



# ARCHBISHOP SENTAMU ACADEMY

*Church of England*

## KS3 CURRICULUM GUIDE

The purpose of this guide is to give parents/carers and students an overview of the curriculum on offer in Year 7, 8 and 9.

Sentamu Academy offers a broad and balanced curriculum which is tailored to the needs of the individual. It offers opportunities both within lessons and during extra curricular time for every student to develop their key skills in communication and numeracy. The development of spiritual, moral, social and cultural understanding also features across the curriculum. Students are encouraged to fully participate in our extra curricular and collective worship programme which includes a diverse range of sporting, cultural and academic enrichment opportunities.

At Sentamu Academy we firmly believe that a strong partnership approach between parents/carers and our staff will ensure academic excellence, which is what we strive for as outcomes for every young person that attends the academy.

Attendance is a key ingredient to academic excellence and we expect every student to be committed to attending the Academy every day.

The student's planner is a key tool for home/school communication. We encourage parents/carers to check their son/daughter's planner daily to ensure home learning tasks are completed. It is also encouraging for the young people when their reward stamps are discussed and praised.

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# Religious Education:

Rationale for design of KS3 Curriculum:

As a Church of England Academy, all students follow RE from KS3 right the way through to KS5. The role of RE is to enable our students to develop the skills, knowledge and understanding they need to become **religiously literate, culturally aware and philosophically curious**. Students study a variety of topic areas ranging from What is religion?, Depth studies from Understanding Christianity, an overview of Islam and Hinduism, Prejudice and Discrimination, Ethical issues and a unit on Alternative Religions. All of this has allowed students to develop their own social, moral, spiritual and cultural awareness as well as the British Values of democracy, rule of law, individual liberty and tolerance and mutual respect which in turn allows students to play an active part in the community and wider society.

## **Year 7:**

Half term 1: What is religion?

Half term 2: Understanding Christianity - God.

Half term 3: Understanding Christianity - Creation.

Half term 4: Islam.

Half term 5: Understanding Christianity - the Fall.

Half term 6: Understanding Christianity - Jesus.

## **Year 8:**

Half term 1: What is worship?

Half term 2: Hinduism.

Half term 3: Festivals and Celebrations.

Half term 4: What is Pilgrimage?

Half term 5: Understanding Christianity - Incarnation.

Half term 6: Spirited Arts Competition.

## **Year 9:**

Half term 1: Understanding Christianity - Gospel.

Half term 2: Alternative Religions.

Half term 3: Prejudice and Discrimination.

Half term 4: Ethics.

Half term 5: Understanding Christianity - Wisdom.

Half term 6: Religion in the News.

**Assessment details:**

In all year groups students undertake mini knowledge quizzes every lesson as well as half termly knowledge quizzes using their knowledge organisers and Never Heard the Word Grids which builds their vocabulary in the subject. Students also start to build the skills necessary to address GCSE type questions with Year 7 students focusing mostly on key definitions and description questions, Year 8 focusing mainly on key definitions, descriptions and explain questions and Year 9 looking at all four types of questions ranging from key definitions up to evaluation questions.

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# Physical Education

Rationale for design of KS3 Curriculum:

The aim in KS3 is to provide all students with a range of different activities which aim to develop the fundamental skills from primary school. The sports are sequenced to match the hull wide program of fixtures. We aim to take as many students to as many inter school fixtures as possible, providing students with the opportunity to represent the academy and increase the practical ability in competitive situations.

At KS3 we do the following:

Y7 : Core PE

Key Stage 3 - Key Focuses - Develop the FUNdamental skills.

**Half Term 1:** Practical Sport : Baseline testing

Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 2:** Continuation of Practical Sport : Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 3:** Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 4:** Continuation of Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 5:** Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders; Tennis, Athletics (Track and Field); Fitness;

**Half Term 6:** Continuation of Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders; Tennis, Athletics (Track and Field); Fitness;

Y8 : Core PE

Key Stage 3 - Key Focuses - Refinement of skills and development of tactics

**Half Term 1:** Practical Sport : Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 2:** Continuation of Practical Sport : Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 3:** Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 4:** Continuation of Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 5:** Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders; Tennis, Athletics (Track and Field); Fitness;

**Half Term 6:** Continuation of Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders; Tennis, Athletics (Track and Field); Fitness;

## **Y9 : Core PE**

key Stage 3 - Key Focuses - Refinement of tactics and development of leadership

**Half Term 1:** Baseline testing. Practical Sport : Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 2:** Continuation of Practical Sport : Rotation of Invasion (team games) : Football; Rugby; Hockey; Netball; Net/Wall (individual sports): Badminton; Fitness inc Cross Country;

