

KS3 Curriculum overview 2018-2019 - Year 7

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	
ENGLISH	areas	Holes	War: The Starless Midnight	Skellig	A Midsummer Night's Dream	Dystopian Worlds	Journalistic Writing
	outcomes	<p>The learners will find out about the mysterious Camp Green Lake in this fictional story by Louis Sachar. They will explore the justice system as they decide whether Stanley was treated fairly or not and solve the mystery behind the digging of all those holes in the middle of the desert. They will also apply their advertising and letter writing skills to Stanley's misadventures before comparing the film with the book and exploring why certain changes are made in the translation from text to screen.</p>	<p>War – described by Martin Luther King (along with racism) as being part of “the starless midnight.” Studying ‘Private Peaceful’ by Michael Morpurgo in depth as well as analysing key extracts from ‘The Boy in the Striped Pyjamas’ (John Boyne) and ‘Warhorse’ (Morpurgo), the learners will discuss the themes within these texts and consider how and why the authors chose to portray main characters in the different books, the children will create character profiles and analyse characters' actions, thoughts and feelings. They will also link War Poetry to themes of remembrance, courage, justice and humanity.</p>	<p>“I found him in a garage on a Sunday afternoon”. The learners will find out about Skellig - a mysterious being who is living in the back of 12-year-old Michael's garage in the novel of the same name by David Almond. They will consider who and what Skellig really is, why he is living there, and how he has an impact on Michael. The learners will explore the relationship that develops between the two main characters as well as how themes such as friendship, faith, life and death are explored in the text.</p>	<p>Shakespeare's 'A Midsummer Night's Dream' will challenge our learners to explore themes such as magical realism in this famous comedy of mischief and misunderstanding, looking in depth at the main characters and discussing their motivations, actions and the reactions that follow. Looking at the complex language structures and iambic pentameter, our pupils will recreate their own Shakespearean-style play scripts, keeping to the original themes but bringing the play bang into the 21st Century.</p>	<p>What is a Dystopian World? A creation of an utterly horrible or degraded society that is generally headed towards an irreversible oblivion – immensely popular reading among many Young Adults! Our learners will examine extracts from dystopian texts both old and new including 'The Hunger Games' (Suzanne Collins), 'The Maze Runner' (James Dashner) and '1984' (George Orwell), exploring the underlying themes and controversies, through detailed comprehension essays as well as their own creative writing.</p>	<p>The learners will explore print media, looking at the language used to inform, entertain and persuade audiences. A huge part of writing media is a good understanding of the audience, knowing who to aim your writing at, as well as the purpose of the writing. The learners will research different print mediums e.g. magazines, newspapers etc., noting how they appeal to their audiences before trying their hand at their own journalistic writing.</p>

MATHS

areas	Number	Geometry and Measures	Algebra	Ratio, Proportion & Rates of change	Probability	Statistics
outcomes	<p>Learners will: identify place value of digits to three decimal places and multiplying by 10, 100, 1000 to give answers to three decimal places.</p> <ul style="list-style-type: none"> -use negative numbers in context, and calculate intervals across zero; -Solve problems involving all four operations and using estimation determine an appropriate degree of accuracy. <p>Tackle mental calculations, including with mixed operations and large numbers; Use formal written methods to solve multiplication and division calculations;</p> <ul style="list-style-type: none"> -Compare and order fractions identifying equivalence of fractions, decimals and percentages -Add, subtract, multiply and divide fractions. 	<p>Learners will look at:- using, reading, writing and converting between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places; drawing 2-D shapes using given dimensions and angles; recognising, describing and building simple 3-D shapes, including making nets; recognising angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles; describing positions on the full coordinate grid; drawing and translating simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Learners will explore:- using simple formulae; converting between miles and kilometres; generating and describing linear number sequences; enumerating possibilities of combinations of two variables; expressing missing number problems algebraically; finding pairs of numbers that satisfy an equation with two unknowns.</p>	<p>Learners will explore:- solving problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts; solving problems involving similar shapes where the scale factor is known or can be found; solving problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Learners will look at:- relating relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale; recording describing and analysing the frequency of outcomes of probability experiments using tables; constructing theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities; applying the property that the probabilities of an exhaustive set of outcomes sum to one.</p>	<p>Learners will cover:- interpreting and constructing pie charts and line graphs and using these to solve problems; calculating and interpreting the mean as an average.</p>

