

## KS3 / KS4 Curriculum Framework - Year 1

	Autumn Term	Spring Term	Summer Term
Subjects	Health	Community	Global View
<b>English</b>	<p>Work should be planned around the theme of health. It should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Health</p> <p>KS4: <b>Developing communication skills:</b></p> <p>Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p>Work should be planned around the theme of community. It should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Community</p> <p>KS4: <b>Developing communication skills:</b></p> <p>Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p>Work should be planned around the theme of personal finance. It should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Global view</p> <p>KS4: <b>Developing communication skills:</b></p> <p>Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>
<b>Maths</b>	<p>Work should be planned around the theme of health. It should be differentiated to meet individual needs and include ILP targets.</p> <p>KS4: <b>Developing numeracy skills:</b></p> <p>Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p>Work should be planned around the theme of community. It should be differentiated to meet individual needs and include ILP targets.</p> <p>KS4: <b>Developing numeracy skills:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p>Work should be planned around the theme of personal finance it should be differentiated to meet individual needs and include ILP targets.</p> <p>KS4: <b>Developing numeracy skills:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>
<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><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><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</p>

	<p><b>Breathing</b></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>*know / explore / investigate sound produced by vibrations of objects, in loud speakers, detected by their 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>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>concentration.</p> <p>*know / explore / investigate the difference between chemical and physical changes.</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>
<b>PSHCE</b>	<p><b>DEVELOP A HEALTHY LIFESTYLE 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><b>DEVELOP EFFECTIVE AND SATISFYING RELATIONSHIPS 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</p>	<p><b>WORK AND ENTERPRISE ISSUES 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 about vaccination / immunisation in general health care</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>KS4: Personal Care Routines</b></p>	<p>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>*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> <p><b>KS4: Relationships</b></p>	<b>KS4 Work Awareness</b>
<b>Citizenship</b>	<p>The development of the political system of democratic government in the United kingdom.</p> <p><b>KS4: Citizenship</b></p> <p>A: Myself and others</p> <p>C: Making Choices</p>	<p>The history of relations between citizens, parliament and the monarch</p> <p><b>KS4: Citizenship</b></p> <p>D: Taking part</p>	<p>The operation of Parliament, including voting and elections.</p> <p><b>KS4: Citizenship</b></p> <p>J: Talking and listening to others</p>
<b>ICT</b>	<p>Work should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Health</p> <p><b>KS4: Using ICT</b></p> <p>A: Using ICT</p>	<p>Work should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Community</p> <p><b>KS4: Using ICT</b></p> <p>B: Using ICT in the home</p>	<p>Work should be differentiated to meet individual needs and include ILP targets.</p> <p>KS3: Global view/personal finance??</p> <p><b>KS4: Using ICT</b></p> <p>C: Using ICT in the community</p>

<b>History</b>	<p><b>The Development of Church, state and society in Medieval Britain 1066-1509</b> The Norman Conquest The struggle between Church and crown</p> <p>KS4: <b>History</b> D: Local History</p>	<p><b>The Development of Church, state and society in Britain 1509-1745</b> The English Reformation and Counter Reformation (Henry VIII to Mary I)</p> <p>KS4: <b>History</b> G: Changing Lives</p>	<p><b>Ideas, political power, industry and empire: Britain, 1745-1901</b> 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>KS4: <b>History</b> H: Timelines</p>
<b>Geography</b>	<p><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.</p> <p>KS4: <b>Geography</b> D: Life on the Edge</p>	<p><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>.</p> <p>KS4: <b>Geography</b> F: What would it be like to live in...?</p>	<p><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></p> <p>KS4: <b>Geography</b> G: Where shall we go for our holiday?</p>
<b>Art and Design</b>	<p><b>Tone</b> Analyse and evaluate their own work and that of others, in order to strengthen the visual impact of their work.</p> <p>KS4: Work should complement the units being covered</p>	<p><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.</p>	<p><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.</p>
<b>Design Technology</b>	<p><b>Clay Modelling</b> To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p>	<p><b>Textiles - Materials and Sewing</b> To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p>	<p><b>Construction Kits</b> To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p>