**Half Term 3:** Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 4:** Continuation of Practical Sport : Rotation of Invasion (team games): Basketball; Volleyball; Dodgeball and Benchball; Net/Wall (individual sports): Table Tennis; Fitness;

**Half Term 5:** Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders; Tennis, Athletics (Track and Field); Fitness;

**Half Term 6:** Continuation of Practical Sport: Rotation of Invasion, Net/Wall and Athletic activities: Cricket, Rounders;Tennis,Athletics (Track and Field); Fitness;

Assessment details:

Students are baseline tested at the start of the academic year fundamental skills - catching, throwing, running, coordination. Fitness levels and general PE ability are assessed through activities such as fitness tests : strength, endurance, agility, speed, power, flexibility and coordination.

Students are ability set with flexibility of movement between groups depending on progress.

Students are assessed and RAG at each DC based on performance and knowledge tests and attitudes to learning

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# Motor Vehicle Technology

Rationale for design of KS3 Curriculum:

Enables the learner to develop an understanding of routine maintenance and cleaning of the auto- motive environment and using resources economically and health and safety legislation and duties of everyone in the motor vehicle environment. It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.

Enables the learner to develop an understanding of the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment, the correct preparation and use of common automotive environment equipment, the correct selection and fabrication of materials used when modifying and repairing and the correct application of automotive engineering fabrication and fitting principles

## **Key Stage 3 - Key Focuses**

Half Term 1 - Health & Safety in the Workplace (Safety Signs, Fire Extinguishers, Fire Triangle, Risk Assessments, Manual Handling, H&S Legislation)

Half Term 2 - Safe Use of Tools & Equipment (Hand Tools, Measuring Devices, Lifting Equipment, Specialist Tools, Properties of Materials) rotation of 15 weeks during the year. Each new group will study the same as above.

Assessment details:

C = Combination Assessments

W = Written Assessments

P = Practical Assessments

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# French

## **Rationale for design of KS3 Curriculum:**

Being able to communicate with and understand other people in a different language is a life skill which serves our students well. With students coming to Secondary school with a greater understanding of their own language, our curriculum aims to build on this knowledge whilst engaging students to find out more about other countries and cultures.

The new GCSE MFL examination means that students are now required to be able to write and speak spontaneously and understand key language produced in a variety of settings. It is therefore vital that students understand and learn to manipulate language from the beginning of their language learning. Over the Key Stage 3 course, students encounter the three different time frames alongside important pieces of grammar which form the cornerstone of French. We use sentence builders to support students understanding and producing language in full sentences to support students and build their confidence

## **Y7**

In year 7 students cover three main topic areas and encounter key structures and understanding which will form the basis of their studies

Key Stage 3 - Key Foci

Term 1 - All about me: Introduction to the basics and describing yourself

Term 2 - My school

Term 3 - My hobbies

## **Y8**

Key Stage 3 - Key Foci

Term 1 - Where I live and my town

Term 2 - A visit to Paris and introduction to talking about the past

Term 3 - Introduction to food and drink and Am I fit and healthy?

## **Y9**

Year 9 serves as a transition year, to introduce students to GCSE style skill development by extending content to explore freetime and leisure activities and family and relationships in more depth. This allows the 3 key tenses to be embedded throughout KS3 to prepare

students for KS4 The knowledge and skills taught at KS3 provides students with an overview, before studying key events in more depth at KS4.

### Key Stage 3 Foci

Topic 1 - My leisure time, new technology and describing my weekends

Topic 2 - My family, friends and relationships

### Assessment details:

In addition to half termly Knowledge Organiser quizzes, students start to become familiar with GCSE style assessments which develop key skills over the course of years 7 - 9.

Students encounter regular retrieval activities in in class starter tasks to encourage them to make links

In Year 7, the first term continually assesses understanding of new concepts, vocabulary and grammatical rules as well as students completing informal speaking assessments alongside a longer piece of written work about themselves.

In the second and third terms, students start to develop basic GCSE skills in their speaking and writing as well as completing end of unit reading and listening tasks

In Year 8, students complete termly 90 word writing tasks without support based on the topic covered. They also encounter GCSE style translations. This complements key tasks completed in listening and reading and informal speaking assessments which take place throughout the year.

In Year 9, students encounter more frequent opportunities for mini assessments in the style of the GCSE exam to ensure that the many skills they need to develop have a foundation before full GCSE studies commence.

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# Maths

Rationale for design of KS3 Curriculum:

Maths is examined across a broad range of topics (219) that can be assessed in a variety of ways that aren't necessarily replicated. As such, the curriculum needs to be broad and flexible to replicate this, as well as providing opportunities for consolidation and repeated practise. At KS3 there are three tiers of learning. Students will be placed and moved between tiers depending on what is suitable for the needs of the individual.

