

# Key Stage 3 Modules

	Autumn	Spring	Summer
Year 1	Health	Community	Personal Finance
Year 2	Values	Citizenship	Enterprise
Year 3	Identity	Environment	Internationalism

## Key Stage 3

[Year 1](#)

[Year 2](#)

[Year 3](#)

## Key Stage 3 Curriculum Framework – Year 1

	Autumn Term	Spring Term	Summer Term
Subjects	Health	Community	Global View
<b>English</b>	Work should be planned around the theme of health. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of community. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of personal finance. It should be differentiated to meet individual needs and include ILP targets.
<b>Maths</b>	Work should be planned around the theme of health. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of community. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of personal finance it should be differentiated to meet individual needs and include ILP targets.
<b>Science</b>	<p><b><u>Reproduction</u></b></p> <p>*Know/explore/investigate reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation and birth, to include the effects of maternal lifestyle on the foetus through the placenta.</p> <p>*Know/explore/investigate how the baby develops in the womb</p> <p><b><u>Gas Exchange Systems</u></b></p> <p><b>Breathing</b></p>	<p><b><u>Waves</u></b></p> <p><b>Observed Waves</b></p> <p>*Know/explore/investigate waves on water as undulations which travel through water with transverse motion: these waves can be reflected, and add or cancel – superposition.</p> <p><b>Sound Waves</b></p> <p>*Know/explore/investigate frequencies of sound waves, measured in hertz (Hz): echoes, reflection and absorption of sound.</p> <p>*Know/explore/investigate that sound needs to travel, the speed of sound in air, in water, in solids.</p> <p>*know / explore / investigate sound produced by vibrations of objects, in loud speakers, detected by their</p>	<p><b><u>Matter</u></b></p> <p><b>Physical Changes</b></p> <p>*Know/explore/investigate conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving.</p> <p>*know / explore / investigate similarities and differences, including density differences, between solids, liquids and gases.</p> <p>*know / explore / investigate Brownian motion in gases.</p> <p>*know / explore / investigate diffusion in liquids and gases driven by differences in concentration.</p> <p>*know / explore / investigate the difference between chemical and physical changes.</p>