	<b>KS4: Pottery and Ceramics</b>	<b>KS4 Craft making</b>	<b>KS4 Craft making (cont)</b>
<b>Music</b>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p><b>KS4: Sound, Rhythm and Music</b> F: Using your voice</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions,</p> <p><b>KS4: Sound, Rhythm and Music</b> I: Taking Part in a musical performance</p>	<p>Learn to sing and to use their voices, to create and compose music on their own and with others using technology appropriately</p> <p><b>KS4: Sound, Rhythm and Music</b> G: Singing Together</p>
<b>MFL KS3 only Session plan</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>Drama KS4 only Session plan</b>	<p><b>Performing Arts</b> A: Warming Up</p>	<p><b>Performing Arts</b> F: Watching a performance G: Putting on a performance</p>	<p><b>Performing Arts</b> B: Role Play</p>
<b>PE</b>	<p><b>Games</b> Basketball Frisby throwing / Golf</p> <p><b>Gymnastics</b> Travelling, stillness and use of space Use of levels Speeds</p> <p><b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b></p>	<p><b>Dance /Gymnastics/Riding/Rebound/Swimming</b> Yoga Parachute games</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">           Balance Strength Movement Stillness Space         </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>Gymnastics</div> </div> <p><b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b></p>	<p><b>Athletics</b> Walking &amp; Challenges Jumping &amp; Challenges</p> <p><b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b></p>
<b>RE</b>	<p>Gain and deploy the skills needed to engage purposefully with religions and worldviews</p> <p>Christianity</p>	<p>Gain and deploy the skills needed to engage purposefully with religions and worldviews</p> <p>Synagogues / mosques/cathedrals</p>	<p>Know about and Understand a range of religions and worldviews</p> <p>Islam</p>

	<b>KS4: The Wider World</b> G: The arts	Visit a local cathedral Easter traditions in Europe  <b>KS4: The Wider World</b> F: Food I: Visits	<b>KS4: The Wider World</b> H: Charities J: Project
--	--	---	---

Subjects Highlighted in yellow indicates a scheme of work is needed,

Those not highlighted require a session plan.

Base plans on KS3 curriculum but add in an ASDAN task each lesson for every subject that requires a scheme of work.

## KS3 / KS4 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. <b>KS4 Current Affairs</b>	Work should be planned around the theme of citizenship. It should be differentiated to meet individual needs and include ILP targets. <b>KS4 Current Affairs</b>	Work should be planned around the theme of enterprise. It should be differentiated to meet individual needs and include ILP targets. <b>KS4 Current Affairs</b>
<b>Maths</b>	Work should be planned around the theme of values. It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Developing Numeracy Skills</b>	Work should be planned around the theme of citizenship. It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Developing Numeracy Skills</b>	Work should be planned around the theme of enterprise. It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Developing Numeracy Skills</b>
<b>Science</b>	<b><u>Nutrition and Digestion</u></b> *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. <i>Research food groups</i> <i>Chart food eaten during the week</i> <i>Healthy eating collage</i> *Know/explore/investigate the calculations of energy requirements in a healthy balanced diet. *Know/explore/investigate the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. <i>Compare energy foods</i> <i>Look at athletes diets</i> <i>The role of carbohydrates and protein</i> *Know/explore/investigate the tissues and organs of the human digestive system, including adaptations to function and how the	<b><u>Electricity and Electromagnetism</u></b> <b>Current Electricity</b> *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. *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. *know / explore / investigate differences in resistance between conducting and insulating components (quantitative) <b>Static Electricity</b> *Know/explore/investigate separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects. <b>Magnetism</b> *Know/explore/investigate magnetic poles, attraction and repulsion.	<b><u>Material Cycles and Energy</u></b> <b>Photosynthesis</b> *Know/explore/investigate the reactants in, and products of, photosynthesis, and a word summary for photosynthesis *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. *Know / explore / investigate the adaptations of leaves for photosynthesis. <b>Cellular Respiration</b> *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. *know / explore / investigate a word summary