**Tier 3** allows access to the curriculum, as well as the opportunity to study for additional qualifications in Maths. The focus of all tier 3 work is on key number skills, use of a calculator and geometry.

**Tier 2** allows for consolidation of work studied at KS2 and then further support towards a Grade 5/6 standard at GCSE. The focus of all work is across all elements of Mathematics within the KS3 National Curriculum.

**Tier 1** consolidates work at tier 2 and extends beyond to a Grade 7/8 standard at GCSE. Like with tier 2 work, all aspects of the National Curriculum are covered but the emphasis is focussed on stretch and challenge for the more able.

Key Question (KQ) booklets are used each half term to assess understanding and progress made. It allows us to also apply our Diagnostic Therapy and Testing (DTT) model of teaching whereby we focus on the learning needs of the individual student.

Regardless of tier of study, all KQ booklets are separated into 3 strands:

**Catch up** - All students can access this material and the expectation is that most students can do this independently from prior learning.

**Key** - Material that is key to being successful across the GCSE and has important links across many topics both higher and lower. Some of this will have to be taught or looked at in a variety of alternate contexts.

**Bonus** - The most challenging material for that particular tier. This needs to be taught and includes a variety of presentation of material.

Class teachers determine what they teach to their groups with an aim for students making progress from assessment to assessment. High volume topics are expected to be well understood and are a priority. These topics are highlighted between each half term and are

assessed frequently. It is important to repeatedly practise these high volume topics as identified through educational research and best practice.

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# Art

The Art Curriculum is specifically designed to provide the students with a strong foundation in the arts, giving them the tools and knowledge blocks necessary to express their creativity. Tasks escalate in difficulty with previously studied techniques being combined together to allow the creation of more complex outcomes. With this in mind the Art KS3 curriculum is broken up into 3 foundation courses with each building on the teachings of the last. After completing all 3 foundation courses a student would have the necessary skills, knowledge and understanding to undertake the GCSE course. Students will learn about the Formal Elements of Art and how they are the building blocks of success when both composing and deconstructing Art.

## **Yr7 Foundation Course Part 1**

During Year 7 Art students will complete a range of tasks that revolve around the Formal Elements of Art. Students will build skills, knowledge and understanding relating to observational drawing and the application of line, tone and the accurate depiction of surface texture in a 2D image. To complement practical activities students will analyse Art by using subject specific keywords and the Formal Elements. The Year 7 project centres around the visual style of Pop Art, giving the students a solid understanding of visual style and contextual studies.

Tasks:

Baseline assessment

Image analysis

Shape collage

Pop Art fruit bowl

Onomatopoeic illustrations

Colour theory part 1

End of unit assessment

## **Yr8 Foundation Course Part 2**

During Year 8 students will build on the skills, knowledge and understanding that they built during the Year 7 programme of study. Students will complete more complicated observational drawing tasks and demonstrate a more sophisticated use of tone and mark making. Analysis tasks build upon the secure knowledge base created in Year 7 with more subject specific keywords introduced, defined and used appropriately. The Year 8 project centres around the visual style of Cubism and Futurism which adds to the contextual knowledge that students gained by exploring Pop Art.

Tasks:

Baseline assessment

Image analysis

Textured surfaces

Cubism head

Art movements

Colour theory part 2

End of unit assessment

### **Yr9 Foundation Course Part 3**

During Yr9 Art lessons the students are afforded more creative freedom with the project mimicking the structure of a GCSE Art project. Students build upon the skills, knowledge and understanding developed during Year 7 and 8 by confidently developing an idea and realising their intentions. The tasks revolve around the visual style of Bauhaus, a style that is also used for inspiration during the GCSE Art course.

Tasks:

Baseline assessment

Image analysis

Line and tone drawings

Abstract compositions

Art movements

Colour theory part 3

End of unit assessment

Assessment:

KS3 Art curriculum is assessed in a similar way to the GCSE course. This allows the students to become familiar with key terms and a simple grid allows them to see how the level they achieve at KS3 would translate as GCSE grade.

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# Photography

KS3 Photography delivers the basics of Photoshop and gives students a solid foundation in the underpinning elements of the subject. Links are made to the Structures project delivered at KS4 so that the students can see that the knowledge is relevant to their success at GCSE level. KS3 Photography is on offer for one 1-term rotation in Yr8 with additional resources and guidance available via Google Classroom.

