - Pull Along Toy Project</b> Explore and use mechanisms when designing and making products. Timber based construction utilising safe use of tools, equipment and machinery.		<b>Year 7 - Pull Along Toy Project</b> Explore and use mechanisms when designing and making products. Timber based construction utilising safe use of tools, equipment and machinery.		<b>Year 7 - Structures Project</b> Explore structures. Design and build products utilising structural principles to strengthen and reinforce the design.	
	<b>Year 8 - Wildlife product Project</b> 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)		<b>Year 8 - Wildlife product Project</b> 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)		<b>Year 8 - Cross Curricular Project: DT and Science</b> <b>Mission to Mars Project</b> 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)	
	<b>Year 9 - Cross Curricular Project: DT, Food and Art</b> <b>In the style of Memphis: Clock Project</b> 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.		<b>Year 9 - CAD-CAM Ikea</b> 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.		<b>Year 9 - Cross Curricular Project: DT and Science</b> <b>Alternative and renewable energy Project.</b> Investigate products that utilise alternate/renewable energy. Design, develop and construct a SOLAR/WIND powered creation.	
<b>PE</b>	<b>Football/Basketball</b> To understand skill techniques and put them into game play	<b>Hockey (Invasion games)</b> To understand important skills and apply to a game situation.	<b>Gymnastics/ Parkour/ Dance/ (Movement)</b> To understand transition between movements and timings – performing to music.	<b>Cricket/ Rounders (Striking and fielding)</b> To understand key skills of striking, fielding and catching and terminology - put into game play.	<b>Athletics</b> <b>Multi events</b> To understand and develop skills over a variety of athletic events (Sports Day preparation)	<b>Athletics</b> <b>Multi events</b> To understand and develop skills over a variety of athletic events (Sports Day preparation)

		To perform specific skills when asked.		To perform specific skills when asked.		
<b>PSHE</b>	<b>Relationships and Sex Education</b> Students will cover: emotions, managing emotions, different types of relationships, how to keep safe in relationships and bullying.		<b>Healthy Lifestyle</b> Students will cover: the importance of personal hygiene, puberty, emotions, consent  (Year 8/9 – Sexual Relationships)		<b>Drug Education</b> 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.	
<b>Global Citizenship</b>	<b>Crime</b> What is a crime? (current issue)	<b>No poverty (old age)</b> How does being old affect us?	<b>Positive contribution</b> Charities How can we help? (fairtrade)	<b>Social action project on Climate Change</b> Sustainable development (carbon footprint) Project for climate change (eco schools)	<b>Globalisation</b> What is a global issue, how can we help, who does it effect?	<b>Active citizenship project on current global issue</b>  Implementing a change (eco schools link)
<b>Futures</b>	<b>Year 7 Who am I?</b>  Identifying personal strengths, ideas of a career and the rules of a workplace. Relevant Life Skills	<b>Year 7 Who am I?</b>  What do I want to do in the future? Applying for a job including filling in a CV Relevant Life Skills	<b>Year 7 Who am I?</b>  Improving wellbeing The interview process Skills and qualifications needed for a job Relevant Life Skills	<b>Year 7 Who am I?</b>  Study of local businesses What support is available to look for jobs Relevant Life Skills	<b>Year 7 Who am I?</b>  The importance of uniforms Career, employability and enterprise activities. Relevant Life Skills	<b>Year 7 Who am I?</b>  Creation of action plan through school Exploring the range of sectors and organisations for potential work Relevant Life Skills
	<b>Year 8 Where am I going?</b>  Pathways through school Communication in the workplace Relevant Life Skills	<b>Year 8 Where am I going?</b>  Occupational areas  Relevant Life Skills	<b>Year 8 Where am I going?</b>  Organisational structure Different ways of working Relevant Life Skills	<b>Year 8 Where am I going?</b>  Study of local businesses Interview Process Relevant Life Skills	<b>Year 8 Where am I going?</b>  Discrimination in the workplace Exploring CVs Relevant Life Skills	<b>Year 8 Where am I going?</b>  Health and safety in the workplace Where to find information on jobs or courses Relevant Life Skills
	<b>Year 9 How do I get there?</b>  Life stages/Life roles Customer Service Relevant Life Skills	<b>Year 9 How do I get there?</b>  World of work Interview Process Relevant Life Skills	<b>Year 9 How do I get there?</b>  Entrepreneur Recruitment and selection Job roles and Opportunities in the workplace Relevant Life Skills	<b>Year 9 How do I get there?</b>  Personal budgets Learning Pathways Local business visit Relevant Life Skills	<b>Year 9 How do I get there?</b>  Roleplaying Scenarios in the workplace Skills, qualities and experience for a job. Relevant Life Skills	<b>Year 9 How do I get there?</b>  Transition to KS4 Learning pathways Relevant Life Skills
<b>Art</b>	<b>Year 7 - Foundational skills</b>		<b>Year 7 - Art History</b>		<b>Year 7 - Life Drawing</b>	
	To learn about the processes of line drawing, colour theory (colour mixing) and the processes of tone and shading.  <b>Line drawing(form &amp; shape)</b> <b>Colour theory</b> <b>Tone and Shading</b> <b>Perspective</b>	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.  <b>Clay Work</b> <b>Tiles &amp; Busts</b>	To investigate and learn about historical artist using a timeline and examples of work and techniques.  <b>Leonardo Di Vinci</b> <b>Life and History</b> <b>Paintings</b>		Students to learn about the correct method of drawing human facial proportions as well as drawing correct human body shapes. <b>1.Pen portraits</b> <b>2.Self-portraits drawing</b>	Using observational skills to accurately represents objects and landscapes to a high standard using a range of art media. Curriculum link to English (adjectives)  <b>Life drawing, (forms)</b> <b>Landscapes</b>