	<p>digestive system digests food.</p> <p>*Know/explore/investigate the importance of bacteria in the human digestive system</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>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>
PSHCE	<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><b>Knowledge and understanding</b></p> <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>	<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>*To identify different types of media, e.g. newspaper, TV, radio, Internet</p> <p>*Participate in group activities for the local environment or community</p> <p>*Communicate confidently with adult visitors to the school</p> <p><b>Knowledge and Understanding</b></p> <p>*Understand the concept of rights and responsibilities within the home and school environment</p> <p>*To be aware of different forms of media</p> <p>*Know about local social and environmental issues on which they could have some impact</p> <p><b>KS4: Out in the Community</b></p>	<p><b>MAKE THE MOST OF THEIR ABILITIES</b></p> <p><b>Skills</b></p> <p>*Make simple choices and exercise some basis techniques for resisting pressure from friends and others</p> <p>*To set personal goals</p> <p>*To give and receive constructive feedback</p> <p><b>Knowledge and Understanding</b></p> <p>*Recognise the freedom to make choices</p> <p>*Recognise their own strengths and areas they need to develop</p> <p><b>KS4: Self Advocacy</b></p>

<b>Citizenship</b>	<p><b>The precious liberties enjoyed by citizens of the United Kingdom</b></p> <p>KS4 <b>Citizenship</b> B: Differences between people</p>	<p><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></p> <p>KS4 <b>Citizenship</b> E: Helping others in the community</p>	<p><b>The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</b></p> <p>KS4 <b>Citizenship</b> D: Taking Part</p>
<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. E-safety should be covered in detail in this term.</p> <p>KS4 <b>E-Safety</b> A: Keeping personal information safe</p> <p>Work should be differentiated to meet individual needs and include ILP targets</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>KS4: <b>E-Safety</b> C: Safer Searching</p> <p>Work 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> <p><b>E-Safety</b> E: Safer Gaming</p> <p>Work should be differentiated to meet individual needs and include ILP targets</p>
<b>History</b>	<p><b>A Local History Study.</b> A study of an aspect or site in local history dating from a period before 1066 - Chichester</p> <p>KS4 <b>History</b> D: Local History</p>	<p><b>The Study of an aspect of theme in British History that consolidates and extends pupils' chronological knowledge from before 1066</b> 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>KS4 <b>History</b> F: Early Lives</p>	<p><b>Challenges for Britain, Europe and the wider world 1901 to the present day</b> The first world war and the peace settlement</p> <p>KS4 <b>History</b> G: Changing Lives</p>
<b>Geography</b>	<p><b>Human and Physical Geography</b> Understand how human and physical processes interact to influence, and change landscapes, environments and the climate;</p>	<p><b>Geographical Skills and Fieldwork</b> 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><b>Human Geography</b> Human Geography relating to ; economic activity in the primary, secondary, tertiary and quaternary sectors.</p>

	<b>KS4: Geography</b> B: Shaping what we see	<b>KS4: Geography</b> A: The World around us	<b>KS4: Geography</b> H: The Place where I live
<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  KS4: Work should complement the units being covered	<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.  KS4: <b>Craft Making</b>	<b>Mobiles</b> To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.  KS4: <b>Craft Making</b>	<b>Jewellery Design and Making</b> To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.  KS4: <b>Craft Making</b>
<b>Music</b>	<b>Use staff and other relevant notations appropriately and accurately in a range of musical structures, styles, genres and traditions.</b>  KS4: <b>Sound, Rhythm and Music</b> C: Making Sounds with your body	<b>Identify and explore how music is created, produced and communicated.</b>  KS4: <b>Sound, Rhythm and Music</b> H: Listening to music	<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>  KS4: <b>Sound, Rhythm and Music</b> E: Playing Percussion
<b>MFL</b> <b>KS3 only</b> <b>Session plan</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>Drama</b> <b>KS4 only</b> <b>Session plan</b>	<b>Performing Arts</b> E: Scenery, lighting and sound	<b>Performing Arts</b> D: Using Costumes and props	<b>Performing Arts</b> H: Project

