



Curriculum Overview for Parents/Carers

Spring 2024

Key Stage	3	Class/NC Year	S7/Year 9
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SUBJECT	SPRING 1	SPRING 2
English Mr Davies	<p align="center"><u>Romeo and Juliet</u> William Shakespeare</p> <p>Romeo and Juliet is one of Shakespeare’s most famous plays. It tells the story of two young lovers whose families are at war with each other. The tragic story of the lover’s helpless relationship in Verona is a memorable story that discusses ‘first/ teenage love’. The pupils will be acting out the play as it progresses and will do speaking and listening, reading and writing activities connected to the themes in the play.</p>	
	<p><u>Grammar lessons this term include:</u></p> <ul style="list-style-type: none"> ☞ Points covered: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) ☞ Weekly ‘Big Spelling’ test and individual and paired reading sessions. Personal details such as addresses etc will also be practised. 	
PSHE Mr Davies	<p align="center"><u>WJEC Personal and Social Development Entry Pathways</u> (Entry Level 2/3: External Accreditation)</p> <p>We will be aiming to finish the outstanding topics on <u>Healthy Living (6103)</u></p> <p><u>Learning Objective 1: Recognise the steps needed to lead a healthy lifestyle.</u></p> <ul style="list-style-type: none"> ✓ To research and produce a PPT on the dangers of Smoking, Drugs and Alcohol including the laws and impacts on physical, mental and financial wellbeing. <p><u>Learning Objective 2: Demonstrate how they contribute to own healthy lifestyle.</u></p> <ul style="list-style-type: none"> ✓ Carry out in activities to contribute to a healthy lifestyle. ✓ Choose appropriate activities that can make an improvement to their lifestyle and explain the benefits of these activities to their mental and physical health. 	
	<p align="center"><u>Entry Level Certificate:</u></p> <p>Pupils will complete a set of eight units of work for their Entry Level Certificate. For each unit, they will work their way through a set of coursework, taking time to learn any new areas or work on areas that they may struggle with. Pupils will then be tested on this mathematical knowledge.</p> <p align="center"><u>Unit 2: The four operations</u></p> <p>This unit aims to develop pupil’s knowledge and understanding of the four operations. Pupils will undertake calculations using mental arithmetic involving addition, subtraction, multiplication and division.</p>	
Maths Miss Boddy	<p align="center"><u>Entry Level Certificate:</u></p> <p>Pupils will complete a set of eight units of work for their Entry Level Certificate. For each unit, they will work their way through a set of coursework, taking time to learn any new areas or work on areas that they may struggle with. Pupils will then be tested on this mathematical knowledge.</p> <p align="center"><u>Unit 2: The four operations</u></p> <p>This unit aims to develop pupil’s knowledge and understanding of the four operations. Pupils will undertake calculations using mental arithmetic involving addition, subtraction, multiplication and division.</p>	

<p style="text-align: center;">Science Miss Hinchcliffe</p>	<p style="text-align: center;"><u>AQA ELC Component 1 – Biology: The human body</u></p> <ul style="list-style-type: none"> ✓ The human body is composed of structures called organs, which are organised into organ systems that carry out all of the key processes of life. These systems all require energy, which is contained in food and released in the cell by respiration. The organ systems are responsible for delivering food and oxygen to the cells and taking away waste ✓ All these key processes, including reproduction, are coordinated by the nervous system and a hormone system ✓ A healthy body can be maintained by a balanced diet, exercise and a healthy lifestyle. Health can be damaged by microbes, which can cause infectious diseases. The body can defend itself against most diseases but will sometimes need drugs in order to alleviate the symptoms and speed recovery 	
<p style="text-align: center;">Geography Mrs Greenwood</p>	<p style="text-align: center;"><u>Our Local Area</u></p> <ul style="list-style-type: none"> ✓ To explore economic activity as part of a local area study. ✓ To explore land use as part of a local area study. ✓ To explore settlements as part of a local area study. ✓ To explore climate zones as part of a local area study. ✓ To explore rivers as part of a local area study. ✓ To explore mountains and hills as part of a local area study. 	<p style="text-align: center;"><u>Natural Resources</u></p> <ul style="list-style-type: none"> ✓ To identify some of Britain’s natural resources and explain how they are used. ✓ To identify some ways in which natural resources are used to produce energy. ✓ To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use. ✓ To identify parts of the world where wood is produced and consider some of the problems associated with its production. ✓ To know where and how steel is produced. ✓ To know where and how glass and concrete are produced in Britain using natural resources. ✓ To describe where a range of natural resources come from and how they are used.
<p style="text-align: center;">Design Tech Mr Jones</p>	<p style="text-align: center;"><u>Build a 3d house out of cardboard:</u></p> <ul style="list-style-type: none"> ✓ Design process. ✓ Building ✓ Joining ✓ Decorating and refinement. 	<p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> ✓ Designing for a purpose ✓ Building skills – cutting joining measuring. ✓ Decoration and refinement.
<p style="text-align: center;">Art and Design Mrs Faucitt</p>	<p style="text-align: center;"><u>Cubism</u></p> <p>Pupils create a card relief or collage based on Picasso or Braque. They will develop their research into a cubist style self portrait</p>	<p style="text-align: center;"><u>Cubist influences</u></p> <p>Pupils continue to develop their painting skills looking at other Cubist and Futurist artists.</p>