Students are taught about the Formal Elements, and the Visual Principles of Photography through a series of escalating practical and theoretical exercises. The course begins with a knowledge test that sets the benchmark for the students current theoretical knowledge before delivering content that will create solid knowledge blocks. Photoshop is tackled in a strategic manner so that students are not overwhelmed with the tasks and chosen links being appropriate for beginners.

Students will reprise and reaffirm the KS3 knowledge at GCSE level if they choose to opt for Photography. The Photoshop skills are transferable to Art and Graphics.

Yr8

Basics of Photoshop

Understanding composition

The Formal Elements and Visual Principles

Creating links to the work of photographers

Image analysis

Assessment:

The KS3 Photography curriculum is assessed in a similar way to the GCSE course. This allows the students to become familiar with key terms and a simple grid allows them to see how the level they achieve at KS3 would translate as GCSE grade.

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# Graphic Communication

Throughout the course in KS3 Graphic Communication we aim to introduce the students to the skills, knowledge and understanding that they will need in order to succeed at GCSE and beyond. Links are drawn to those visited in Art, Craft and Design where pupils will be given the opportunity to build on basic techniques of drawing through a range of practical activities. Pupils will also gain an understanding of the Formal Elements of Graphic Communication by analysing and responding to a range of sources, then applying them to a product.

The main aim of the course is to allow students to determine and recognise the differences (although transferable) between Art/Photography and Graphic Communication, both in school and broader society in analysing the applications and successes of typography when communicating a message to an audience.

## **Year 7:**

Understanding the use of Typography and its effective in Design:

Formal Elements and Principles of Design:

Photoshop Mastery:

- Creative and personalised typography.
- Image Analysis.
- Refinement of ideas and outcomes.
- Book Cover Design.

## **Year 8:**

Understanding key values and concepts behind branding:

Formal Elements and Principles of Design:

Photoshop Mastery:

- Recognising successes of other brands.
- Image Analysis.
- Building a brand identity.
- Refinement of ideas and outcomes.
- Application of brand.

## **Year 9**

Re affirming the importance of colour and typography in design. Applying in different contexts:

Formal Elements and Principles of Design:

Photoshop Mastery:

- Image Analysis.
- Mixed Media Experimentation.
- Refinement of ideas and outcomes.
- Practical Application.

Assessment:

KS3 Graphic Communication curriculum is assessed in a similar way to the GCSE course. This allows the students to become familiar with key terms and a simple grid allows them to see how the level they achieve at KS3 would translate as GCSE grade.

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# Science

Rationale for design of KS3 Curriculum:

At Archbishop Sentamu Academy we follow a seven year science curriculum. At KS3, we lay the foundations for later scientific study; introducing many of the core concepts which will be built and expanded upon in KS4 and KS5. Students also begin to study practical scientific skills and techniques. They are taught the three sciences of Biology, Chemistry and Physics separately by subject specialists.

Our curriculum has been designed in house to provide students with the best possible start to their secondary science education, covering both the National Curriculum and drawing from the AQA GCSE Science course they will later undertake in KS4.

Throughout the three years of KS3, students will study the following units:

## **Year Seven**

### **Biology**

Autumn Term - Cells and Tissues

Spring Term - Movement and Breathing

Summer Term - Reproduction

### **Chemistry**

Autumn Term - Elements and Compounds

Spring Term - Atoms and Reactions

Summer Term - Earth and Atmosphere

### **Physics**

Autumn Term - Forces

Spring Term - States of Matter

Summer Term - The Universe

## **Year 8**

### **Biology**

Autumn Term - Staying Healthy

Spring Term - Interdependence

Summer Term - Evolution

### **Chemistry**

Autumn Term - Metals

Spring Term - Acids and Bases

Summer Term - Energetics

### **Physics**

Autumn Term - Motion

Spring Term - Waves

Summer Term - Magnetism

### **Year Nine**

#### **Biology**

Autumn Term - Gas Exchange and Circulation

Spring Term - Nutrition and Digestion

Summer Term - Bioenergetics

#### **Chemistry**

Autumn Term - Atomic Structure and Periodic Table

Spring Term - Bonding

Summer Term - Chemical Changes

#### **Physics**

Autumn Term - Energy

Spring Term - Electricity

Summer Term - The Particle Model

Assessment details:

At the end of each unit of study students complete a 30 minute assessment that is designed to mimic the style of the GCSE assessment they will undertake in KS4. Following each assessment, students have the opportunity to re-learn and improve upon their weaker areas and consolidate and extend their knowledge. Students also complete regular knowledge tests, which consist of 10-12 recall based questions and are completed at the start of lessons.