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SCIENCE

areas	Organisms and Matter	Forces and Electromagnets	Reactions	Genes	Energy and the Earth	Ecosystems and Waves
outcomes	<p>In our Organisms module we will explore how the skeletal system and muscular system enable us to move. We will also explore cell structure and function. The module covering Matter allows us to study the particle model of matter and investigate separation techniques.</p>	<p>During our Forces module, we will explore speed and acceleration as well as investigate the relationship between gravity, mass and weight. In our Electromagnets module students will build circuits and investigate current, voltage and resistance.</p>	<p>Our Reactions module provides an opportunity to investigate the properties and reactions of metals and non-metals. We will also use practical enquiry to investigate acids and alkalis.</p>	<p>As part of the Genes module, learners will study variation within a species and human reproduction.</p>	<p>In our Energy module we will investigate the sources and costs of our energy supply. In addition, students will investigate the way energy is transferred. Our Earth module provides opportunities to explore the Earths structure and place in the Universe.</p>	<p>As part of our Ecosystems module, students will investigate the relationships between living things as well as the process of plant reproduction. In our Waves module we will study sound and its effects.</p>

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HISTORY

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areas	What is History? KS3 History key skills review. The Norman Invasion of 1066			World War One
outcomes	Pupils will start KS3 history with revision of essential skills required for historical enquiry. They will explore the importance of chronology as well as develop their own questions as part of their understanding of how and why things happened in the past. Students are introduced to medieval Britain by gaining an insight into Saxon life, what it meant for people and how it compared to elsewhere in Europe such as Rome. The claimants to the throne are introduced and students assess who they think should be king. The events of the Battle of Hastings are then explored including why William won and Harold lost. Students look at Williams's problems and his solutions by exploring the Feudal system , the Domesday Book and a study of Castles .			An enquiry into the Great War and the cause and effects of this event. Students will look at the origins of War, trench warfare, war poetry and the effects the war had on those involved. Students will complete group work tasks exploring recruitment materials and also researching and presenting a short lesson on one of the battles that took place during the war. Students also complete a depth assessment based on the interpretations surrounding General Haig to assess his impact on WW1.

GEOGRAPHY

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areas	Coasts and the local area	Geology - Rocks and soils	Hydrology	Weather, climate and biomes	Economic Activity – Farming in Mexico and USA	As before - Case study on Economic Activity
outcomes	Our learners will Interpret and describe coastal landscapes, features, erosion and depositional features. They will understand how human and physical environments are linked.	Linking on from exploring Coastlines, the learners will look at and describe the rock cycle, investigate chalk escarpment features and annotate features on maps, quoting evidence when writing up and using grid references.	The learners will Explore flooding in key areas around the UK using maps, investigating why certain areas are likely to flood. They will research river features and the water cycle as they come to understand how flooding occurs.	In this topic the learners will look at similarities and differences between climates around the world, explaining UK climate patterns and world patterns, and biomes. They will use climate maps, Google Earth and Geographical Information Systems in order to find out more about the weather and climates around the world.	In this topic learners will compare and contrast world/continent maps of USA and Mexico to understand more about economic activity. They will explore population density through maps and understand the key differences between more and less economically developed countries.	

LANGUAGES

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areas	Classroom objects and family and pets	Personal Descriptions	School, sports and telling the time	Leisure Activities and weather	Directions an Places around town	House and Home
outcomes	The learners will practice using accurate grammar, spelling and punctuation as they name everyday classroom objects and give details about family and pets.	In this topic, learners will explore, identify and use tenses which convey the present tense as they learn how to describe their own appearances in French.	Learners will continue to develop and deepen their French vocabulary in order to give and justify opinions and take part in discussions. They will do this through conversations about school, playing sports and as they begin to tell the time.	Is it sunny or is it raining? In this topic the learners will explore vocabulary for describing the weather and leisure activities and start to read literary texts in French(poems).	Left, right or straight on? The learners will now speak confidently and coherently with increasing accuracy, both orally and in writing as they give directions in French.	House and home is the focus for this topic as the learners continue to develop their skills in reading and comprehending some original and adapted materials from a range of different sources.

