

Upper School

**Curriculum
information
Booklet**

2022

KS3

KS3 Curriculum Overview

English

In KS3, pupils are introduced to a wide variety of texts including epic and contemporary poetry, high quality non-fiction texts and classic literature, film literacy and drama including modern and Shakespearean plays. Over the course of the year, pupils are given opportunities to express themselves through a range of writing and speaking and listening tasks. The English curriculum is dynamic and engaging, with a focus on literacy and oracy skills being at the forefront of our schemes of learning and development. Year 8 pupils begin this year with learning based on a film unit and year 9 pupils begin with either Homer's Odyssey or Robert Swindells' novella, Stone Cold.

Maths

Over the two years which pupils spend in KS3 they follow a program of study which is adapted to meet their individual needs. The aim is to ensure progression through the curriculum, at a speed which allows pupils to master the skills they will need for KS4.

All pupils will study place value, the four operations, fractions, measures (including money and time) and shape. Some students will also study statistics, ratio and algebra.

Pupils are encouraged to use mymaths, sumdog and TimesTables Rockstars (at school, and at home) to consolidate their basic skills. Games and practical activities add fun to lessons and improve learning and retention.

Science

Year 8

Introduction to science:

Safety rules in science room. Science equipment. Rock salt experiment to include dissolving, filtering and evaporation.

The following topics will then be studied; Forces, Cellular Structure, Acids and Alkalis.

Year 9 (Start Entry level science)

Pupils in year 9 begin an Entry Level Science exam (OCR)

The following topics will be studied; Dead or Alive, Food Factory, Crime Scene Investigation, Final Frontiers, Control Systems, Clean Air and Water, Hot Stuff, Casualty, Novel Materials, and Pushes and Pulls.

Music

In Music at Key Stage 3 students continue to develop the core musical skills of singing, instrumental technique, ensemble playing, listening and composing.

During Year 8 and 9 students study a broad spectrum of music ranging from Baroque classical music, Blues music, Reggae and riffs and covers of current Pop songs. All students have the opportunity to play keyboard, ukulele and drums.

Throughout their time at Cedar Hall, there are opportunities for students to attend concerts at The Barbican and The Royal Opera House and to perform in events locally and in London.

Art

When pupils progress on to KS3, Art and Design is taught as a separate subject. At the start of KS3, pupils embark on a two-year rolling programme of study which further embeds the foundation elements of Art and Design: mark-making, line, shape, space, colour, value, pattern, texture and form (sculpture). Year 8 and 9 pupils begin to complete artist studies (William Morris, Hokusai, Gaudi) and look closely at different movements (Cubism, Abstract and Conceptual Art) and cultures (Benin Empire). They are given many opportunities to explore a range of materials and processes by designing and creating their own works of art, both in 2D and 3D.

DT

KS3

Students will use industry standard tools and machines therefore health and safety are of paramount importance and form a large part of KS3.

Drawing skills are essential, and therefore a graphics module is undertaken in the first term which will support students through the basic drawing skills required to realise a concept and present it appropriately.

Students will also learn about tools and correct tool usage and work with three resistant materials, plastic, wood, metal and compliant materials in textiles.

Food & Nutrition

- Healthy eating
- Cooking
- Where food comes from
- Food commodities
- Healthy sustainable diets
- Food Hygiene & Safety
- Food choices

This is all delivered after weekly practical lessons via quizzes, PowerPoints, games or worksheets.

Curriculum links include:

Science, physical education, literacy, maths, geography, history, religious education, art, extra-curricular activities and off-site visits.

Textiles

Many skills are taught within this subject some of these are:-

1. Taking turns.
2. Being mindful of others.
3. Hand to eye coordination.
4. Choosing correct tools for a task set.
5. Being able to build on creativity.
6. Perseverance
7. Taking pride in their work, and understanding how their work could be improved.
8. And many, many, other skills.

Textiles can be fun, using a large amount of different crafts for the children to explore.

A textile is not just about sewing; we look at how materials are made, where they are made, and the costings. This involves pricing up how much each project costs to make and also how much the project could be sold for.

We look at where the project materials come from so introduce a bit of geography into some of the lessons.

Humanities

In History students this year will be taught a broad curriculum with topics spanning a range of areas. In the first half term they cover what the Black Death was and how it came to spread through Europe. In the second half term they will move on to the life of the Tudors in Britain; they will then complete their history section by looking at the industrial revolution and how this changed the face of Britain at the time. In Geography students will be learning about Japan, The Middle East and map/geography skills.

Computers

In Years 8 and 9 pupils continue to work within the four main areas of study: Communicating in the digital world, Exploring the Digital World, Shaping the Digital World and Online Safety.

In Year 8 many topics are based around the theme 'Me and my school' including PowerPoint presentation, Class database, My Kodu World, Self Portraits using digital imaging and keeping safe online, including online gaming.