<b>PE</b>	<b>Outdoor &amp; Adventurous Activities</b> Horsham Park Southwater Park Orienteering Warnham Nature Reserve Streets and Geocaching Leechpool Woods River/Forest Problem-solving  <b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>	<b>Games</b> Cricket Bowls Softball  <b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>	<b>Dance</b>       <b>KS4: Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>
<b>RE</b>	<b>Express Ideas and insights about the nature, significance and impact of religions and worldviews</b> To include Hinduism, Islam, Judaism, Christianity  <b>KS4: The Wider World</b> B: Other Cultures	<b>Express ideas and insights about the nature, significance and impact of religions and worldviews.</b> A secular world view - Humanism Explaining and evaluating the impact of religions and beliefs on how people live their lives. Events in lives including weddings, funerals, christenings.  <b>KS4: The Wider World</b> C: Religious Festivals	<b>Gain and deploy the skills needed to engage purposefully with religions and world views</b> A religious community with a significant local presence.    <b>KS4: The Wider World</b> A: My Culture
<b>Independent Living</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, getting ready to go out, Horticulture, Myself and others, Looking Smart,		

### KS3 / KS4 Curriculum Framework - Year 3

	Autumn Term	Spring Term	Summer Term
Subjects	Identity	Environment	Internationalism
English	Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Popular Culture</b>	Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Popular Culture</b>	Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Popular Culture</b>
Maths	Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Money</b>	Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Money</b>	Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets. KS4: <b>Money</b>
Science	<p><b><u>Motions and Forces</u></b></p> <p><b><u>Describing Motion</u></b></p> <p>*Know/explore/investigate speed and the quantitative relationship between average speed, distance and time (speed = distance / 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><u>Forces</u></b></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</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>*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><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 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>

<p>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>*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>		
--	--	--

	.		
<b>PSHCE</b>	<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 out of school e.g. road crossing, fireworks, water safety</p> <p><b>Knowledge and Understanding</b></p> <p>*To understand the concept of dangerous and safe situations</p> <p>*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</p> <p>*Know the important and beneficial part that drugs have played in society</p> <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>KS4: <b>Personal Safety</b></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>*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>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><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>	<p><b>The role of political parties in the United Kingdom</b></p> <p>KS4: <b>Citizenship</b></p> <p>G Rights and Responsibilities</p>	<p><b>The functions and use of money, the importance and practice of budgeting, and managing risk.</b></p> <p>KS4: <b>Citizenship</b></p> <p>K: Money</p>	<p><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></p> <p>KS4: <b>Citizenship</b></p> <p>C: Making Choices</p>
<b>ICT</b>	<p>Work should be planned around the theme of identity. It should be differentiated to meet individual needs and include ILP targets.</p>	<p>Work should be planned around the theme of the environment. It should be differentiated to meet individual needs and include ILP targets.</p>	<p>Work should be planned around the theme of internationalism. It should be differentiated to meet individual needs and include ILP targets.</p>

	<b>KS4: Using Computer Technology</b> A: Knowing your computer	<b>KS4: Using Computer Technology</b> B: Using a program / app	<b>KS4: Using Computer Technology</b> C: Writing H: Games
<b>History</b>	<b>Ideas, political power, industry and empire: Britain, 1745 - 1901</b> Britain as the first industrial nation - the impact on society. The development of the British Empire with a depth study (for example, of India)  <b>KS4: History</b> A: People in History (Inventors)	<b>Challenges for Britain, Europe and the wider world 1901 to the present day</b> Women's suffrage The First World War and the Peace Settlement  <b>KS4: History</b> J: Stories from History	<b>The study of a significant society or issue in world history and its interconnections with other world developments</b> USA in the 20 <sup>th</sup> Century  <b>KS4: History</b> B: Places in History
<b>Geography</b>	<b>Human Geography</b> Population and urbanisation  <b>KS4: Geography</b> E: Where in the World?	<b>Human and Physical Geography</b> Weather and climate, including the change in climate from the Ice Age to the present  <b>KS4: Geography</b> C: What's the weather like?	<b>Human and Physical Geography</b> Physical Geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; *Earthquakes *Volcanoes  <b>KS4: Geography</b> L: Project
<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.  KS4: Work should complement the units being covered	<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	<b>Woodwork</b> To gain the knowledge, understanding and skills	<b>Structures</b> To gain the knowledge, understanding and skills