	<b>Year 8 - Graffiti Art</b>		<b>Year 8 - Print making</b>		<b>Year 8 - Graphics</b>	
	Looking into urban art forms and modern art within the city and urban landscapes. Graffiti vs Vandalism  <b>Tagging and vandalism</b> <b>Street art</b> <b>Artist study: Banksy (political art/stencil art)</b>		To learn about the history of print making and its effect on society. Students to explore and experiment with multiple printing materials.  <b>Stencil Art</b> <b>Foam block print</b> <b>Lino pattern block print</b> <b>Screen printing</b>		To learn about art as a commercial concept from graphic design to advertising and packaging.  <b>Advertising logos</b> <b>Text &amp; colour</b> <b>Packaging/</b>	
	<b>Year 9 - Cross Curricular Project: DT, Food and Art</b>		<b>Year 9 - Animation</b>		<b>Year 9 - Art History 2</b>	
	<b>In the style of Memphis: Clock Project</b>  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.  <b>Spin toy</b> <b>Zoetrope</b> <b>Flip book</b> <b>Telling a story:</b>		Students will learn about media production and storytelling using storyboards, plot synopsis  <b>Stop frame,</b> <b>Digital animation</b> <b>Characters &amp; storyboards</b>	
	Creating a time line of contemporized artists allowing learners to try the techniques and learn the context behind famous works of art – <b>curriculum link to Mondrian and De Stijl art &amp; design (DT)</b>  <b>Andy Warhol,</b> <b>Constructivism,</b> <b>Printing,</b> <b>advertisement</b> <b>Portraits and patterns</b>					
<b>Humanities</b>	<b>MOVING PEOPLE</b>  To Understand why people move around the world (human and physical)	<b>WORLD WAR 1</b>  To look at causes and effects, the significance and key events of the first world war.	<b>London/UK</b>  Exploring the demographic, population and tourism of the UK capital.	<b>WORLD WAR 2</b>  To explore the key impacts of the second world war as well its links to the first.	<b>Rivers</b>  To learn about the different major rivers of the UK, their structure and journey from beginning to end.	<b>Religions Around the World</b>  Looking at a range of religions across the world, major events and impacts on the
<b>Drama</b>	<b>Skills Focus: Use and control of voice.</b>  Developing vocal skills, including: projection, diction, confidence and characterisation.  Yr7 Medium: Hand puppets.  Yr8/9 Medium: Shadow puppets.	<b>Skills Focus: Improvisational skills.</b>  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.  <b>Winter Wondershow: Developing a public performance.</b>	<b>Skills Focus: Characterisation.</b>  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.	<b>Skills Focus: Physicalisation.</b>  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.	<b>Skills Focus: Working from a stimulus.</b>  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)	<b>Skills Focus: Performance skills.</b>  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'
<b>Music</b>	<b>Skills Focus: Reading Rhythm notation and Playing percussion.</b>  Assessing and developing fine and gross motor skills;	<b>Yr7 Skills Focus: Rhythm and Beat.</b>  Understanding and demonstrating the	<b>Skills Focus: Playing Wind instruments.</b>  Developing control of lips, teeth, tongue and	<b>Skills Focus: Playing String instruments.</b>  Developing fine and gross motor skills. Developing an	<b>Skills focus: Playing tuned percussion.</b>  Developing fine and gross motor skills. Developing an ability to read and apply	<b>Skills Focus: Compositional skills.</b>  Developing an ability to create and play a simple

	<p>ability to read musical notation, rhythmical awareness.</p> <p>Yr7 Medium: Samba Drumming</p> <p>Yr8/9 Medium: Bhangra Dhol Drumming</p>	<p>difference between Rhythm and Beat. Building an ability to sing a musical 'round'.</p> <p>Yr7 Medium: performance activities.</p> <p><b>Yr8/9 Skills focus: Understanding, creating and controlling sound.</b></p> <p>Yr8/9 Medium: designing and building scrap instruments.</p> <p><b>Winter Wondershow: Developing a public performance.</b></p>	<p>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>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>musical notation. Developing group performance skills.</p> <p>Yr7 Medium: Bells and Boomwhackers.</p> <p>Yr8/8 Medium: Learning to play Piano.</p>	<p>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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