<p style="text-align: center;">History Mrs Richings (Cover Supervisor)</p>	<p style="text-align: center;"><u>Ideas, political power, industry and empire:</u> (Britain 1750-1900).</p> <p><u>The Industrial Revolution continued:</u></p> <ul style="list-style-type: none"> ✓ Investigating Britain’s leading industrialists e.g. the Darby Family at Coalbrookdale. ✓ Finding out about working conditions in factories for children and women. ✓ Investigating whether a factory could be run differently e.g. Robert Owen. ✓ End of Unit Assessment (EUA): The Industrial Revolution. <p><u>Slavery and the British Empire:</u></p> <ul style="list-style-type: none"> ✓ An introduction to slavery - Why were there slaves, where were they from (slave triangle). How were they treated? ✓ Example of how the slaves were treated: The Zong slave ship. ✓ An example of a slave’s story as a Plantation Worker: Joseph ✓ Pupils write a newspaper article about Joseph’s experience and The Zong. ✓ Why was slavery abolished: Pupil’s play the slave game. ✓ Abolition of slavery: People who helped break the triangle and matching activity on a Triangle base sheet. ✓ Local Slave History: Research Sambo’s Grave ✓ Why was Britain great and who made them rich? ✓ Where was the British Empire? ✓ Why was there a British Empire? ✓ End of Unit Assessment (EUA): Slavery and the British Empire. 	
<p style="text-align: center;">ICT Miss Hinchcliffe</p>	<p style="text-align: center;"><u>Programming & Coding</u></p> <ul style="list-style-type: none"> ✓ Using online software <i>Scratch</i> to code and programme various animations and activities 	<p style="text-align: center;"><u>Microsoft Office: PUBLISHER</u></p> <ul style="list-style-type: none"> ✓ Using <i>Microsoft Publisher</i> to create various documents about relevant themes and topics during the curriculum calendar. Exploring editing and formatting; text font / colour / size / style, inserting images and word art and borders, using templates
<p style="text-align: center;">Life Skills Mrs Wilcox</p>	<p>During life skills lessons this half-term we will develop the skills needed to:</p> <ul style="list-style-type: none"> ✓ Make a bed. ✓ Cross a road safely ✓ When and how to make an emergency phone call. 	<p>During life skills lessons this half-term we will develop the skills needed to:</p> <ul style="list-style-type: none"> ✓ Creating/ following a budget. ✓ Food shopping. ✓ Use public transport
<p style="text-align: center;">Food Technology Mrs Leach</p>	<p style="text-align: center;"><u>Foods from around the world</u></p> <p style="text-align: center;">Pupils will explore and learn about different countries and cultures. They will prepare and make different dishes from all around the world. They will create their own recipe book.</p>	

<p style="text-align: center;">PE Miss Boddy</p>	<p style="text-align: center;"><u>Football</u></p> <p><u>Lesson 1</u> <u>Key skills:</u> Passing, dribbling the ball, shooting, teamwork, communication and movement.</p> <p>Pupils will develop a range of techniques and they will practice the skills needed to play a game of football.</p> <p style="text-align: center;"><u>Basketball</u></p> <p><u>Lesson 2</u> <u>Key skills:</u> Throwing, catching, spatial awareness, teamwork, communication and movement.</p> <p>Pupils will develop a range of passing techniques and they will practice the skills needed to play a full game of Basketball.</p> <p>Each PE lesson is underpinned throughout with health education. We will discuss the following:</p> <ul style="list-style-type: none"> ✓ The importance of warming up. ✓ Keeping healthy. ✓ Looking after your heart. ✓ The benefits of exercise. ✓ How to stay fit. 	<p style="text-align: center;"><u>Tag Rugby</u></p> <p><u>Lesson 1</u> <u>Key skills:</u> Throwing, catching, kicking, timed running, communication and teamwork.</p> <p>Pupils will develop the skills needed to play small sided tag rugby games.</p> <p style="text-align: center;"><u>Athletics</u></p> <p><u>Lesson 2</u> <u>Key elements:</u> Running, jumping and throwing.</p> <p>Pupils will take part in various athletics events and develop the skills needed to successfully run, jump and throw.</p> <p>Each PE lesson is underpinned throughout with health education and will focus on:</p> <ul style="list-style-type: none"> ✓ The importance of warming up. ✓ Keeping healthy. ✓ Looking after your heart. ✓ The benefits of exercise. ✓ How to stay fit.
<p style="text-align: center;">Music Mrs Prescott</p>	<p style="text-align: center;"><u>Grease Young@Part</u></p> <p>In the summer term, we will be putting on a production of Grease Young@Part (a version of the musical appropriate for younger performers). Pupils will have the opportunity to explore the many roles involved in producing a musical; from set design/costumes/make-up/props/stage crew/lighting & sound, right the way through to playing/singing/dancing/acting and auditioning for lead roles.</p> <p style="text-align: center;">More details to follow in the new year!</p>	