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# Drama

Rationale for design of KS3 Curriculum: Modelled on GCSE Drama Curriculum, initial skill building and introduction to Drama - condensed into 1 term per year group

At KS3 we do the following:

Y7

Key Stage 3 - Key Focuses

**Half Term 1 -** Students will begin their drama course by studying the “Charlotte Dymond” story. It is an exciting murder mystery where students act as detectives to help solve the case. The scheme of work introduces students to the main skills and techniques used when creating and performing Drama. These skills include: still images, thought tracks, creating and developing characterisation skills, freeze frames, role play and flashbacks.

**Half Term 2 - Titanic:** Students will complete a performance based unit where they will learn the underpinning elements of a historical event to use as a stimuli for a devised group performance. Students will explore characters, learn how to work effectively in groups and will also practice new dramatic skills such as performing dramatic monologues. This unit develops and expands the skills that are learned in half term 1 in a practical and engaging way.

Y8

Key Stage 3 - Key Focuses

**Half Term 1 - Physical Theatre:** Students will be introduced to alternative methods of presenting information through use of their bodies and movements. The students will study key physical theatre practitioners such as ‘Attraction’ and Frantic Assembly and will build on their knowledge to develop their own Physical Theatre performances in groups. The unit is heavily practical and will involve students practicing the use of a range of skills, such as mime, dance and use of gestures and body language.

**Half Term 2 - The Terrible Fate of Humpty Dumpty:** This unit of work will help students understand how to approach a written dramatic text. We will look into stage directions, character descriptions and the scene’s/settings of performances to help structure rehearsals. Students will perform short extracts and will build on their retention of ‘line learning’ to support their approach to scripted texts in other subject areas such as English. Throughout the unit students will also develop the skills they learned in previous units of work.

Y9

Key Stage 3 - Key Focuses

**Half Term 1 - Key Practitioner Study:** Students will look at 6 different drama practitioners who have shaped and inspired the way that theatre is performed today. Students will experiment with the techniques of the likes of Brecht, Stanislavski and William

Shakespeare. The unit helps to practically explore and understand how these methods of performance feel as a performer, and the impact that is also has on the audience when observing these techniques.

**Half Term 2 - Blood Brothers (GCSE set text):** Students will explore the plot and key characters within Blood Brothers. They will investigate how the context of the play will affect the portrayal of the characters and will experiment with character development. Students will apply dramatic skills and will work with the set text to understand how to structure a scripted piece of work, and how to use stage directions to support the portrayal of a role within a performance. Students will also study the key themes of the performance and will develop an understanding of the supporting elements of a performance such as costume, lighting, set and sound.

Assessment details:

Students will complete Knowledge Quizzes (End of Unit Test) at the end of each half term and will also participate in a practical assessment for each unit

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# Digital Studies (ICT)

Rationale for design of KS3 Curriculum: At KS3 we do the following:

## **Y7**

Key Stage 3 - Key Focuses

Half Term 1 - Dangers of social media & online bullying

Half Term 2 - Online safety - Aspects of Online Safety

Half Term 3 - Hardware and software

Half Term 4 - Input and Output devices

Half Term 5 - Using symbols to represent information

Half Term 6 - Conversions between the different units and multiples

## **Y8**

Key Stage 3 - Key Focuses

Half Term 1 - ICT skills & E-safety – digital footprint

Half Term 2 - Online safety - cybersecurity

Half Term 3 – Networks and Networking hardware

Half Term 4 - The Internet

Half Term 5 - The modern world of work

Half Term 6 - Cloud computing

## **Y9**

Key Stage 3 - Key Focuses

Half Term 1 - Cybersecurity - Social Engineering

Half Term 2 - Protecting Computer Systems

Half Term 3 - User interface design

Half Term 4 - Wired and wireless networks

Half Term 5 – IT Project management

Half Term 6 - The tools needed for IT project planning

Assessment details:

Term 1 & 2: 5 questions quiz each lesson based on HW set from Knowledge Organiser

Christmas: 20 questions from Term 1 & 2

Term 3 & 4: 5 questions quiz each lesson based on HW set from Knowledge Organiser  
Easter : 30 questions made up of 20 questions from Term 3 & 4 plus 10 questions from Term 1 & 2

Term 5 & 6: 5 questions quiz each lesson based on HW set from Knowledge Organiser

End of Year : 50 questions made up of 10 questions from Term 1 & 2, 20 questions from Term 3 & 4 plus 20 questions from Term 5 & 6.