	needed to engage in an iterative process of designing and making.  KS4: Practical Workshop	needed to engage in an iterative process of designing and making  KS4: Practical Workshop	needed to engage in an iterative process of designing and making  KS4: Practical Workshop
<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  KS4: <b>Sound, Rhythm, Music</b> A: Listening to sounds	<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  KS4: <b>Sound, Rhythm, Music</b> B: Using a DVD player	<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  KS4: <b>Sound, Rhythm, Music</b> D: Making Rhythms
<b>MFL KS3 only Session plan</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>Drama KS4 only Session plan</b>	<b>Performing Arts</b> C: Mime	<b>Performing Arts</b> G: Putting on a Performance	<b>Performing Arts</b> F: Watching a Performance
<b>PE</b>	<b>Games</b> Netball Hockey  KS4: <b>Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>	<b>Dance</b> Rock Challenge Dance related to the theme 'environment', e.g. Chinese new year dance  KS4: <b>Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>	<b>Athletics</b> Running & Challenges Throwing & Challenges  KS4: <b>Using Leisure Time</b> <b>Water Skills</b> <b>Yogacise</b>
<b>RE</b>	<b>Know about and understand a range of religions and worldviews</b> Sikhism  KS4: <b>The Wider World</b>	<b>Know about and understand a range of religions and worldviews</b> Buddhism  KS4: <b>The Wider World</b>	<b>Consider and Evaluate the question: what is religion? Analyse the nature of religion</b> *Practices and ways of life  KS4: <b>The Wider World</b>

	D: Famous People	D: Famous People	E: World News
<b>Independent Living</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, residential experience		

## KS3 / KS4 Curriculum Framework – Year 4

	Autumn Term	Spring Term	Summer Term
Subjects			
<b>English</b>  <b>DONE</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Recognising and Using Everyday Signs</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Recognising and Using Everyday Signs</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets. <b>KS4: Recognising and Using Everyday Signs</b>
<b>Maths</b>  <b>DONE</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets <b>KS4: Out in the Community</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets <b>KS4: Out in the Community</b>	Work should be planned around the theme of . It should be differentiated to meet individual needs and include ILP targets <b>KS4: Out in the Community</b>
<b>Science</b>	<u><b>Cells and Organisation</b></u> *know / explore / investigate cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. *know / explore / investigate the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts *Know/explore/investigate the similarities and differences between plant and animal cells. *know / explore / investigate the role of diffusion in the movement of materials in and between cells *Know/explore/investigate the structural adaptations of some unicellular organisms *know / explore / investigate the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms  <u><b>The skeletal and muscular systems</b></u>	<u><b>Structure and Function of Living Organisms</b></u> <u><b>Gas Exchange Systems</b></u> *know/ explore / investigate the mechanism of breathing to move air in and out of the lungs *know / explore / investigate the impact of exercise, asthma and smoking on breathing  <b>Health</b> *Know/explore/investigate the defence mechanisms of the body including the role of the skin and blood <i>Investigate infection</i> *Know/explore/investigate the effects of recreational drugs (including solvent misuse) on behaviour, health and life processes.  <b>Reproduction</b> To know / explore / investigate reproduction in humans including the structure and functions of	<u><b>Energy</b></u> <b>Calculation of fuel uses and costs in the domestic context</b> *Know/explore/investigate comparing energy values of different foods (from labels) (kJ) *Know/explore/investigate comparing power ratings of appliances in watts (W, kW) *Know/explore/investigate comparing amounts of energy transferred (J, kJ, kW hour) *Know/explore/investigate domestic fuel bills, fuel use and costs. *know, explore, investigate fuels and energy resources.  <u><b>Interactions and interdependencies</b></u> <u><b>Relationships in an ecosystem</b></u> To know / explore / investigate the interdependence of organisms in an ecosystem, including food webs and insect