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Hindu Beliefs

Engagement (1 lesson):

- ✓ Who are you and what do you mean to different people?
- ✓ Qu: What is it that stays the same? Reinforce that there is only one of them and they are different things to different people.
- ✓ What is the essence of you? How do you know? How is this seen in the different aspects of you?

Investigation (2 lessons):

- ✓ Explore the Hindu belief in a universal soul or God called Brahman.
- ✓ Explore the Hindu belief of Atman: 'eternal self'.
- ✓ Qu: Do you believe that there is a soul? For people? For animals?
- ✓ Explore Hindu beliefs that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right.
- ✓ Explore in more detail the three main Hindu deities (the tri-murti); Brahma - creator, Vishnu- preserver, Shiva - destroyer.
- ✓ Think about how the tri-murti might look today to represent the same things now.
- ✓ Understand that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray.

Evaluation (1 lesson)

- ✓ Introduce key question: How can Brahman be everywhere and in everything?
- ✓ Discuss what is truth? Can we see it? Touch it? Explain it?
- ✓ Recap on Hindu beliefs about Brahman and the nature and purpose of the murtis/gods.
- ✓ Scaffolded writing: What or who do Hindus think Brahman is?

Easter

Engagement (1 lesson):

- ✓ Qu: What do you have most control over in your life?
- ✓ Children to order events that have been give non a continuum from most control to least control
- ✓ Qu: When would you expect to have complete control over you own life, a purpose for your life?
- ✓ Do you have a plan for your life?
- ✓ Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny.
- ✓ What do they think about this?

Investigation (3 lessons):

- ✓ Recap Christians believe God had a plan for Jesus' life.
- ✓ What do we think was God's plan was for Jesus' life according to Christianity?
- ✓ Explain what Christians believe God's plan was.
- ✓ What do you think of this plan, this purpose?
- ✓ What might it say about God?
- ✓ Was Jesus aware of God's plan/His purpose?
- ✓ What evidence is there to show He was/wasn't aware of this during Holy Week?
- ✓ Learn about Palm Sunday, Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb.
- ✓ During each lesson as particular events during Holy Week are explored, children to vote on whether they think the evidence suggests this

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- ✓ Why are there so many gods in Hinduism?
- ✓ How can Brahman be everywhere and in everything?

Expression (1 lesson)

- ✓ Introduce the Aum which is the main symbol of Hinduism and play a recording of the Aum being chanted.
- ✓ Hindus believe that the most basic sound is 'aum' and this is an echo of original creation.
- ✓ It is the sound heard in deepest meditation and is said to be the name most suited for God.
- ✓ Children to try meditate using the Aum sound.
- ✓ Discuss the implications of believing that God is present in all creation.
- ✓ How should humans treat the world?
- ✓ Children find images of when people (Hindu and non-Hindu) seem to treat the world as though they believe Brahman is in everything, and other images when people are not seeing the world in this way.
- ✓ Stick images onto the Window to the World box. Share the images and write own views about this.

was either part of God's plan or a consequence of events.

- ✓ In groups, children to examine texts on these questions from the Bible that give evidence for/against whether Jesus was aware of his impending crucifixion.

Evaluation (1 lesson)

- ✓ Qu: In your opinion does the evidence suggest that Jesus was aware He was going to be crucified?
- ✓ Qu: According to Christians why did Jesus stay in Jerusalem if He was aware He was about to die?
- ✓ Qu: Do Christians believe God intended Jesus to be crucified?
- ✓ Qu: What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' purpose?
- ✓ Qu: What would you ask Jesus about Holy Week if He were here?

Expression (1 lesson)

- ✓ Children to do some research on people who have had or have a strong purpose or sense of destiny e.g. Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale, Prince William, The Queen.
- ✓ Did these people plan their own lives or were their lives pre-destined?
- ✓ Do you have a plan or purpose for your life?
- ✓ What would you like to achieve?
- ✓ Children to draw and write their own dream/ambition/purpose.
- ✓ Discuss that we can all achieve the goals we set ourselves. Do they agree?
- ✓ Where does destiny fit in? Is there such a thing?