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# Hospitality and Catering (Food)

Rationale for design of KS3 Curriculum: At KS3 we do the following:

## **Y7**

Lesson 1 - Hygiene and safety

Lesson 2 - Knife skills

Lesson 3 - Eatwell Guide

Lesson 4 - Practical

Lesson 5 - Food services

Lesson 6 - Practical

Lesson 7 - Commercial/non-commercial. Residential/non-residential

Lesson 8 - Practical

Lesson 9 - The kitchen brigade

Lesson 10 - Practical

Lesson 11 - Job roles front of house and house keeping

Lesson 12 - Practical

Lesson 13 - Standard ratings

Lesson 14 - Practical

## **Y8**

*(However will change next academic year - more in depth Hospitality and Catering and Nutrition)*

Lesson 1 - Hygiene and safety

Lesson 2 - Knife skills

Lesson 3 - Eatwell Guide

Lesson 4 - Practical

Lesson 5 - Food services

Lesson 6 - Practical

Lesson 7 - Commercial/non-commercial. Residential/non-residential

Lesson 8 - Practical

Lesson 9 - The kitchen brigade

Lesson 10 - Practical

Lesson 11 - Job roles front of house and house keeping

Lesson 12 - Practical  
Lesson 13 - Standard ratings  
Lesson 14 - Practical

## **Y9**

Lesson 1 - What do I already know about Hospitality and Catering ? Baseline test  
Lesson 2 - Practical  
Lesson 3 - Why does food need to be stored correctly - Temperatures and food safety.  
Lesson 4 - Practical  
Lesson 5 - How does food make us ill - Food poisoning.  
Lesson 6 - Practical  
Lesson 7 - Mid term test - Exam question practice  
Lesson 8 - Practical  
Lesson 9 - The role of the Environmental Health Officer - Exam question practice.  
Lesson 10 - Practical  
Lesson 11 - Nutritional Analysis - Dietary needs.  
Lesson 12 - Practical  
Lesson 13 - Sustainability  
Lesson 14 - End of unit Test

This curriculum is taught so that the students are ready for KS4 EDUQAS Hospitality and Catering it also enables the students to make healthy eating choices and makes them more aware of the problems they may encounter later in life if their diets are unsatisfactory.

### **Assessment details:**

Students are baseline tested then tested using their knowledge organisers, they are then tested half- way through the 12 week rotation and then tested again at the end of the rotation.

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# English

Rationale for the KS3 curriculum in English:

The KS3 curriculum is designed to bridge from KS2 and hinge into both KS4 and KS5; its links are knowledge and skills based. Each topic has a clear intention, a focussed idea on implementation and evaluates its impact through rigorous and robust assessment criteria.

**Y7** begins their study with an introduction to literary and linguistic heritage with the overarching theme of journeys. The programme of study is written chronologically, taking them through Greek myths, Norse mythology and English Legends. They then move onto Chaucer's medieval England and begin studying the importance of context and how it shapes meaning within a text. After this, their focus narrows to reading for specific meaning in both fiction and nonfiction texts as well as an introduction to poetry. Y7 end their first year with an in depth study of an author (from a list of differentiated texts), linking with the idea of different worlds to conclude and consolidate the idea of journeys.

**Y8** students develop their reading skills with the theme of individuality and how we fit into an ever changing society. Studies begin with study of the Gothic genre and its defining features, which engages and entices students whilst additionally providing a level of challenge with its subverted plotlines and complex protagonists. Additionally, year 8 is used as a springboard into the classics, with a focus on commonly loved Shakesperian comedies, analysing how meaning is conveyed and the impact upon audiences. The theme of the individual and society is further explored when students undertake a study in other cultures poetry. The program of study is completed with a differentiated novel study, exploring the theme of conflict on the individual.

**Y9** is a year in which our students are given the chance to explore the effects of short novels such as 'Of Mice and Men' and the more challenging 'To kill a Mockingbird'. These texts are designed to educate students on complex and conflicted characters, plotlines that involve moral dilemmas and provide valuable insights into historical and contextual themes. Year 9 also furthers the novel and poetry studies of year 8, by including modules such as 'protest poetry' (based around the costly freedoms won hundreds of years ago and in the postmodern world) and 'Dystopian literature', allowing students to explore what it truly means to be free and the dark truths of a reality that is not entirely of their making.

Holistically, the KS3 years are spent exploring and enjoying key areas within not just the literary canon but the wider community that our students are part of.

At KS3 we do the following:

### **Y7**

Half term 1 - Introduction to Myths and Legends

Half term 2 - Chaucer's journey and the roots of the English Language

Half term 3 - What is non fiction?

Half term 4 - Introduction to poetry (a set range of pre-19th, 19th century and contemporary poems)

Half term 5 - Introduction to reading for meaning

Half term 6 - Author study (with differentiated text choices such as War Horse and Treasure Island)

### **Y8**

Half term 1 - Gothic Study

Half term 2 - Introduction to Shakespearian comedy

Half term 3 - The Writer's craft: how do writers make meaning?