	<p>*know / explore / investigate the structure and function of the gas exchange system in humans, including adaptations to function.</p> <p>*Know/explore/investigate the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume.</p> <p>*know/explore/investigate the impact of exercise, asthma and smoking on the human gas exchange system</p> <p>*know/explore/investigate the role of leaf stomata in gas exchange in plants.</p> <p><b><u>Nutrition and Digestion</u></b></p> <p>*Know/explore/investigate content of a healthy human diet: carbohydrates, lipids, (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.</p> <p><i>Research food groups</i></p> <p><i>Chart food eaten during the week</i></p> <p><i>Healthy eating collage</i></p> <p>*Know/explore/investigate the calculations of energy requirements in a healthy balanced diet.</p> <p>*Know/explore/investigate the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.</p>	<p>effects on microphone diaphragm and the ear drum: sound waves are longitudinal.</p> <p>*know / explore / investigate auditory range of humans and animals.</p> <p><b>Energy and Waves</b></p> <p>Know / explore / investigate pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.</p> <p><b>Light Waves</b></p> <p>*know / explore / investigate the similarities and differences between light waves and waves in matter.</p> <p>*know / explore / investigate light waves travelling through a vacuum; speed of light.</p> <p>*know/ explore / investigate the transmission of light through materials; absorption, diffuse scattering and specular reflection at a surface.</p> <p>*know / explore / investigate use of ray model to explain imaging to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye.</p> <p>*know / explore / investigate light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras.</p>	<p><b>Particle Model</b></p> <p>*know / explore / investigate the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition.</p> <p>*know / explore / investigate atoms and molecules as particles.</p> <p><b>Energy in Matter</b></p> <p>*know / explore / investigate changes with temperature in motion and pacing of particles.</p> <p>*know / explore / investigate internal energy stored in materials.</p>
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	<p><i>Compare energy foods</i></p> <p><i>Look at athletes diets</i></p> <p><i>The role of carbohydrates and protein</i></p> <p>*Know/explore/investigate the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food.</p> <p>*Know/explore/investigate the importance of bacteria in the human digestive system</p>	<p>*know / explore / investigate colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.</p>	
PSHCE	<p><b>DEVELOP A HEALTHY LIFESTYLE</b></p> <p><b>Skills</b></p> <p>*Develop skills for maintaining personal hygiene</p> <p>*Develop skills for producing balanced meals independently</p> <p>*Develop strategies for safety within the kitchen</p> <p>*Develop the physical skills necessary to participate in exercise</p> <p>*Develop skills of co-operation when participating in exercise</p> <p>*Be able to assist in the prevention of infectious diseases</p> <p><b>Knowledge and Understanding</b></p> <p>*Know about vaccination / immunisation in general health care</p>	<p><b>DEVELOP EFFECTIVE AND SATISFYING RELATIONSHIPS</b></p> <p><b>Skills</b></p> <p>*Develop skills and strategies for saying 'no'</p> <p><b>Knowledge and Understanding</b></p> <p>*Recognise the changing relationships within the family, e.g. children gaining independence, new members of the family group</p> <p>*Know that there are many different patterns of friendship</p> <p>*Recognise the importance of personal choice in managing relationships so that they do not present risks</p> <p>*Understand that people have a right to be sexually active or inactive</p> <p>*Recognise that parenthood is a matter of choice</p> <p><b>Attitudes and Values</b></p> <p>*Respect the rights of other people</p>	<p><b>WORK AND ENTERPRISE ISSUES</b></p> <p><b>Skills</b></p> <p>*Develop skills for employability through case studies, simulations, scenarios, role play and drama</p> <p><b>Knowledge and Understanding</b></p> <p>*Understand issues around the world of work</p> <p>*Identify and understand the skills required for enterprise and employability</p> <p><b>Attitudes and Values</b></p> <p>*Develop and understanding of the value of work and peoples roles within the workforce</p> <p>*Understand the value of money / salaries and its importance in independent living.</p>

	<p>*Know that lack of personal hygiene can contribute to ill health</p> <p>*Know that individual health requires a varied diet</p> <p>*Understand the need for keeping food fresh and hygienic</p> <p>*To understand the benefits of regular exercise</p> <p>*Understand the consequences of over eating and lack of exercise</p> <p>*Be able to distinguish between infectious and non-infectious diseases, know how they are spread</p> <p><b>Attitudes and Values</b></p> <p>*Recognise the importance of valuing and taking care of oneself</p> <p>*Value the contribution of diet to being healthy</p> <p>*Value the contribution of exercise to being healthy</p> <p><b>DEVELOP INDEPENDENCE AND RESPONSIBILITY</b></p> <p><b>Skills</b></p> <p>*Develop skills for managing the menstrual cycle independently</p> <p>*Develop skills for accepting responsibility for extra vigilance regarding personal cleanliness</p> <p>*To manage any moods associated with puberty</p> <p>Knowledge and understanding</p>	<p>*Show an awareness and an ability to cope with the emotional responses of themselves and others</p> <p>*To have a positive image of others</p>	
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	<p>*Know about the menstrual cycle</p> <p>*Know and understand how changes in puberty affect the body in relation to hygiene</p> <p>*Understand the emotional changes which take place during puberty</p> <p><b>Attitudes and Values</b></p> <p>*Recognise the importance of valuing and taking care of oneself</p> <p>*Recognise the importance of sensitivity towards other peoples personal hygiene</p> <p>*Show an awareness and ability to deal with emotional responses</p>		
<b>Citizenship</b>	<b>The development of the political system of democratic government in the United kingdom.</b>	<b>The history of relations between citizens, parliament and the monarch</b>	<b>The operation of Parliament, including voting and elections.</b>
<b>ICT</b>	Work should be planned around the theme of health. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of community. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of personal finance. It should be differentiated to meet individual needs and include ILP targets.
<b>History</b>	<p><b>The Development of Church, state and society in Medieval Britain 1066-1509</b></p> <p>The Norman Conquest</p> <p>The struggle between Church and crown</p> <p>The Black Death and its social impact</p>	<p><b>The Development of Church, state and society in Britain 1509-1745</b></p> <p>The English Reformation and Counter Reformation (Henry VIII to Mary I)</p> <p>The first colony in American and first contact with India</p> <p>Society, economy and culture across the period: for example Theatre, art, music and literature (Shakespeare)</p>	<p><b>Ideas, political power, industry and empire: Britain, 1745-1901</b></p> <p>The enlightenment in Europe and Britain, with links back to 17<sup>th</sup> Century thinkers and scientists and the founding of the Royal Society.</p> <p>Britain's transatlantic slave trade: its effects and its eventual abolition.</p>

