



Curriculum Overview for Parents/Carers

SUMMER TERM 2024

Key Stage	3	Class/NC Year	S7/Year 9
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SUBJECT	SUMMER 1	SUMMER 2
English Mr Davies	<p style="text-align: center;"><u>A Kestrel for a Knave</u> <u>Barry Hines</u></p> <p>A Kestrel for a Knave is a novel by English author Barry Hines, published in 1968. Set in an unspecified mining area in Northern England, the book follows Billy Casper, a young working-class boy troubled at home and at school, who finds and trains a kestrel whom he names "Kes".</p> <p><u>Grammar lessons this term include:</u></p> <ul style="list-style-type: none"> ✓ Points covered: Determiner, Pronoun, Possessive pronoun, Adverbial direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') ✓ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practise 	
PSHE Mr Davies	<p style="text-align: center;"><u>Sex and Relationship Education - Entry Level</u></p> <p style="text-align: center;"><u>Relationships</u></p> <ul style="list-style-type: none"> ✓ To communicate 3 different kinds of relationship. ✓ To communicate 3 good and 3 bad features that can occur in a relationship. ✓ To communicate in a group discussion how a relationship can change in the future. ✓ To recognise the difference between appropriate and inappropriate contact. <p style="text-align: center;"><u>Puberty</u></p> <ul style="list-style-type: none"> ✓ To recognise and locate 3 parts of the male and 3 parts of the female reproductive systems. ✓ To recognise a sexual relationship. ✓ To recognise the main stages of reproduction 	
Design Tech Mr Jones	<p style="text-align: center;"><u>Designing and creating a t shirt design:</u></p> <ul style="list-style-type: none"> ✓ Using a variety of methods to create a design for a t shirt they can take home and wear. ✓ Materials include white T shirt. Fabric pens. Paper, colour pencils. 	<p style="text-align: center;"><u>Designing for a purpose.</u></p> <ul style="list-style-type: none"> ✓ Use of a variety of materials ✓ Look at a variety of t shirt design examples ✓ Working to a brief ✓ Creating a clear legible design. ✓ Refining

<p style="text-align: center;">Maths Miss Boddy</p>	<p style="text-align: center;"><u>AQA Entry Level Certificate Mathematics (5930)</u></p> <p>Pupils will complete a unit of work for their Entry Level Certificate. For each unit, they will work their way through a set of coursework, taking time to learn any new areas or work on areas that they may struggle with. Pupils will then be tested on this mathematical knowledge.</p> <p style="text-align: center;"><u>Component 5: The calendar and time.</u></p> <p>Students will learn how to read digital and analogue clocks, including using roman numerals and learn how to convert between 12 and 24-hour times. They will also learn about days, weeks and months of the year.</p>	
<p style="text-align: center;">Science Miss Hinchcliffe</p>	<p style="text-align: center;"><u>ELC Science Component 6 – Physics: Electricity, Magnetism and Waves</u></p> <ul style="list-style-type: none"> ✓ Electricity is used in domestic and industrial situations to supply energy ✓ Electric current is a flow of electrical charge and measured in amps ✓ Direct current (d.c.) is supplied by cells and alternating current (a.c.) is supplied by the mains, but in both cases the size of the current depends on the resistance in the circuit ✓ When a current flows through a coil of wire an electromagnet is formed, which like permanent magnets, can exert a force over a distance ✓ Electric currents can also be used to produce electromagnetic waves, which have many uses including the transmission of information and the transfer of energy from one place to another 	
<p style="text-align: center;">ICT Miss Hinchcliffe</p>	<p style="text-align: center;"><u>Digital Art: Using Sketchpad</u></p> <ul style="list-style-type: none"> ✓ Use <i>Sketchpad</i> https://sketch.io/sketchpad/ to create various pieces of digital art, reflecting a weekly theme ✓ Editing, formatting and enhancing artwork to reflect a graphic or artistic theme used by a famous artist or graphic designer 	<p style="text-align: center;"><u>ICT Functional Skills</u></p> <ul style="list-style-type: none"> ✓ Typing important information such as address and telephone number ✓ Creating a menu ✓ Making a leaflet ✓ Designing a poster ✓ Producing tickets ✓ Typing a letter
<p style="text-align: center;">Art and Design Mrs Faucitt</p>	<p style="text-align: center;"><u>IMPRESSIONISM</u></p> <ul style="list-style-type: none"> ✓ Having completed Cubist project pupils will explore ways of responding to the land based on Van Gogh and Andy Goldsworthy 	<p style="text-align: center;"><u>IMPRESSIONISM</u></p> <ul style="list-style-type: none"> ✓ Pupils will explore ways of responding to the land based on Monet and Andy Goldsworthy
<p style="text-align: center;">Food Technology Mrs Leach</p>	<p style="text-align: center;"><u>To continue with foods from around the world</u></p> <ul style="list-style-type: none"> ✓ Pupils will continue to explore and look at different countries and cultures. ✓ They will prepare and make various dishes from around the world. ✓ They will design and make an around the world recipe book ✓ They will carry out the practical activities safely and hygienically ✓ They will learn about food hygiene and the safe handling of food. 	