PSHRE

areas	Nature of Religion - What is religion? FOCUS RELIGION:- Christianity	Health and Well Being - My body image.	Rights and responsibilities - What really matters in religion and beliefs? FOCUS RELIGION :- Buddhism	Living in the wider world - Diversity	Expressions of Spirituality - How do people express their beliefs and identities?	Relationships and sex - What is a relationship?
outcomes	Learners will be submerged into the question of what is religion, as they explore what it means to have a faith. They will look at the history of religion in the UK and discuss how the changes have affected the different religions today. They will end the unit with a debate on what would happen if religion was abolished in this country.	Learners will revisit the UN Rights of the child and reflect on how these rights change as children grow and develop into teenagers and young adults. The learners will look at body image, mental health, lifestyle choices and the impact of media pressure for young people.	Learners will research and learn about the Buddhist faith as their focus faith for the year. They will learn about the main beliefs associated with the religion and consider how the rights and responsibilities are catered for in the wide world (linked to poverty). They will also look at comparisons with other religions and consider what must be done to ensure equality for all.	Learners will explore the concept of diversity and what it means to be different. They will explore the negative impacts of stereotyping and how this impacts on individuals. They will look at how to change attitudes and complete the unit by creating diversity posters that will be judged by the head teacher. Winning designs will be framed and placed around the school.	Learners will explore the theme of diversity both within religion but also linked to sex discrimination, disability etc. They will look at how spirituality can bring communities together in hard times or break them apart with violent consequences. They will also reflect on their own beliefs and how this shapes their identity.	In this unit the learners will explore how relationships with different people can change dynamics and feelings e.g. relationship between siblings, parents and a boyfriend or girlfriend. They will look at negative relationships and peer pressure, which leads into discussions on making choices about how to use their bodies (e.g. health choices such as smoking, the age of consent for sexual relationships etc.).

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PE

areas	Rugby/Netball	Netball/Gym	Cross Country/Orienteering	Table Tennis/Hockey	Athletics and Tennis	Athletics, striking and fielding
outcomes	To learn the skills relating to each sport in isolated and conditioned practices: Skills and application, Strategies and tactics, Evaluating and improving. Pupils will also be assessed in their social, performance, effort and creativity for each activity block.	Pupils will develop their creativity through gymnastics. They will look at various aspects of gymnastics including travel, balance and vaulting. Using technology, they will be able to reflect on their technique and improve on this.	Pupils will be given various activities including inclines and declines. Pupils will be able to measure progress with a timed run and work as a team in a relay race. For orienteering, pupils will	Pupils will explore a new sport in table tennis, learning the rules and developing the specific skills required to take part. In hockey they will build on previously learnt skills and add new tactics and a wider variety of skills to use.	In athletics pupils will take part in several new field events including javelin, discus and shot putt. The distance of track events alter as well and therefore they will learn how their body adapts to taking part in different events. In tennis, pupils will be creative in their development of tennis skills. They will develop an overarm serve and more emphasis will take place on creating an effective rally with a partner using different types of shot.	Pupils will have the opportunity to play different sports such as cricket, rounders and soft ball. This will develop their hand eye co-ordination, as well as giving a wider variety of sports that they take part in.

COMPUTING

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areas	Skill focus:- MICROSOFT OFFICE SKILLS	Skill focus:- MICROSOFT OFFICE SKILLS	Programming Focus	Programming Focus	Creativity Focus	Creativity Focus
outcomes	Learners will use Create a UI for a mobile phone app using PowerPoint.	Learners will use Excel, Publisher and Websites and explore how computers changed the world as they get the opportunities to see inside a computer and then map the evolution of computers.	The learners will explore programming simulations e.g. Flowol working on sequencing. They will also be introduced to HTML & CSS after an introduction to a textual programming language.	Learners will programme with variables and operators using Scratch. They will also take a first look at Boolean logic and variables. They will then create their own superhero using Serif Draw+ X5. Finishing this topic, learners will have an Introduction to using a bitmap drawing program for a photo.	Learners will undertake the BBC MICROBIT PROJECT They will also look at magazine cover designs and have a go at creating their own using Serif Draw+ - Digital Literacy.	In the last topic of the year, the learners will take part in 'The Apprentice', an open-ended project based on the TV-show in which pupils produce a business idea and then use a variety of skills learnt in computer science to produce leaflets, presentations, animations, etc.