Half term 4 - Exploring poetry from diverse cultures

Half term 5 - Non-fiction study

Half term 6 - Novel study (including Spies and Stone Cold)

### **Y9**

Half term 1 - Fiction: The writer's craft (To Kill a Mockingbird and Of Mice and Men)

Half term 2 - Protest Poetry study (poetry collection looking at the themes of race and diversity; war and eco-poetry)

Half term 3 - Exploring Dystopian literature

Half term 4 - Non-fiction and the media

Half term 5 - Shakespeare's Romeo and Juliet

Half term 6 - Speaking and Listening and Journalistic writing

### **Assessment details:**

Students are assessed at the end of each unit with standardised assessments. These feed into KS4 but are also separated from it, preparing students for the skills that they will eventually need when they progress to KS4.

To support the standardised assessments, students also undergo a robust series of Knowledge Organiser quizzes based on the curriculum and to help build their cultural capital.

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# Careers

## The CEIAG Programme

Every school should use the Gatsby Benchmarks (please the table below) to improve careers provision. The Academy is fully committed to working towards these benchmarks. In order to ensure we comply with the DFE Careers Strategy and our statutory requirements we are developing the Academy's CEIAG Programme to fully meet the Gatsby Benchmarks. This is an ongoing process. Students follow the Jigsaw PSHE Programme in Years 7-11. This helps them to know themselves, have high aspirations and set goals in order to achieve them.

Due to the Covid-19 pandemic some of the planned activities below have been cancelled or postponed and some are being offered virtually. We continue to monitor the situation and amend our provision accordingly.

**Self Awareness, Employability Skills and Stereotyping.** The focus this year is on helping students consider why a career is important and understanding how they learn about themselves by identifying strengths and weaknesses. During PSHE students begin to look at dreams and goals and how they can be achieved as well as looking at employability skills for the future. Students work on the Lunar Hotel Challenge which helps them develop communication and teamwork skills. Students also look at stereotyping in relation to the world of work.

**Year 8 – LMI, Employability Skills and Raising Aspirations.** During PSHE students look at the link between qualifications and earnings. They are encouraged to use LMI to research various job roles. Students also continue to learn about employability skills such as timekeeping and resilience. Students focus on the skills needed in the workplace and how they can develop these. Students have the opportunity to take part in various employer events such as “A Day in the Life of the NHS”.

**Year 9 – Option Choice.** This year the focus is on options both Options at 16+ and GCSE Option Choice. During PSHE students look at what options are available at the end of Year 11 ie. 6th Form, College and Employment / Apprenticeships. They learn about identifying personal strengths and how to plan effectively. Students learn how to make an informed choice regarding their GCSEs and see the link between GCSEs and their future career. There is an Options Evening and help during tutor time. Students can also request to see the Academy's Careers Adviser for advice on option choice.

## The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parent, teachers and employers as part of the evaluation process.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of the available information</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep a systematic records of individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subject for a wide range of future career paths</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>

<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>* A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what takes place to be successful in the workplace.</p>
<p>6. Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupils should have at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupils should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<p>8. Personal guidance</p>	<p>Every student should have the opportunities for guidance interview with a career advisor, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>

# PSHCEE

Rationale for design of KS3 Curriculum:

The PSHCEE curriculum provides students with age and stage appropriate knowledge regarding their personal, social, health education, including sex and relationship education. The subject should emphasise the skill development in pupils in order to be able to think critically when facing challenges and choices in their personal, health and social lives as well as in the school context. The curriculum is also designed in order to help students develop a growth mindset, young people who are able to employ such practices as mindfulness to help them develop a range of techniques to help them in school and post KS3 education.

Throughout Y7, Y8 and Y9 pupils will be guided through 6 strands of the PSHCEE curriculum, each of these strands are the same though to Y11 but as pupils go through each year group these strands are explored in detail, each year looking at the topics through a more mature lens.

PSHCEE also includes provision for careers, citizenship and economic education.

The KS3 curriculum currently covers every area that the new SRE guidelines require us to cover. In the current climate the provision for enhanced media and online literacy could be improved, this would also extend to the use of mobile phones and sexting. Pupils in KS3 also have financial education and careers education, readying them for work experience in Y10.

## **Y7**

Half Term 1 - Being Me in My World - How do I fit into the world I live in?

Half Term 2 - Celebrating difference - Do we need to 'feel the same as' to belong?

Half Term 3 - Dreams and Goals - Can having dreams and goals improve my happiness and success?