<b>Geography</b>	<b>Locational Knowledge</b>  Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India) and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.	<b>Place Knowledge</b>  Understand geographical similarities, differences, and links between places through study of human and physical geography of a region within <b>Africa</b> .	<b>Place Knowledge</b>  Understand geographical similarities, differences, and links between places through study of human and physical geography of a region within <b>Asia</b>
<b>Art and Design</b>	<b>Tone</b>  Analyse and evaluate their own work and that of others, in order to strengthen the visual impact of their work.	<b>Pattern and Texture</b>  Analyse and evaluate their own work and that of others, in order to strengthen the visual impact of their work.	<b>Designs Using Textiles</b>  Analyse and evaluate their own work and that of others, in order to strengthen the visual impact and applications of their work.
<b>Design Technology</b>	<b>Clay Modelling</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<b>Textiles – Materials and Sewing</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<b>Construction Kits</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
<b>Music</b>	<b>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</b>	<b>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions,</b>	<b>Learn to sing and to use their voices, to create and compose music on their own and with others using technology appropriately</b>
<b>MFL</b>	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters
<b>PE</b>	<b>Games</b>  Basketball	<b>Dance /Gymnastics/Riding/Rebound/Swimming</b>  Yoga	<b>Athletics</b>  Walking & Challenges



	<p>Frisby throwing / Golf</p> <p><b>Gymnastics</b></p> <p>Travelling, stillness and use of space</p> <p>Use of levels</p> <p>Speeds</p>	<p>Parachute games</p> <p>Balance</p> <p>Strength</p> <p>Movement</p> <p>Stillness</p> <p>Space</p> <p style="margin-left: 150px;">} Gymnastics</p>	<p>Jumping &amp; Challenges</p>
RE	<p><b>Gain and deploy the skills needed to engage purposefully with religions and worldviews</b></p> <p>Christianity</p>	<p><b>Gain and deploy the skills needed to engage purposefully with religions and worldviews</b></p> <p>Synagogues / mosques/cathedrals</p> <p>Visit a local cathedral</p> <p>Easter traditions in Europe</p>	<p><b>Know about and Understand a range of religions and worldviews</b></p> <p>Islam</p>
Independent Living	<p><b>Students will be taught in mixed KS3/4 classes, and will choose an independent living ASDAN Towards Independence unit to work towards. Units will be offered on a rotating basis. Unit choices are available in the Towards Independence handbook and include; meal preparation, using leisure time and personal safety.</b></p>		

## Key Stage 3 Curriculum Framework – Year 2

	Autumn Term	Spring Term	Summer Term
Subjects	Values	Citizenship	Enterprise
<b>English</b>	Work should be planned around the theme of values. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of citizenship. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of enterprise. It should be differentiated to meet individual needs and include ILP targets.
<b>Maths</b>	Work should be planned around the theme of values. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of citizenship. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of enterprise. It should be differentiated to meet individual needs and include ILP targets.
<b>Science</b>	<p><b><u>Motions and Forces</u></b></p> <p><b>Describing Motion</b></p> <p>*Know/explore/investigate speed and the quantitative relationship between average speed, distance and time (speed = distance <math>\div</math> time).</p> <p>*know / explore / investigate the representation of a journey on a distance-time graph.</p> <p>*know / explore / investigate relative motion: trains and cars passing one another.</p> <p><b>Forces</b></p>	<p><b><u>Electricity and Electromagnetism</u></b></p> <p><b>Current Electricity</b></p> <p>*know / explore / investigate electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.</p> <p>*know / explore / investigate potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p d) to current.</p> <p>*know / explore / investigate differences in resistance between conducting and insulating components (quantitative)</p>	<p><b><u>Material Cycles and Energy</u></b></p> <p><b>Photosynthesis</b></p> <p>*Know/explore/investigate the reactants in, and products of, photosynthesis, and a word summary for photosynthesis</p> <p>*Know/explore/investigate the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere.</p> <p>*Know / explore / investigate the adaptations of leaves for photosynthesis.</p>