<p style="text-align: center;">Geography Mrs Greenwood</p>	<p style="text-align: center;"><u>North America</u></p> <ul style="list-style-type: none"> ✓ To identify the countries of North America. ✓ To investigate and compare climates in North America. ✓ To explore the geographical features of North America. ✓ To explore the capital cities of North America. ✓ To explore the various time zones of North America and how these compare to other time zones around the world. ✓ To compare a region in the UK with a region in North America. ✓ To research the human and physical geography of a particular North American country. 	<p style="text-align: center;"><u>The Grand Canyon</u></p> <ul style="list-style-type: none"> ✓ To locate the Grand Canyon and identify key features. ✓ To understand how the Grand Canyon was formed. ✓ To learn about the environment at the bottom of the Grand Canyon. ✓ To find out about different biomes in the Grand Canyon. ✓ To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it. ✓ To consider the types of settlement and land use in and around the Grand Canyon. ✓ To describe the human and physical geographic features of the Grand Canyon.
<p style="text-align: center;">History Mrs Richings (Cover Supervisor)</p>	<p style="text-align: center;"><u>Idea, political power, industry and empire: Britain (1750-1900)</u></p> <p><u>Slavery:</u></p> <ul style="list-style-type: none"> ✓ Introduction to slavery –Why were there slaves and where were they from. Pupils investigate the Slave Triangle via a map. ✓ Example of how the slaves were treated: Pupils investigate conditions for slaves via the story of The Zong slave ship (using picture analysis skills). ✓ Slave conditions: Example - Joseph’s story. Pupil’s write a newspaper article (applying their ICT skills) about Joseph’s experience and the Zong Slave Ship. <p><u>The Abolition of Slavery (1833):</u></p> <ul style="list-style-type: none"> ✓ Pupils play the Slave Trade Game to investigate why the Slave Trade was abolished in 1807. ✓ What were people’s opinions of slavery? Pupils investigate using a card match activity (based on information acquired from the previous game). ✓ Abolition of slavery: People who helped break the triangle. Matching activity on triangle base sheet/information sheet. ✓ Does slavery still exist now? Pupils create a PPT. to deliver their findings to the rest of their class (applying ICT and S&L Skills) from an individual research activity on Slavery, comparing then and now. ✓ Why was Britain great and who made them rich? Pupils annotate an A3 map of the trade triangle. ✓ Where was the British Empire? Using their atlas skills, pupils complete an A3 map of the British empire. ✓ Why was there a British Empire? Pupils complete a flow chart to show why there was an empire and conduct a source work writing activity. ✓ End of unit assessment: Slavery and the British Empire <p><u>Possible AQA Unit Award Scheme Units to extend G&T Learners:</u></p> <ul style="list-style-type: none"> ☑ 72668: Introduction to slave trade ☑ 115481: The Slave Trade ☑ 70609: William Wilberforce and the abolition of slavery 	

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Hinduism: Beliefs and Moral Values

Engagement (1 lesson):

- ✓ Lesson 1: Show the story book 'Slam' by Adam Slower. Discuss what the boy's actions were and the chain of events that followed.
- ✓ Activity: Children to have flowcharts on their table. Children to consider the consequences that follow the action and complete the flow chart
- ✓ Explain that snakes & ladders was originally a Hindu game and represents making good and bad decisions in life. Children to then be given some pre-written cards which have some good and bad actions/choices and possible consequences. Children to then make their own giant snakes and ladders game and use these ideas. Can they relate this to the school Learning Charter, rewards and consequences?

Investigation (3 lessons):

- ✓ Explore the Hindu belief of Karma: people build up Karma, both positive and negative, based on their actions within that lifetime. This Karma affects their future lives and existences.
- ✓ Use story of Prince Rama as an example of doing one's duty and doing good deeds.
- ✓ Explore the Hindu belief of Samsara: the soul passes through a cycle of successive lives with each incarnation depending on the karma from the previous life.

Christianity: Beliefs and Practices

Engagement (1 lesson):

- ✓ Children to be given a topic to debate e.g. Is it OK to tell lies? Class to be split in half, one side for telling lies and one side against telling lies and debate this
- ✓ Children to be given various situations involving lying - they stand on one side of the room if they think that in this situation it is 'OK to lie' and on the other side if they think it is 'not OK to lie' or anywhere in between if they are not sure.
- ✓ Tell children the story from 'The Hiding Place' by Corrie Ten-Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding. This meant the Jews were safe. Her sister, another Christian woman, felt that she could not lie and this resulted in the Jews being arrested.
- ✓ Explore children's thoughts. What would they have done? Is telling lies always wrong? How committed would you have been to telling the truth? Would that have been more important than saving someone's life?