In Year 9 topics are mainly based around the theme of 'The world around me' including making a website, cyber-bullying movie, text based programming, introducing Scratch and a web quest to create an information booklet using MS Publisher.

PSHE/RSE

Year 8 PSHE/RSE is split into three main areas Living in the wider world, Relationships, Health and wellbeing.

The table below shows how each main area is divided into smaller units. These will be taught over 1,2 or 3 lessons.

Living in the wider world	Relationships	Health and wellbeing
Careers focus - communication skills	Body image - male focus	Cancer Awareness
Careers focus - entrepreneurs	British Values - tolerance anti racism	Emotional literacy and self awareness
Careers focus - teamwork skills	Domestic conflict - running away from home	Managing my behaviour to achieve
Discrimination teens and media	Extremism - do all muslims want sharia law	Personal Development and target setting
Finance - budgeting and saving	How can we prevent radicalisation and extremism	Personal safety and first aid
Finance - income and expenditure	How do extreme leaders attract converts	Self confidence and goals
Finance - tax and NI	prejudice and discrimination - religion	Teen pregnancy and parenting
Homophobia	Safe sex - consent	Vaping, nicotine and addiction
How can we care for the environment	Safe sex - contraception	What is mindfulness
How is tax spent - public services	Safe sex - dangers of pornography	
Internet safety - online grooming	Safe sex - sexting and image share danger	
Prejudice + Stereotypes - disability	Safe Sex - STIs	
	Where does extremism come from - leaders	
	Who are the extreme groups	

Year 9 PSHE/RSE is split into three main areas Living in the wider world, Relationships, Health and wellbeing.

The table below shows how each main area is divided into smaller units. These will be taught over 1,2 or 3 lessons.

Living in the wider world	Relationships	Health and wellbeing
Employability - applying and preparing	Body image - girls focus	Alcohol awareness
Enterprising qualities and personality - workskills	Body image, media and eating disorders	Behaving to achieve - rules
How can I avoid debt	British community, religion and culture - display lesson	Developing interpersonal skills
How does knife crime impact on our lives	Domestic violence and abusive relationships	Discrimination and The Equality Act 2010
How does the law treat young offenders	How can we deal with peer pressure	Drugs and the law
Human rights - charity focus unicef	How does child sexual exploitation happen	Growth Mindset to achieve
Human Rights abuses - genocide + trafficking	Immigration the UK and diverse communities	How can we manage anxiety
Is sending aid the answer - human rights	Who are the LGBT community	How do we cope with stress
Navigating financial institutions		vaccinations, organ and blood donation, stem cells
Our rights as consumers		What are acid attacks
Self discipline to achieve		Why are people selfie obsessed
Sustainability for all		Why can't some people access education
Workplace skills		Why do people self-harm
Workskills - what can we learn from entrepreneurs		

PE

The aims of this half term are to gather base line data through a variety of tasks that will test their physical conditioning. They will be tested on their flexibility, strength, agility, explosive power and endurance (stamina and muscular).

They will then go through a program aimed at improving these values and if there is enough time, they will be retested to see if there have been any improvements. I am also hoping to get the students input by asking them how they think they will perform.

The football unit will focus on dribbling, turning with the ball, passing, control and shooting with accuracy. They will also be assessed on their effectiveness in a game situation.

Hockey's focus is playing the game safely the students will be assessed on their ability dribbling, turning with the ball, passing (push passing), control and shooting with accuracy. They will also be assessed on their effectiveness in a game situation.

Basketball: students will be playing an adjusted game that allows them to develop their skills in controlling the ball, the three main passes (chest, bounce and javelin), set shooting and layups. They will be asked to learn rules, tactics and apply them to a game situation.

In the athletics topic students will be assessed in their ability to sprint 25m, 50m, 100m and 200m. Run 2, 3, 4 and 8 laps of the astro turf. Jumping vertical, horizontal and over hurdles. Throw a tennis ball, shot putt, quoits, discus and turbo javelins.

Tennis will focus on forehand, backhand, serve and volleys. They will also play adjusted games with correct scoring.

Rounders will take the form of a traditional game with variations including football and cricket.

Throughout the year, students will participate in other sports such as tri golf, dodgeball, yoga and fitness training. These will not be formally assessed, instead used as taster sports with the view of possibly adding these sports to the assessed curriculum.

RE

In KS3 RE looks at questions from the viewpoint of theology, philosophy and human/social sciences. These skills are described as 'Thinking through believing', 'Thinking through thinking' and 'Thinking through living'.

All of the major religions will be covered over the key stage, with Christianity given additional time to reflect the fact that the religious traditions in Great Britain are in the main Christian.

Questions such as 'What do sacred texts tell us about the nature of God?' and 'Are all animals equal?' will be discussed using one of the major religions as the focus.