	<p>*know / explore / investigate forces as pushes or pulls, arising from the interaction between two objects.</p> <p>*know / explore / investigate using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.</p> <p>*know / explore / investigate moment as the turning effect of a force.</p> <p>*know / explore / investigate forces: associated with deforming objects; stretching and squashing - springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water.</p> <p>*know / explore / investigate forces measured in newtons, measurements of stretch or compression as force is changed.</p> <p>*know / explore / investigate force-extension linear relation; Hooke's Law as a special case.</p> <p>*know / explore / investigate work done and energy changes on deformation.</p> <p>*know / explore / investigate non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.</p> <p><b>Pressure in Fluids</b></p>	<p><b>Static Electricity</b></p> <p>*Know/explore/investigate separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects.</p> <p><b>Magnetism</b></p> <p>*Know/explore/investigate magnetic poles, attraction and repulsion.</p> <p>* know / explore / investigate magnetic fields by plotting with a compass, representation by field lines.</p> <p>*know / explore / investigate Earth's magnetism, compass and navigation</p> <p>*know / explore / investigate the magnetic effect of a current, electromagnets, D.C. motors.</p> <p><u><b>Energy</b></u></p> <p><b>Calculation of fuel uses and costs in the domestic context</b></p> <p>*Know/explore/investigate comparing energy values of different foods (from labels) (kj)</p> <p>*Know/explore/investigate comparing power ratings of appliances in watts (W, kW)</p> <p>*Know/explore/investigate comparing amounts of energy transferred (J, kJ, kW hour)</p> <p>*Know/explore/investigate domestic fuel bills, fuel use and costs.</p>	<p><b>Cellular Respiration</b></p> <p>*know / explore / investigate aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life.</p> <p>*know / explore / investigate a word summary for aerobic respiration</p> <p>*know / explore / investigate the process of anaerobic respiration in humans and micro-organism, including fermentation, and a work summary for anaerobic respiration.</p> <p>*know / explore / investigate the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.</p>
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	<p>*know / explore / investigate atmospheric pressure, decreases with increase of height as weight of air above decreases with height.</p> <p>*know / explore / investigate pressure in liquids, increasing with depth; upthrust effects, floating and sinking.</p> <p>*know / explore / investigate pressure measured by ratio of force over area – acting normal to any surface.</p> <p><b>Balanced Forces</b></p> <p>*know / explore / investigate opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.</p> <p><b>Forces and Motion</b></p> <p>*know / explore / investigate forces being needed to cause objects to stop and start moving, or to change their speed or direction of motion (qualitative only)</p> <p>*know / explore / investigate change depending on direction of force and size.</p>	*know, explore, investigate fuels and energy resources.	
PSHCE	<p><b>LEARN TO KEEP THEMSELVES AND OTHERS SAFE</b></p> <p><b>Skills</b></p> <p>Practice skills for keeping safe and basic first aid techniques and gaining access to help both in and</p>	<p><b>AS CITIZENS, PLAY AN ACTIVE ROLE AS MEMBERS OF SOCIETY</b></p> <p><b>Skills</b></p> <p>*Identify basic personal rights and responsibilities</p>	<p><b>MAKE THE MOST OF THEIR ABILITIES</b></p> <p><b>Skills</b></p> <p>*Make simple choices and exercise some basic techniques for resisting pressure from friends and others</p>

