CURRICULUM MAP Year A – KS3 Base 2023-2024

SUBJECTS TAUGHT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Introduction. Biographical and autobiographical writing. Key skills focus.** What is a biography and autobiography? Study the Autobiography of a famous person. What are the features of a biography and autobiography? Who are we and what do we like? Write our own Autobiography.	**'A Christmas Carol' by Charles Dickens.** Who was Charles Dickens? What was the historical and social context of the story? How was it published and what impact did it have? What is the moral of the story? As an audience, who's side are we on? Write an alternative ending to the story.	**Short Stories** What makes a story a short one? Differences between short and 'long' stories. Study a range of short stories and compare/contrast. Plan and write a short story. Study 'A walk on the wild side' by Robert Westall	**'The Kingdom by the sea' by Robert Westall.** What was life like in WW2 for a young teenage boy? What were his experiences? What would happen to him today? Extended character analysis. Use drama as an impetus and to inform writing. **Link with History Unit**	**Letters and Correspondence.** Formal and informal writing. Writing to persuade, argue and inform. Differences between Emails, letters and social media messages.	**Revisit the basics** Synonyms & Antonyms Verbs, nouns & adjectives. Punctuation Spelling strategies Homophones Paragraphs Clauses
Maths	Objectives from KS2 & KS3 national curriculum. To assess and develop foundation skills of number and place value including rounding and estimating. To develop existing skills using the four operations including mental and formal written methods.	Objectives from KS2 & KS3 national curriculum. Children will review and learn the properties of 2D and 3D shapes, using every day and mathematical language to describe. Children will learn to describe probability in terms of 'likelihood' and express this as either a	Objectives from KS2 & KS3 national curriculum. To ensure that chn know the correct order of operations and can apply them in a range of contexts. Chn will begin to see the links between fractions, decimals and percentages and how they are used in real life contexts.	Objectives from KS2 & KS3 national curriculum. Children will learn the difference between discrete and continuous data and will be able to identify the types of data. Children will learn about the average as what is 'typical' and how to calculate the	Objectives from KS2 & KS3 national curriculum. Chn will build on knowledge of fractions an extend to calculate an unequal sharing/division of an amount. Chn will learn how to read, interpret and plot co-ordinates on a graph working with both positive and negative axes.	Objectives from KS2 & KS3 national curriculum. Children will express probability in words, fractions and decimals. Children will recognise algebra as missing number equations and solve simple calculations, where numbers have been replaced with letters or symbols.

	To begin to develop familiarity with key mathematical concepts such as square and prime numbers, including the order of operations to problem solve.	fraction, decimal or percentage. Children will review and develop the sorting and comparing of negative numbers.	Chn will learn equivalences between fractions, decimals and percentages and apply their knowledge in a range of problem-solving activities.	three main types of average. Children will begin to work algebraically using symbols or letters to substitute numbers.	Chn will discover the practical applications of shape, space and measure; encountering them in a real-life context.	
Science	**The Body** Impact on the body of different types of exercise Nutrition for growth and support- understanding food labels and hydration Reproduction and the growth of a foetus. Gas exchange Chemical reactions (PH, combustion etc)	**Space and the Night Sky:** What is Space? The Universe & Solar System Humans in Space The Future- scientific and technological developments and plans Tim Peake	**An Evolving Animal Kingdom…** • Extinction • Adaption • Evolution • Natural Selection • Charles Darwin Modern Plights to save endangered animals- focus on the Panda etc.	**Energy and The Home** • Fossil Fuels • Alternative Energies- wind/solar • Fuel Bills • Petrol & new types of vehicles • Insulation/ Ventilation • Energy Efficiency Case Studies to improve energy efficiency	**Famous Scientists- people who helped change the World** Biographical unit focusing on key figures in History such as: Isaac Newton, Da Vinci Faraday, Curie Einstein, Pasteur Mendeleev What's their story? What were their discoveries- and struggles along the way?	**Summer- What is it? Why do we need it?** Seasonal Changes Weather changes across the globe Sun damage Impact on Humans Summers across the World Planetary alignments etc Impact upon the natural world- growth, life cycles
Humanities (History, Geography & RE)	**Geography** **Earth matters:** • The Water Cycle and Coasts.	**History** **What's out there? Explorers and Exploration:** • Britannia rules the waves.	**Geography** **Comparing people and places:** • Local area. • Map skills.	**History** **World War 2** • Causes and build-up. • The Battle of Britain. • The Blitz.	**Geography** **Human and Physical Geography:** • The Grand Canyon,	**History** **Stone age to Iron age Britain:** • How do we know? • Iron age life.

	• Mountains, expeditions and explorers. Link to English by looking at biographies of explorers. • The Rock Cycle.	• Age of discovery • Columbus and America. • What happened when we got there?	• Rural jobs/landscape. • Tourism in local area.	• What did Nazi Germany want? • The Home Front. • VE and VJ day – weapons of mass destruction.	formation and human footprint. • Effects on local area (travel and tourism)	• Stonehenge. • Iron age life. • Technology and tools. • Hill forts.
Art	**C21st Artist study: <u>Banksy</u>** Art analysis: Is it Art? Style: Graffiti Art and Stencilling/Mixed media/collage	**C20th Artist Study- <u>Brigitte Riley & Victor Vasarely</u>** Style: Op Art/Abstraction Monochrome/Geometry /Pattern/Collage	**Early C20th Artist Study- <u>The Futurists</u>** Style: Futurism Shading/pencil work/capturing movement/use of outline/ potential 3D outcomes	**C20th Artist study: <u>Magritte and Dali</u>** Art analysis- What Does it Mean? Style: Surrealism Paint/Pencils/Precision/ observation drawing	Link with Geography, looking at photographs of Grand Canyon and creating our own drawing/painting/collage- Limited palette/ chalks/pastels/pencils	Ancient Art/Craft studies- Iron age art. Study clothing, jewellery and tribal identification. Chn to create their own using a range of materials.
Design Technology (Food Tech)	**Basic Home cooking skills** Introduction to Basic Cooking Skills, breakfast dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.	**Basic Home cooking skills** Snack & lunch dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of health, safety and hygiene in the kitchen.	**Basic Home cooking skills** Dinner dishes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of the safe use of equipment and safe use of storage of food.	**Basic Home cooking skills** Lunchbox recipes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of the safe use of equipment and safe use of storage of food.	**Basic Home cooking skills** Picnic food. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and nutrition.	**Basic Home cooking skills** Seasonal recipes. To give students the opportunity to gain practical cooking skills with healthy options whilst gaining knowledge of the importance of healthy eating and nutrition.
RSE (SELF)	**Peer influence, substance use and gangs**	**Community and careers**	**Respectful relationships** Families and parenting. Healthy relationships.	**Emotional wellbeing** Mental health.	**Intimate relationships** Relationships and sex education including consent, contraception,	**Financial decision making**

	Healthy and unhealthy friendship. Assertiveness. Substance misuse. Gang exploitation	Equality of opportunity in careers and life choices. Different types and patterns of work.	Conflict resolution. Relationship changes	Emotional wellbeing, including body image and coping strategies	the risks of STIs and attitudes to pornography.	Saving, borrowing, budgeting and making financial choices
Physical Education	**Weekly session at Blandford Leisure Centre – Gym** **Weekly session at Rossmore Leisure Centre – Trampolining & Gymnastics** **Aims** The national curriculum for physical education aims to ensure that all pupils: Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives. Pupils to be taught: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs.					