



# KS3 Curriculum Mapping

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*(What your child will be studying and when)*

## Key Contacts and Dates

Head of Year 7	Mr Willoughby	<a href="mailto:m.willoughby@mce.hlt.academy">m.willoughby@mce.hlt.academy</a>
Head of year 8	Mr Godfrey	<a href="mailto:t.godfrey@mce.hlt.academy">t.godfrey@mce.hlt.academy</a>
Vice Principal (Welfare)	Miss Scaum	<a href="mailto:l.scaum@mce.hlt.academy">l.scaum@mce.hlt.academy</a>
Vice Principal (Curriculum)	Mr Hill	<a href="mailto:a.hill@mce.hlt.academy">a.hill@mce.hlt.academy</a>
Careers Advisor	Mrs Kerley	<a href="mailto:w.kerley@mce.hlt.academy">w.kerley@mce.hlt.academy</a>

### Year 7

21/10/2020	Tutor Evening
19/11/2020	Year 7 Report 1 issued
18/03/2021	Year 7 Report 2 issued
14/04/2021	Parents Evening
08/07/2021	Year 7 Report 3 issued

### Year 8

05/11/2020	Year 8 Report 1 issued
18/11/2020	Parents Evening
04/02/2021	Year 8 Report 2 issued
11/02/2021	Options Evening
08/07/2020	Year 8 Report 3 issued

## Tutor Team

The tutor team are your first point of contact for your child and can be contacted via the email addresses below:

7ETH	Miss Thacker	<a href="mailto:e.thacker@mce.hlt.academy">e.thacker@mce.hlt.academy</a>
7GCH	Mrs Hetmanksi	<a href="mailto:g.hetmanksi@mce.hlt.academy">g.hetmanksi@mce.hlt.academy</a>
7HFO	Miss Fowler	<a href="mailto:h.fowler@mce.hlt.academy">h.fowler@mce.hlt.academy</a>
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8AHL	Mrs Hill	<a href="mailto:a.hill1@mce.hlt.academy">a.hill1@mce.hlt.academy</a>
8RJ	Mrs Jones	<a href="mailto:r.jones@mce.hlt.academy">r.jones@mce.hlt.academy</a>
8VB	Mrs Best	<a href="mailto:v.best@mce.hlt.academy">v.best@mce.hlt.academy</a>
8LMG	Mrs McGivern	<a href="mailto:l.mcgivern@mce.hlt.academy">l.mcgivern@mce.hlt.academy</a>

## Useful websites/ Numbers:

School Number – 01904 798722

Showbie – [www.showbie.com](http://www.showbie.com)

ParentPay - [www.parentpay.com](http://www.parentpay.com)

General Enquiries – [hello@mce.hlt.academy](mailto:hello@mce.hlt.academy)

Twitter - [@manorceacademy](https://twitter.com/manorceacademy)

Facebook - [www.facebook.com/ManorCEAcademy](https://www.facebook.com/ManorCEAcademy)

MANOR  
CHURCH OF ENGLAND  
ACADEMY, YORK



## The Curriculum at Manor CE Academy

Manor is a place for all students to thrive and the organisation and delivery of the curriculum has always been key to our success. Whilst we are an Academy we value the breadth of the National Curriculum and therefore follow it. We also believe that effective curriculum design requires essential concepts and knowledge to be planned and “sequenced” with end points and building blocks carefully thought out. We also make sure students can learn for the ‘long term’ and develop their skills of memory. Our full curriculum policy sets out our curriculum intent (*the aims of our programme of education, including the knowledge and skills to be gained at each stage*); curriculum implementation (*how we select, sequence and structure our curriculum to best suit our students*) and how we measure the impact (*how we evaluate what knowledge and skills students have gained against our expectations*).

When implementing our curriculum, each subject is mapped carefully to ensure appropriate coverage over time with an emphasis on core knowledge and connections. Schemes of learning are carefully planned to ensure that all students avoid “cognitive overload” and can develop strategies breaking down knowledge and recalling prior learning.

Our assessment is completely linked to curriculum planning and is both “formative” (*the methods teachers use in class to evaluate a student’s learning needs and academic progress to inform planning*) and “summative” (*usually a marked assessment to see what they student knows at the end of a course or unit of work*). We recognise that student progress is not always linear or straightforward and can vary during a course.

Thinking hard about “coherence” matters because if we do not, then what is offered to children is bitty. Bitty means that there are many fragments of knowledge floating around without being placed within a wider context. We pay careful attention to the underlying knowledge, which students need to access the subject in later years. Therefore, every subject at Manor CE Academy is in the process of looking at their schemes of learning to ensure our students make rapid and sustained progress across the curriculum. We define progress as “knowing and remembering more”.

This booklet outlines the KS3 (Year 7 and 8) curriculum narratives and maps for each subject studied at Manor. If you go to our website you will be able to access the full Year 7 to 11 curriculum narratives and maps for all subjects offered at Manor. We will constantly review these to ensure your child remains at the heart of the curriculum.

Each subject will also be considering carefully how to enhance students’ Spiritual, Moral, Social and Cultural development (SMSC) to help them be confident, resilient and independent. We want to develop your child’s character in everything we do.