	<p>out of school e.g. road crossing, fireworks, water safety</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>*To understand the concept of dangerous and safe situations</li> <li>*Know that individuals play an important part in the maintenance of a safe, healthy environment, e.g. the Premises Manager keeps the school clean and safe</li> <li>*Know the important and beneficial part that drugs have played in society</li> </ul> <p>Simple First Aid Course with St John's Ambulance</p> <p>How to safely manage medication</p> <p>Stranger danger – don't leave drinks unattended. Not accepting anything from strangers</p> <p><b>Attitudes and Values</b></p> <ul style="list-style-type: none"> <li>*Value the role of themselves and others in keeping people safe</li> <li>*Be aware of myths, misconceptions and stereotypes linked with substance use</li> </ul>	<ul style="list-style-type: none"> <li>*To identify different types of media, e.g. newspaper, TV, radio, Internet</li> <li>*Participate in group activities for the local environment or community</li> <li>*Communicate confidently with adult visitors to the school</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>*Understand the concept of rights and responsibilities within the home and school environment</li> <li>*To be aware of different forms of media</li> <li>*Know about local social and environmental issues on which they could have some impact</li> </ul> <p><b>Attitudes and Values</b></p> <ul style="list-style-type: none"> <li>*Undertake responsibility on behalf of themselves and others</li> <li>*Respect and value the environment and other living things</li> </ul>	<ul style="list-style-type: none"> <li>*To set personal goals</li> <li>*To give and receive constructive feedback</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>*Recognise the freedom to make choices</li> <li>*Recognise their own strengths and areas they need to develop</li> </ul> <p><b>Attitudes and Values</b></p> <ul style="list-style-type: none"> <li>*Value the individual right to choice</li> <li>*Feel motivated about and value learning</li> <li>*Value own and others achievements</li> <li>*Be positive when offered new opportunities</li> </ul> <p><b>Citizenship</b></p> <p>Have direct and indirect contact with people from businesses e.g. Work based activities – visits, shadowing, simulations, enterprise activities, careers talks (connexions)</p>
<b>Citizenship</b>	<b>The precious liberties enjoyed by citizens of the United Kingdom</b>	<b>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.</b>	<b>The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</b>

<b>ICT</b>	<p>Work should be planned around the theme of values. It should be differentiated to meet individual needs and include ILP targets.</p> <p>E-safety should be covered in detail in this term.</p>	<p>Work should be planned around the theme of citizenship. It should be differentiated to meet individual needs and include ILP targets.</p>	<p>Work should be planned around the theme of enterprise. It should be differentiated to meet individual needs and include ILP targets.</p>
<b>History</b>	<p><b>A Local History Study.</b></p> <p>A study of an aspect or site in local history dating from a period before 1066 – Chichester</p>	<p><b>The Study of an aspect of theme in British History that consolidates and extends pupils’ chronological knowledge from before 1066</b></p> <p>A study of an aspect of social history, such as impact through time of people to, from and within the British Isles - Vikings.</p>	<p><b>Challenges for Britain, Europe and the wider world 1901 to the present day</b></p> <p>The second world war and the wartime leadership of Winston Churchill.</p> <p>Indian independence and the end of Empire</p> <p>Britain’s place in the world since 1945</p>
<b>Geography</b>	<p><b>Human and Physical Geography</b></p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity realities on effective functioning of natural systems.</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including use of grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Use Geographical Information Systems (GPS) to view, analyse and interpret places and data</p>	<p><b>Human Geography</b></p> <p>Human Geography relating to ; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>

		Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasing complex information.	
<b>Art and Design</b>	<b>Still Life</b>  Work should be planned around the theme of values.  To use a range of techniques and media including painting	<b>20<sup>th</sup> Century Art and Architecture</b>  Work should be planned around the theme of citizenship.	<b>Printing</b>  Work should be planned around the theme of enterprise.  To increase their proficiency in the handling of different materials.
<b>Design Technology</b>	<b>Modelling</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<b>Mobiles</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<b>Jewellery Design and Making</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
<b>Music</b>	<b>Use staff and other relevant notations appropriately and accurately in a range of musical structures, styles, genres and traditions.</b>	<b>Identify and explore how music is created, produced and communicated.</b>	<b>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</b>
<b>MFL</b>	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters
<b>PE</b>	<b>Outdoor &amp; Adventurous Activities</b>  Horsham Park Southwater Park  Orienteering	<b>Games</b>  Cricket  Bowls  Softball	<b>Dance</b>