Half Term 4 - Healthy Me - To what extent should we be responsible for our own health? (Focus on anxiety and stress, substances etc)

Half Term 5 - Relationships - Would I be me without my relationships?

Half Term 6 - Changing Me - Do I stay the same when things around me change?

## **Y8**

Half Term 1 - Being Me in My World - Can I choose how I fit into the world?

Half Term 2 - Celebrating Difference - Can I choose how I fit into the world?

Half Term 3 - Dreams and Goals- How important is money in helping me achieve my dreams and goals?

Half Term 4 - Healthy Me - To what extent should we be responsible for our own health?  
(Focus on stress, nutrition, medicine, sleep etc.)

Half Term 5 - Relationships- Because I'm worth it, or am I?

Half Term 6 - Changing Me - When is change a good thing?

## **Y9**

Half Term 1 – Being Me in My World - To what extent does the world I live in affect my identity?

Half Term 2 – Celebrating Difference - Is being different a good thing?

Half term 3 – Dreams and Goals - Who do I dream of becoming?

Half term 4 – Healthy Me - How can substances impact on wellbeing?

Half term 5 – Relationships - Can relationships ever be equal?

Half term 6 – Changing Me - How can change affect my mental health?

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# Geography

Rationale for design of KS3 Curriculum:

The intent of the KS3 Geography curriculum is to capture and encourage students' curiosity and wonder about the World around them. This is achieved by exposing them to a diverse Geographical curriculum that both enhances their cultural capital and provides them with a solid foundation of topics to prepare them for their studies in KS4.

## **At KS3 we do the following:**

### **Y7:**

Half Term 1 - What makes a good geographer and what is Europe's place in the world?

Half Term 2 - What are the opportunities and challenges facing Africa?

Half Term 3 - How is Asia developing and transforming?

Half Term 4 - What is Oceania's place in the world?

Half Term 5 - What are the diverse landscapes and cultures of North America and how do they attract tourists?

Half Term 6 - South America - Should the Peruvian Amazon be developed? (Issue Evaluation)

### **Y8:**

Half Term 1 - How has plate tectonics shaped our Earth?

Half Term 2 - How do rivers and coasts change our landscapes?

Half Term 3 - How do physical processes affect cold environments?

Half Term 4 - How has urbanisation changed settlements over time?

Half Term 5 - Why do countries develop at different rates?

Half Term 6 - How do physical processes and geographical location affect weather and climate? (Fieldwork Investigation)

### **Y9:**

Half Term 1 - How do populations change over time and what are the challenges?

Half Term 2 - How does globalisation lead to an increasingly connected world?

Half Term 3 - Why is conservation of the world's resources so important but challenging?

Half Term 4 - What are the challenges of tectonic hazards?

Half Term 5 - What are the challenges of atmospheric hazards?

Half Term 6 - What are the challenges of global climate change?

## **Assessment Details:**

Students are assessed regularly throughout each unit at KS3 by completing a variety of exam style questions within lessons that are FAR marked. Students complete a full GCSE style exam paper at the end of each term (3 each year). Students also use Knowledge Organisers for homework and are quizzed on these 2-3 times a half term, as well as a large knowledge quiz at the end of each topic.

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# History

Rationale for design of KS3 Curriculum:

The intent for the History curriculum is to stimulate children's curiosity to know more about Britain's past and the wider world; to help explain the world they live in today. We aim to ensure that students should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We hope that students begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At KS3 we do the following:

## **Y7**

Key Stage 3 - Key Focuses

Half Term 1 - Historical Skills

Half Term 2 - Norman Conquest

Half Term 3 - Medieval Religion

Half Term 4 - Medieval Leader, Crusades and Castles

Half Term 5 - Tudor

Half Term 6 - Stuarts / Local History project

## **Y8**

Key Stage 3 - Key Focuses

Half Term 1 - The Slave Trade

Half Term 2 - The British Empire

Half Term 3 - Industrial Revolution

Half Term 4 - Crime and Punishment in 19th Century

Half Term 5 - Medical Marvels

Half Term 6 - Getting the vote / Local History project

## **Y9**

Half Term 1 - World War I

Half Term 2 - WWI Case Study - The Western Front

Half Term 3 - World War 2 / Local History project

Half Term 4 - Life in Nazi Germany & the Holocaust

Half Term 5 - The Cold War

Half Term 6 - How to bring about 'change': Protest and Propaganda

Assessment details;

Student work is regularly FAR marked so students can check their progress regularly. Knowledge Organisers are used for homework and students are encouraged to use these in class to practise their knowledge of each topic. Students are assessed on a piece of extended writing and a knowledge test for every topic.

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