	<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><b>.The Nervous System</b></p> <p>*Know/explore/investigate the ways in which the body responds to stimuli</p> <p><i>Practical investigations of smell, taste and touch</i></p> <p><i>To compare the differences between general response to stimuli and reflex response eg. blinking, coughing , sneezing, reflex reactions to pain and heat</i></p> <p><b>Homeostasis</b></p> <p>*Know/explore/investigate some of the ways in which the body maintains internal balance</p> <p><i>Shivering, sweating</i></p>	<p>the male and female reproduction systems, menstrual cycle, gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <p>*know / explore / investigate reproduction in plants including flower structure, wind and insect pollination, fertilization, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>*know / explore / investigate plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.</p>	<p>pollinated crops.</p> <p>*know / explore / investigate the importance of plant reproduction through insect pollination in human food security.</p> <p>*know / explore / investigate how organisms affect and are affected by their environment, including the accumulation of toxic materials.</p>
<p>PSHCE</p> <p><b>DONE</b></p>	<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>*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>*Undertake responsibility on behalf of themselves and others</p> <p>*Respect and value the environment and other living things</p> <p><b>KS4: Living Here</b></p>	<p><b>Attitudes and Values</b></p> <p>*Value the individual right to choice</p> <p>*Feel motivated about and value learning</p> <p>*Value own and others achievements</p> <p>*Be positive when offered new opportunities</p> <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>KS4: Coping with People</b>
<b>Citizenship</b>	<b>The precious liberties enjoyed by citizens of the United Kingdom.</b>  Human Rights	<b>Research and interrogate evidence, debate and evaluate viewpoints.</b>  Media and society	<b>Explore the role of citizens in a non democratic society.</b>  Crime and Punishment in other countries such as China and Cuba
<b>ICT</b>	<b>KS4: Using Computer Technology</b> E: Using the Internet  Work should be differentiated to meet individual needs and include IEP targets.	<b>KS4: Using Computer Technology</b> G: Internet TV / Radio  Work should be differentiated to meet individual needs and include IEP targets.	<b>KS4: Using Computer Technology</b> I: Multimedia  Work should be differentiated to meet individual needs and include IEP targets.
<b>History</b>  <b>DONE</b>	<b>The Development of Church, state and society in Medieval Britain 1066-1509</b> The Black death and its social and economic impact  <b>History</b> C: Family History	<b>The Development of Church, state and society in Britain 1509-1745</b> The first colony in American and first contact with India  <b>History</b> I: The World	<b>Ideas, political power, industry and empire: Britain, 1745-1901</b> Britain's transatlantic slave trade: its effects and its eventual abolition.  <b>History</b> G: Changing Lives
<b>Geography</b>  <b>DONE</b>	<b>Human Geography</b> Relating to the use of natural resources <b>KS4: The Environment</b> A: Improving the Environment	<b>Human and Physical Geography</b> How human activity realities on the effective functioning of natural systems  <b>KS4: The Environment</b> B: Recycling	<b>Geographical Skills and Fieldwork</b> 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  <b>KS4: The Environment</b> E: Environment Friendly Items
<b>Art and Design</b>	Work should complement the units being covered		

<b>Design Technology</b>	<b>KS4: Printing</b>	<b>KS4: Printing</b>	<b>KS4: Printing</b>
<b>Music</b>	<p><b>Understand and explore how music is created and communicated.</b></p> <p>Explore the mood within music  <a href="http://www.bbc.co.uk/education/clips/zcvhyrd">http://www.bbc.co.uk/education/clips/zcvhyrd</a>  This clip looks at mood with within music for SEN students.</p>	<p><b>Perform, listen to, review and evaluate musical theatre.</b></p> <p>Case study: Oliver  Explore the use of music and voice in production.</p>	<p><b>Improvise and compose and extend musical ideas using instruments.</b></p> <p>Focusing on string instruments the guitar, ukulele, piano and the violin.</p> <p>Listen to a range of music using string instruments.</p>
<b>MFL</b> <b>KS3 only</b> <b>Session plan</b> <b>DONE</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>Drama</b> <b>KS4 only</b> <b>Session plan</b> <b>DONE</b>	<b>KS4: Engaging with the World around me: Events</b> A: Special events at your centre	<b>KS4: Engaging with the World around me: Events</b> D: Community Event	<b>KS4: Engaging with the World around me: Events</b> C: Outdoor event
<b>PE</b>	<b>KS4: Sports Studies</b> <b>Water Skills</b> <b>Yogacise</b>	<b>KS4: Sports Studies</b> <b>Water Skills</b> <b>Yogacise</b>	<b>KS4 Sports Studies</b> <b>Water Skills</b> <b>Yogacise</b> <b>Residential Experience</b>
<b>RE</b>	<p><b>Know about and Understand a range of religions and worldviews</b></p> <p>Judaism</p>	<p><b>Know about and Understand a range of religions and worldviews</b></p> <p>Hinduism</p>	<p><b>Evaluate issues about community relations and respect for all in light of different perspectives.</b></p> <p>Relationships - Family, life, marriage and divorce.</p>