	<p>Warnham Nature Reserve</p> <p>Streets and Geocaching</p> <p>Leechpool Woods</p> <p>River/Forest</p> <p>Problem-solving</p>		
<b>RE</b>	<p><b>Express Ideas and insights about the nature, significance and impact of religions and worldviews</b></p> <p>To include</p> <p>Hinduism, Islam, Judaism, Christianity</p>	<p><b>Express ideas and insights about the nature, significance and impact of religions and worldviews.</b></p> <p>A secular world view - Humanism</p> <p>Explaining and evaluating the impact of religions and beliefs on how people live their lives.</p> <p>Events in lives including weddings, funerals, christenings.</p>	<p><b>Gain and deploy the skills needed to engage purposefully with religions and world views</b></p> <p>A religious community with a significant local presence.</p>
<b>Independent Living</b>	<p><b>Students will be taught in mixed KS3/4 classes, and will choose an independent living ASDAN Towards Independence unit to work towards. Units will be offered on a rotating basis. Unit choices are available in the Towards Independence handbook and include; meal preparation, using leisure time and personal safety.</b></p>		



## Key Stage 3 Curriculum Framework – Year 3

	Autumn Term	Spring Term	Summer Term
Subjects	Identity	Environment	Internationalism
<b>English</b>	Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets.
<b>Maths</b>	Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets.
<b>Science</b>	<p><b><u>Cells and Organisation</u></b></p> <p>*know / explore / investigate cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope.</p> <p>*know / explore / investigate the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts</p> <p>*Know/explore/investigate the similarities and differences between plant and animal cells.</p> <p>*know / explore / investigate the role of diffusion in the movement of materials in and between cells</p>	<p><b><u>The Particulate Nature of Matter</u></b></p> <p>*Know/explore/investigate the properties of the different states of matter (solid, liquid, gas) in terms of particle model, including gas pressure</p> <p>*Know/explore/investigate changes of state in terms of the particle model</p> <p><b><u>Pure and Impure Substances</u></b></p> <p>*know / explore / investigate the concept of a pure substance</p> <p>*Know/explore/investigate mixtures, including dissolving</p>	<p><b><u>Genetics and Evolution</u></b></p> <p>*Know/explore/investigate hereditary as the process by which genetic information is transmitted from one generation to the next.</p> <p>*Know/explore/investigate differences between species.</p> <p>*Know/explore/investigate the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection.</p> <p>*Know/explore/investigate changes in the environment may leave individuals within a species, and some entire</p>

	<p>*Know/explore/investigate the structural adaptations of some unicellular organisms</p> <p>*know / explore / investigate the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms</p> <p><b><u>The skeletal and muscular systems</u></b></p> <p>*Know/explore/investigate the structure and functions of the human skeleton, to include support, protection, movement and making blood cells.</p> <p>*Know/explore/investigate biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles.</p> <p><i>Identify major bones and muscles</i></p> <p>*Know/explore/investigate the functions of muscles and examples of antagonistic muscles.</p> <p>.</p>	<p>*know / explore / investigate diffusion in terms of the particle model</p> <p>*know / explore / investigate diffusion in terms of the particle model</p> <p>*know / explore / investigate simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography</p> <p>*know / explore / investigate the identification of pure substances.</p>	<p>species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</p> <p>*Know/explore/investigate the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material</p>
PSHCE	<p><b>DEVELOP SELF AWARENESS, POSITIVE SELF ESTEEM AND CONFIDENCE</b></p> <p><b>Skills</b></p> <p>*Give and receive praise and encouragement in order to promote self esteem and self confidence, essential to emotional well being</p>	<p><b>RECYCLING / ENERGY</b></p> <p><b>Skills</b></p> <p>*Participate in group activities for the local environment or community</p> <p><b>Knowledge and understanding</b></p>	<p><b>LEARN TO RESPECT THE DIFFERENCES BETWEEN PEOPLE</b></p> <p><b>Skills</b></p> <p>*Discuss moral dilemmas</p> <p>*Show concern for and defend others by challenging prejudice and discrimination</p>

