



# Curriculum Overview for Parents/Carers

## AUTUMN TERM 2024

<b>Key Stage</b>	<b>3</b>	<b>Class/NC Year</b>	<b>S7/Year 9</b>
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SUBJECT	AUTUMN 1	AUTUMN 2
<b>English</b> Miss Boddy	<p style="text-align: center;"><u><b>Book: 'The Secret Garden' by Frances Hodgson Burnett.</b></u></p> <p>The book will be used to improve pupils reading ability and vocabulary skills. Pupils will discuss key words and phrases used by the author. Pupils will read the book together, chapter by chapter and act out elements which will allow them to fully immerse themselves into the story and gain a better understanding. Pupils will also complete a range of activities and develop the skills needed to write extended sentences which will include identifying capital letters, full stops, finger spaces, verbs and nouns. All work completed will be reinforced through the following areas:</p> <ul style="list-style-type: none"> <li>✓ Writing.</li> <li>✓ Comprehension.</li> <li>✓ Speaking and listening skills.</li> <li>✓ Spelling, punctuation and grammar.</li> </ul> <p>Pupils will take part in <b>two</b> reading sessions, including one paired reading session each week. Pupils will also complete a spelling test every Friday. In addition, homework will be set on a weekly basis to embed and support learning.</p>	
<b>PSHE</b> Miss Boddy	<p>The focus within our PSHE lessons this half term is <b>self-awareness</b>. The following content will be covered.</p> <ul style="list-style-type: none"> <li>✓ Demonstrate how to recognise and appreciate personal strengths in other people.</li> <li>✓ Explain how, what others say and think about us can positively and negatively affect the way we feel about ourselves.</li> <li>✓ Identify some simple strategies to help manage negative opinions/comments.</li> <li>✓ Describe what other people might perceive our personal strengths, talents and skills to be.</li> </ul>	<p>Next half term, we will learn how to deal with <b>emergency situations</b>. The following content will be covered.</p> <ul style="list-style-type: none"> <li>✓ Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).</li> <li>✓ Explain how to report an accident in school.</li> <li>✓ Identify examples of what is meant by an emergency.</li> <li>✓ Identify sources of immediate help in an emergency (e.g. adults in school and demonstrate how we would attract their attention).</li> <li>✓ Identify examples of what would and would not be an</li> </ul>

		emergency and suggest some ways to respond.
<b>Maths</b> Miss Boddy	<p align="center"><b><u>Entry Level Certificate:</u></b></p> <p>Pupils will complete a set of eight units of work for their Entry Level Certificate. For each unit, they will work their way through a set of coursework, taking time out to learn any new areas or work on areas they struggle with. Then pupils will be tested on this mathematical knowledge.</p>	
	<p align="center"><b><u>Unit 1: Properties of Number</u></b></p> <p>Pupils will learn about place value within whole numbers and will undertake calculations using mental arithmetic and using a calculator. Students will understand the terms odd and even, and rounding will be introduced.</p>	
<b>Science</b> Miss Hinchcliffe	<p align="center"><b><u>Safety Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Introduction to safety</li> <li>✓ Handling chemicals and naming apparatus</li> <li>✓ Drawing bar charts</li> <li>✓ Measuring and reading scales</li> <li>✓ Using a Bunsen burner</li> <li>✓ Scientific investigation methods and procedures</li> </ul>	
	<p align="center"><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>✓ Habitats and adaptations</li> <li>✓ Food webs and chains</li> <li>✓ Predator and prey, carnivores, herbivores and omnivores</li> <li>✓ The effect of pollution on the environment</li> <li>✓ Field work – data collection and analysis, evaluation of reliability</li> <li>✓ Use of ICT in field work data analysis</li> </ul>	
<b>Geography</b> Mrs Hampshire	<p align="center"><b><u>Extreme Earth</u></b></p> <ul style="list-style-type: none"> <li>✓ To find out about the Earth's climate and areas of extreme temperature.</li> <li>✓ To find out about the water cycle and the distribution of water across the world.</li> <li>✓ To find out about extreme weather conditions across the world.</li> <li>✓ To find out about earthquakes and what causes them</li> <li>✓ To find out about tsunamis and how they are caused.</li> </ul>	<p align="center"><b><u>Exploring Africa</u></b></p> <ul style="list-style-type: none"> <li>✓ To be able to identify African countries and locate them on map.</li> <li>✓ To find out about western Africa and the country of Nigeria.</li> <li>✓ To explore northern Africa and Morocco.</li> <li>✓ To explore central Africa and the Central African Republic.</li> <li>✓ To explore eastern Africa and Tanzania.</li> <li>✓ To explore southern Africa and South Africa.</li> </ul>