Performing Arts

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areas	Pantomime	People are Complex	The Titanic	Rabbit Shoots The Sun	The Hunger Games	Matilda
outcomes	This unit of work explores the Christmas tradition of pantomime, introducing students to the stock characters and phrases. The students will learn to understand the importance of exaggerated body language, facial expressions and gestures, along with audience generated sound effects. We will explore the importance of music within this genre of theatre and even have a go at creating our own song lyrics.	As most drama is naturally character-driven, this unit explores interesting and developed people from their outwardly straightforward exteriors to the deeper levels within. The majority of people are indeed, complex. The unit offers wide scope for students to develop story lines from studying emotions: reactions, plans, dreams, fears and motives. As in life, here we can find the jovial, generous-spirited, sad, friendly, grumpy and devious; we'll also discover some with OCD, secrets, paranoia and those compulsive liars.	This unit introduces students to the real life event of the sinking of the Titanic, focusing on the survivors and their stories. Using a series of thought provoking exercises, students develop their characters and their own survivor story. Through this they empathise and understand the thoughts and feelings surrounding the real story often hidden amongst the Hollywood gloss – the story of the people, not the ship itself. Stimuli include a true survivor's story of that fateful night, postcards and audio effects. Some of the key drama forms explored along the way are the use of visualisation exercises, thought aloud, flashback and dramatic pause. Students learn how to approach a sensitive piece of drama with maturity and insight.	Based on a legend deriving from the North American Indians, The Rabbit story is used to develop the skills of Narration, Tableaux and Hot Seating whilst introducing stylization and controlled stage combat. This unit encourages children to develop their physicalisation and movement in storytelling.	This unit is based on Suzanne Collins' hugely successful trilogy The Hunger Games. The books will act as a springboard for students to create ideas on a range of interesting themes, e.g. dystopian future, conflict, the difference between rich and poor, friendship, family or injustice. The unit uses a range of different techniques largely based on devising, improvisation and detailed character work. The students will examine how to create dramatic tension and will develop their understanding of naturalistic and abstract forms.	Imaginative and offering many opportunities for creative exploration, the Matilda unit covers a breadth of drama techniques and offers an excellent foundation on which to build drama knowledge. The students will compare and contrast the original story with the RSC adaptation and will learn songs from the show.

DT ART

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NB: Food and Textiles are in the same rotation.

	ROTATION 1	ROTATION 2		ROTATION 3
areas	ART	FOOD TECHNOLOGY	TEXTILES	RESISTANT MATERIALS / STEM
outcomes	Animals and Creatures - pupils will gain an understanding of colour including the colour wheel and colour mixing. They will learn how to apply detail and texture through mixed media, clay work and printing, with studies of artwork by Henri Rousseau and Lauren Birch. People and Portraits - pupils will look at portraits and body proportion via sketches and clay/Mod Roc sculptures, exploring artwork by Pablo Picasso and Alberto Giacometti.	Revisiting key skills in health, safety and hygiene, learners will be making healthy soups using seasonal produce where possible, exploring the joys of yeast, making various types of bread and looking at healthy options for breakfast to cook for others to enjoy and evaluate.	Learners will be exploring a range of sewing skills, using sewing machines and creating cushions or door stops with applied decorative techniques.	Mechanisms - Novelty clock. Learners will explore a range of novelty clocks and design their own which will be animated using a lever mechanism. The design process will see their concept ideas developed into working design drawings and a working prototype before fabrication.

UBC

Book Appreciation	Creative Cross Stitch	Logical Learning
Broadstone Allotment	Cultural studies	Music Makers
Broadstone Sports Ambassadors	Digital Music Course	Philosophy
Broadstone Young Entrepreneurs	Dramatic Effect	Re-use & Upcycle
Calligraphy & intricate Colouring	Forensic Science	Sculpture School
Capture Photography	Great Debaters	Sports Nutrition and Fitness
Circus Skills	Greenscreen	Sports Psychology
Comic book Art	Italian	STEM
Craft Recycled	Journalism	Table Tennis
Creative Cards	Life Saving	Wacky Races
Creative Writing		