Independent Living			
-----------------------	--	--	--

## KS3 / KS4 Curriculum Framework – Year 5

Subjects	Autumn Term	Spring Term	Summer Term
<b>English</b>	Differentiated using module to meet individual needs and include ILP targets Work should be planned around the units being covered.	Differentiated using module to meet individual needs and include ILP targets Work should be planned around the units being covered.	Differentiated using module to meet individual needs and include ILP targets Work should be planned around the units being covered.
<b>Maths</b>	Differentiated using introduction and progression modules to meet individual needs and include IEP targets.	Differentiated using introduction and progression modules to meet individual needs and include IEP targets.	Differentiated using introduction and progression modules to meet individual needs and include IEP targets.
<b>Science</b>	<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 a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model.</p> <p>Know / explore / investigate the variations between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation.</p> <p>Know / explore / investigate changes in the environment may leave individuals within a species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.</p>	<p><b><u>Energy Changes and Transfers</u></b></p> <p>*know/explore/investigate simple machines give a bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged.</p> <p>*know / explore / investigate heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators.</p> <p><i>See what happens when water and cooking oil are put in a freezer and then allowed to warm up</i></p> <p><i>See what happens to chocolate and wax when placed in warm water</i></p> <p><i>Draw what happens to an ice cube in a warm room</i></p> <p><i>Investigate which materials wrapped around an ice cube slow its melting</i></p> <p><i>Light different types of candles and see what happens</i></p> <p><i>Put popcorn in a microwave/pa and see what</i></p>	<p><b><u>Earth and the Atmosphere</u></b></p> <p>*know / explore / investigate the composition and structure of the earth</p> <p>*know / explore / investigate the rock cycle and the formation of igneous, sedimentary and metamorphic rocks</p> <p>*know / explore / investigate Earth as a source of limited resources and the efficacy of recycling</p> <p>*know / explore / investigate the carbon cycle</p> <p>*know / explore / investigate the composition of the atmosphere.</p> <p>*know / explore / investigate the production of carbon dioxide by human activity and the impact on the climate</p> <p><b><u>Space Physics</u></b></p> <p>*know / explore / investigate gravity force, weight = mass x gravitational field strength (g) on Earth g = 10 N/kg different on other planets and stars; gravity force between Earth and Moon, and between Earth and Sun.</p>

	<p><b><u>The Particular Nature of Matter</u></b></p> <p>*know / explore / investigate the properties of different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.</p> <p>*know, explore, investigate changes of state in terms of the particle model.</p> <p><b><u>Atoms, elements and compounds</u></b></p> <p>*know/ explore / investigate a simple (Dalton) atomic model</p> <p>*know / explore / investigate differences between atoms, elements and compounds.</p> <p>*know / explore / investigate chemical symbols and formulae for elements and compounds</p> <p>*know / explore / investigate conservation of mass changes of state and chemical reactions.</p>	<p><i>happens.</i></p> <p><i>Make scrambled egg in microwave</i></p> <p><i>Investigate the ways in which expansion, contraction and the freezing of water on rocks (refer to fossils topic and geography)</i></p> <p>*Know/explore/investigate other processes that involve energy transfer; changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels</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>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 our sun as a star, other stars in our galaxy, other galaxies</p> <p>*know / explore / investigate the seasons and the Earth's tilt, day length at different times of year, different hemispheres</p> <p>*know / explore / investigate the light year as a unit of astronomical distance.</p> <p><b><u>Chemical reactions</u></b></p> <p>*know / explore / investigate chemical reactions as the rearrangement of atoms.</p> <p>*know / explore / investigate representing chemical reactions using formulae and using equations</p> <p>*know / explore / investigate combustion, thermal decomposition. Oxidation and displacement reactions.</p> <p>*know / explore / investigate defining acids and alkalis in terms of neutralisation reactions.</p> <p>*know / explore / investigate Ph scale for measuring acids / alkalinity and indicators</p> <p>*know / explore / investigate reactions of acids with metals to produce a salt plus hydrogen.</p> <p>*know / explore / investigate reactions of acids with alkalis to produce a salt plus water.</p> <p>*know / explore / investigate what catalysts do.</p>
--	---	---	--