<p><b>Design Tech</b> Mr Jones</p>	<p><b>Horror masks</b></p> <ul style="list-style-type: none"> <li>✓ To link into the term of Halloween_students will be working with paper maché to create a horror mask of their choice.</li> </ul>	<p><b>Use of multimedia</b></p> <ul style="list-style-type: none"> <li>✓ Paper maché technique</li> <li>✓ Design process. Generation of a design</li> <li>✓ Decoration using paint</li> <li>✓ refinement</li> </ul>
<p><b>Art and Design</b> Mrs Faucitt</p>	<p><b><u>Aboriginal and Tribal Art</u></b></p> <p>Pupils will look at cultures of indigenous people. They will explore repeating patterns and take their ideas into clay.</p>	<p><b><u>Extension of pattern into Christmas Theme</u></b></p> <p>Pupils will learn wrapping and tying skills, card making and painting of their ceramics.</p>
<p><b>History</b> Ms Richings (Cover Supervisor)</p>	<p><b><u>Ideas, political power, industry and empire. (Britain 1750-1900).</u></b></p> <ul style="list-style-type: none"> <li>✓ Understanding of what an Industry is, the different types and the four classifications of industry.</li> <li>✓ How Britain’s landscape change between 1750-1890 as it developed into the first industrial nation and consequent impact on society.</li> <li>✓ Comparing industrial change in Britain (health/transport/work/medicine) between 1750-1900.</li> <li>✓ Investigating Britain’s leading industrialists e.g. Richard Arkwright and the Darby Family at Coalbrookdale.</li> <li>✓ Finding out about working conditions in factories for children and women.</li> <li>✓ Investigating whether a factory could be run differently e.g. Robert Owen.</li> <li>✓ <b>End of Unit Assessment (EUA).</b></li> <li>✓ <b><u>Possible AQA Unit Award Scheme (Entry Level) for selected Gifted and Talented history learners (to be certificated):</u></b> <ul style="list-style-type: none"> <li>▪ <b>92667:</b> Britain and the Industrial Revolution</li> <li>▪ <b>118326:</b> Victorians: children and the industrial revolution</li> <li>▪ <b>84137:</b> The industrial revolution: an age of change 1750-1900</li> </ul> </li> </ul>	
<p><b>Computing</b> Mr Darlington Knight</p>	<p><b><u>ICT Introduction</u></b></p> <ul style="list-style-type: none"> <li>✓ ICT rules including use of hardware and software, saving and retrieving files</li> <li>✓ internet safety, online footprint, online communications</li> </ul> <p><b><u>Using Presentation software</u></b></p> <ul style="list-style-type: none"> <li>✓ including using tools to edit, format, animate and transition slides (Microsoft Office PowerPoint)</li> </ul>	<p><b><u>Using Publishing software</u></b></p> <ul style="list-style-type: none"> <li>✓ To create a range of documents such as menus, posters, leaflets and greetings cards (Microsoft Office Publisher).</li> </ul>

<p style="text-align: center;"><b>Food Technology</b> Mrs Leach</p>	<p style="text-align: center;"><b><u>Revise Basic skills</u></b></p> <ul style="list-style-type: none"> <li>✓ The pupils will be looking again at kitchen safety and hygiene and applying this to their practical work. They will learn to use each part of the cooker (hob, grill and oven) and make simple meals using each part.</li> </ul>	<p style="text-align: center;"><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>✓ Introduction to healthy eating</li> <li>✓ Looking at fruit and vegetables.</li> <li>✓ Safe use of sharp knives</li> <li>✓ Adapting recipes to include less sugar, less fat, less salt and more fibre</li> </ul>
<p style="text-align: center;"><b>Life skills</b> Mrs Hampshire</p>	<p style="text-align: center;"><b><u>AQA Life Skills – Familiar Health Services</u></b></p> <ul style="list-style-type: none"> <li>✓ Learning about different types of health care professionals</li> <li>✓ Learning about the role's health care professional's play</li> <li>✓ Categorising health services</li> <li>✓ Looking at local health care services</li> </ul>	<p style="text-align: center;"><b><u>AQA Life Skills-Being a good neighbour</u></b></p> <ul style="list-style-type: none"> <li>✓ Why getting to know neighbour can be important</li> <li>✓ Respecting privacy</li> <li>✓ Being mindful of noise levels</li> <li>✓ Community rules and regulations</li> <li>✓ Respecting neighbours &amp; considerate behaviour</li> <li>✓ Why neighbours might lodge complaints</li> </ul>
<p style="text-align: center;"><b>PE</b> Miss Boddy</p>	<p style="text-align: center;"><b><u>Netball</u></b></p> <p><b><u>Key skills:</u></b> Throwing, catching, spatial awareness, teamwork, communication and movement.</p> <p>Pupils will develop a range of throwing techniques, and they will practice the skills needed to play a game of netball.</p> <p>Each PE lesson is underpinned throughout with health education. We will discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ Benefits of exercise.</li> </ul>	<p style="text-align: center;"><b><u>Gymnastics</u></b></p> <p><b><u>Key elements:</u></b> Travelling, moving in different directions, shape, balancing, communication and collaboration.</p> <p>Pupils will practice a variety of different balances, shapes, ways of travelling and create a short Gymnastics sequence.</p> <p>Each PE lesson is underpinned throughout with health education, and we will discuss the following:</p> <ul style="list-style-type: none"> <li>✓ Importance of warming up.</li> <li>✓ Keeping healthy.</li> <li>✓ Looking after your heart.</li> <li>✓ Benefits of exercise.</li> </ul>

<p style="text-align: center;"><b>Music</b> Mrs Prescott</p>	<p style="text-align: center;"><b><u>Keyboard World - Playing with Style!</u></b></p> <p>Building on previous introductory units to playing the keyboard, pupils will explore further progressive stages of keyboard playing. They will learn increasingly complex pieces as they travel through the fun and interactive music world levels:</p> <ul style="list-style-type: none"> <li>✓ developing their ability to follow and play from notation;</li> <li>✓ playing games and quizzes to support their musical theory knowledge;</li> <li>✓ improvising and composing on the keyboards;</li> <li>✓ developing their skill to play pieces using up to 5 notes (CDEFG);</li> <li>✓ beginning to play pieces using both hands &amp; the chord assist function.</li> </ul>	
<p style="text-align: center;"><b>RE</b> Mrs Addison</p>	<p style="text-align: center;"><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>✓ The key question throughout this unit is: <i>'What is the best way for Muslim to show their commitment to God?'</i> Pupils will revisit the five pillars of Islam and explore their beliefs and values including; fasting, celebrations, charity work and pilgrimages.</li> </ul>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>✓ The key question throughout this unit is: <i>'Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?'</i> Pupils will be learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</li> </ul>

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