	<p>*Deal with failure appropriately.</p> <p><b>Knowledge and Understanding</b></p> <p>*To understand the role of praise and encouragement in promoting self esteem</p> <p>*Recognise that failure can help you learn</p> <p><b>Attitudes and Values</b></p> <p>*Have a positive self image</p>	<p>*Know about the impact on health</p> <p>*Understand the importance of reducing the carbon footprint</p> <p>*Know about local social and environmental issues on which they could have some impact</p> <p><b>Attitudes and Values</b></p> <p>*Respect and value the environment</p>	<p><b>Knowledge and Understanding</b></p> <p>*Understand the concept and effect of stereotyping and identify its various forms</p> <p>*Understand what discrimination and prejudice mean and the different forms they can take</p> <p><b>Attitudes and Values</b></p> <p>*Show respect for ways of life different from their own</p> <p>*Compare values and beliefs held by themselves and others belonging to different cultures and groups and identify common ground</p> <p>*Show empathy and sympathy for the points of view, emotions and feelings of others</p>
<b>Citizenship</b>	<b>The role of political parties in the United Kingdom</b>	<b>The functions and use of money, the importance and practice of budgeting, and managing risk.</b>	<b>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</b>
<b>ICT</b>	Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets.	Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets.
<b>History</b>	<p><b>Ideas, political power, industry and empire: Britain, 1745 - 1901</b></p> <p>Britain as the first industrial nation – the impact on society.</p> <p>The development of the British Empire with a depth study (for example, of India)</p>	<p><b>Challenges for Britain, Europe and the wider world 1901 to the present day</b></p> <p>Women’s suffrage</p> <p>The First World War and the Peace Settlement</p>	<p><b>The study of a significant society or issue in world history and its interconnections with other world developments</b></p> <p>USA in the 20<sup>th</sup> Century</p>

<b>Geography</b>	<b>Human Geography</b>  Population and urbanisation; international development	<b>Human and Physical Geography</b>  Weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.	<b>Human and Physical Geography</b>  Physical Geography relating to: geological timescales and plate tectonics; rocks, weathering and soils;  *Earthquakes  *Volcanoes
<b>Art and Design</b>	<b>Photography/ different mediums</b>  Work should be planned around the theme of identity.  To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	<b>Arts and Crafts and its history</b>  Work should be planned around the theme of environment.	<b>History of styles and major movements from Ancient times up to 20<sup>th</sup> Century</b>  Work should be planned around the theme of internationalism.
<b>Design Technology</b>	<b>Weaving</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.	<b>Woodwork</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making	<b>Structures</b>  To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making
<b>Music</b>	<b>Listen with increasing discrimination to a wide range of music from great composers and musicians.</b>  *folk, jazz, contemporary music,  *music for film, television and stage  * music from the past and present	<b>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</b>  *Historical, social, national or political contexts and their influence on music  *the roles of performers and audiences	<b>Develop a deepening understanding of the music that they perform and to which they listen, and to its history.</b>  *music from different cultures

<b>MFL</b>	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters	Pupils should be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters
<b>PE</b>	<b>Games</b>  Netball  Hockey	<b>Dance</b>  Rock Challenge  Dance related to the theme 'environment', e.g. Chinese new year dance	<b>Athletics</b>  Running & Challenges  Throwing & Challenges
<b>RE</b>	<b>Know about and understand a range of religions and worldviews</b>  Sikhism	<b>Know about and understand a range of religions and worldviews</b>  Buddhism	<b>Consider and Evaluate the question: what is religion?</b> <b>Analyse the nature of religion</b>  *Practices and ways of life
<b>Independent Living</b>	<b>Students will be taught in mixed KS3/4 classes, and will choose an independent living ASDAN Towards Independence unit to work towards. Units will be offered on a rotating basis. Unit choices are available in the Towards Independence handbook and include; meal preparation, using leisure time and personal safety.</b>		