		*know / explore / investigate Earth's magnetism, compass and navigation *know / explore / investigate the magnetic effect of a current, electromagnets, D.C. motors.	
PSHCE	<b>Attitudes and Values</b> *Have a positive self image <b>Attitudes and Values</b> *Value the role of themselves and others in keeping people safe *Be aware of myths, misconceptions and stereotypes linked with substance use  KS4: <b>Knowing About Myself</b>	<b>Attitudes and Values</b> *Recognise the importance of valuing and taking care of oneself *Value the contribution of diet to being healthy *Value the contribution of exercise to being healthy	<b>PSHCE</b> This term should be spent working on independent living modules  <b>Looking Smart</b> <b>Getting ready to go out</b>
Citizenship	<b>The ways that citizens work together to improve their communities</b>  Community action London: Grenfell tower Horsham: Let's make Horsham even better.	<b>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</b>  Identity What makes me, me?	This term should be spent working on independent living modules  <b>Caring for our environment: Horticulture</b>
ICT  4Done	KS4: <b>E-Safety</b> B: Safer Social networking  Work should be differentiated to meet individual needs and include ILP targets.	KS4: <b>E-Safety</b> D: Cyberbullying  Work should be differentiated to meet individual needs and include ILP targets.	KS4: <b>E-Safety</b> H: Project  Work should be differentiated to meet individual needs and include ILP targets.
History  DONE	<b>Ideas, political power, industry and empire: Britain, 1745 - 1901</b> The development of the British Empire with an in depth study. (for example, of India)  <b>History</b> I: The World	<b>Challenges for Britain, Europe and the wider world 1901 to the Present day</b> The second world war and the wartime leadership of Winston Churchill.  <b>History:</b> J: Stories from History	<b>The Development of Church, state and society in Britain 1509 - 1745</b> Society, economy and culture across the period: for example Theatre, art, music and literature (Shakespeare)  <b>History:</b> K: Project

<b>Geography</b>  <b>DONE</b>	<b>Human Geography</b> International Development  <b>Geography</b> F: What would it be like to live in...?	<b>Human and Physical Geography</b> Glaciation, hydrology and coasts <b>Geography</b> A: Life on the Edge	<b>Geographical Skills and Fieldwork</b> Using Geographical Information Systems GPS to view, analyse, and interpret places and data. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasing complex information <b>Geography</b> L: Project
<b>Art and Design</b>	Work should complement the units being covered	Work should complement the units being covered	Work should complement the units being covered
<b>Design Technology</b>  <b>4done</b>	KS4: <b>Pottery and Ceramics</b>	KS4: <b>Pottery and Ceramics</b>	This term should be spent working on independent living modules  <b>Meal preparation</b>
<b>Music</b>	<b>Identify and use the inter-related dimensions of music expressively,</b>  Scary Music Drama/Music cross curricular project.	<b>Learn to sing and use their voices to create music using technology.</b>  Karaoke	This term should be spent working on independent living modules  <b>Sound, rhythm and Music</b>
<b>MFL</b> <b>KS3 only on session plan</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>Drama</b> <b>KS4 only on Session plan</b> <b>DONE</b>	KS4: <b>Events</b> D: Community Event	KS4: <b>Events</b> A: Special events at your centre	KS4: <b>Events</b> E: Project
<b>PE</b>	<b>Sports Studies</b> <b>Water Skills</b>	<b>Sports Studies</b> <b>Water Skills</b>	This term should be spent working on independent living modules

	Yogacise	Yogacise	Residential Experience
RE	<p>Explore some of the ultimate questions that are raised by human life.</p> <p>Looking for meaning - belief in God, life and death.</p>	<p>Observe a wide range of ways in which commitment and identity are expressed.</p> <p>Religious expression - how and why people express their faith</p>	<p>This term should be spent working on independent living modules</p> <p><b>Myself and others</b></p>