Investigation (3 lessons):

- ✓ Look at Ten Commandments In groups, children order according to which ones show most commitment to God.
- ✓ Why does one show more commitment to God than another? Are any easier to follow? Why? Why do we have different views about which are more or less important than others?

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- ✓ Compare this idea of Samsara with that of the Christian belief of life after death in Heaven. Children to show the contrasts through visual representations.
- ✓ Explore the spiritual goal of a Hindu (Moksha: reuniting the soul with Brahman). Hindus believe that they will continue to be repeatedly reincarnated in order that they work towards self-realisation of the truth, that nothing else but Brahman exists.
- ✓ Discuss how Moksha can be attained by renouncing the world and becoming a sadhu

Evaluation (1 lesson):

- ✓ Ask key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
- ✓ Children make a mini board game to illustrate their understanding, collecting counters for good Karma losing them for negative Karma

Expression (1 lesson):

- ✓ Produce a piece of creative work e.g. art/poem/collage/sculpture to express your own beliefs about what happens when the physical body dies.

- ✓ Look at Galatians 5:14 which states 'love your neighbour as yourself'. What does this mean? Who is 'your neighbour'? How easy do you think it is for Christians to do this?
- ✓ Look at Galatians 5:22-26 which states that if a Christian is committed to God and allows the Holy Spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness.
- ✓ Have these words on pieces of paper on the walls around the room - children to move round and write examples of what each might look like. Should only Christians try to behave in these ways? Explore ideas.
- ✓ Consider some famous Christians who dedicated their lives to helping others to show their love/commitment to God e.g. Martin Luther King/Mother Teresa, etc. Children do mini research on people who committed their lives to God by 'loving their neighbour'.
- ✓ Explain that many Christians show commitment to God by attending church every Sunday/worshipping God. (Possible visit to a church at this point.)
- ✓ Does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week?
- ✓ Children to present arguments for and against this idea.
- ✓ Explore the idea that through taking communion Christians

are showing commitment to God. Explore the statement 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus'. What does this mean? Is it easy for a Christian to be like Jesus?

Evaluation (1 lesson):

- ✓ Ask the key question: what is the best way for a Christian to show commitment to God?
- ✓ Children to write 10x post-it notes on different ways Christians show their commitment to God.
- ✓ On the Activity Sheet 1 children rank their post-its and write next to the top and bottom their reasons why
- ✓ Answer the letter on Activity Sheet 2 pretending to be an agony aunt/ uncle on a Christian children's helpline.

Expression (1 lesson):

- ✓ Children to write a poem titled 'Commitment is ...' it can include what commitment means to them and (optional) what commitment means to a Christian.
- ✓ Do the children think that commitment is any of the fruits of the holy spirit e.g. love, kindness etc.
- ✓ Can we all take from Christianity some moral guidance on how to treat others and how to behave?

<p>Life Skills Miss Taylor</p>	<p style="text-align: center;"><u>Life skills</u></p> <p>Within our life skills lessons, pupils will develop and find new ways of thinking and problem solving. Embedding key life skills will also help pupils to build confidence through learning a wide range of important life skills which will help them to be more independent in the future.</p> <p><u>Overview:</u></p> <ul style="list-style-type: none"> ✓ Pupils will learn their own personal details such as their full name and address and complete personal detail forms. ✓ How to read a bus timetable and catch a bus. ✓ How to deal with different amounts of money. ✓ The importance of respecting personal space. ✓ The importance of maintaining a healthy lifestyle.
<p>PE Miss Boddy</p>	<p style="text-align: center;"><u>Athletics</u></p> <p><u>Key elements:</u> Running, jumping and throwing.</p> <ul style="list-style-type: none"> ✓ Pupils will take part in various athletics events and develop the skills needed to successfully run, jump and throw. ✓ Each PE lesson is underpinned throughout with health education and will focus on: <ul style="list-style-type: none"> ✓ The importance of warming up. ✓ Keeping healthy. ✓ Looking after your heart. ✓ The benefits of exercise.
<p>Music Mrs Prescott</p>	<p style="text-align: center;"><u>Grease Young@Part</u></p> <p>On June 26th & 27th, we will be putting on a production of Grease Young@Part (a version of the musical appropriate for younger performers). With our cast now set, our pupils will be busy rehearsing and supporting each other with all aspects of the production both on and offstage!</p>

If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher vis Seesaw/Email.