For further information, please visit our website:

- Our curriculum overview (including subject specific information) - [www.manorceacademy.org/our-curriculum](http://www.manorceacademy.org/our-curriculum)

## KS3 ART Curriculum Narrative

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Art and Art and Design are taught in a rotation alongside Computing. Therefore, your child may be taught the content below in a deferred manner (ie after a rotation of Computing). The sequencing remains correct.**

## KS3 ART Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	Health & Safety classroom rules.  Development of basic drawing skills  Considerations towards presentation.  Colour theory  Colour mixing	Knowledge of different media  Using Art related terminology  Evaluation skills.  Being able to compare and contrast when talking and writing about the work of others.	Development of 3D skills.  Develop of designing skills.  Being able to compare and contrast when talking and writing about the work of others.
<b>Year 8</b>	Building on use of mix media  Development of creativity  Independent thinking skills  Development of independent design skills.  Team building	Quality of presentation  Testing materials and recognising effects/techniques  Understanding basic concept of Art GCSE course.  Advanced evaluations skills	Expanded terminology usage  Further 3D experiences and techniques  . Developed knowledge and understanding of the work of others

## KS3 COMPUTER SCIENCE Curriculum Narrative

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**Art and Art and Design are taught in a rotation alongside Computing. Therefore, your child may be taught the content below in a deferred manner (ie after a rotation of Art). The sequencing remains correct.**

## KS3 COMPUTER SCIENCE Curriculum Map

	Autumn	Spring		Summer
<b>Year 7</b>	<p><b>E-Safety</b></p> <p>Using technology in a safe, respectful, responsible and secure way.</p>	<p><b>Computing Systems</b></p> <p>Processors &amp; buses</p> <p>Performance of the CPU</p> <p>Network hardware.</p>	<p><b>Algorithms</b></p> <p>Decomposition</p> <p>Problem Solving</p>	<p><b>Programming</b></p> <p>Coding</p> <p>Sequencing</p> <p>Selection</p> <p>Iteration</p>
<b>Year 8</b>	<p><b>E-Safety &amp; Social Media</b></p> <p>Online safety</p> <p>Legal Issues</p>	<p><b>Digital Story</b></p> <p>Malware</p>	<p><b>Computational Thinking</b></p> <p>Problem Solving</p> <p>Instruction Order</p>	<p><b>Text Programming</b></p> <p>Code</p> <p>Combat/Python</p> <p>Variables, Data Types, Syntax</p> <p>Sequencing</p> <p>Selection</p> <p>Iteration</p>

## KS3 DANCE Curriculum Narrative

All elements of Key Stage 3 drama will fully prepare students for GCSE Dance and performing arts. In Year 7, students will begin by developing and learning dance skills working on characterisation, choreography and bringing a dance to life. Each element will help students develop dance skills and rehearsal techniques. Students will then incorporate a stimulus adding to the skills they have learned and begin to create a performance. In spring, we will look at theatre style and practitioners, whereby students begin to think about using stimulus and how to practically explore ideas of their own. Following this, the students will develop written work analysing performances to help them better prepare for the demands of GCSE. Students are also supported to keep a diary/blog and evaluate their own work and work of their peers as they progress through the course. In Year 8, students will look at genres of dance, branching out from naturalistic performances to look at choreography, building upon prior learning of skills and stimulus.

## KS3 DANCE Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	<p><b>Dancing through the Decades</b></p> <p>Performing a short sequence that uses all 5 actions and a range of dynamic and spatial elements.</p> <p>Using style of swing, jazz, disco and breakdance.</p> <p>Written review of others performances. Complete key vocabulary sheets on Relationships</p>	<p><b>Choreography skills</b></p> <p>To explore the 5 basic dance actions Jump, turn, gesture, travel and stillness.</p>	<p><b>Rooster</b></p> <p>To perform pedestrian actions using the professional work Rooster for inspiration.</p> <p>Analysis of the professional works Rooster.</p>
<b>Year 8</b>	<p><b>Capoeira</b></p> <p>Perform a range of Capoeira movements with a partner.</p> <p>To continue to develop dynamics through weight and speed. Explore use of levels, directions, pathways, shape and size of size</p>	<p><b>West Side Story</b></p> <p>To perform a developed Jazz version of 'Cool' from West side Story.</p> <p>To continue to develop dynamics through weight and speed. Explore use of levels, directions, pathways, shape and size of size</p>	<p><b>Ghost Dances</b></p> <p>To perform pedestrian actions using Ghost Dances for inspiration.</p> <p>To continue to develop dynamics through weight and speed. Explore use of levels, directions, pathways, shape and size of size</p>

## KS3 DRAMA Curriculum Narrative

All elements of Key Stage 3 drama will fully prepare students for GCSE drama and performing arts. In Year 7, students will begin by developing and learning drama skills working on characterisation, proxemics, the role of a performer, the role of the audience and staging. Each element will help students develop drama skills and rehearsal techniques. Students will then incorporate a stimulus adding to the skills they have learned and begin to create a performance. In spring, we will look at theatre style and practitioners, whereby students begin to think about using stimulus and how to practically explore ideas of their own. Following this, the students will develop written work analysing performances to help them better prepare for the demands of GCSE.

In Year 8, students will look at theatre genres, branching out from naturalistic performances to look at abstract theatre, building upon prior learning of skills and stimulus. The next two units will introduce musical theatre to the students, allowing them to explore their options for theatre and performing ahead of choosing their GCSE options. This will incorporate a written element (Theatre review) which directly collates with component three of the GCSE. Another focus is practitioners and devising. Having built basic knowledge of at least one practitioner and a variety of theatre styles, students will look at different practitioners that will be included on the GCSE specification. This leads into a devising unit which will be the first assessment done in year one of the GCSE. In the devising unit students will explore stimulus and experiment with different ways to devise, allowing for experience of the staging, skills, techniques and genre that will be expected at GCSE

## KS3 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Introduction to Drama skills</b>  Characterisation Proxemics Staging The role of a performer The role of the audience Use of stimulus Rehearsal and development of work Application of skills to a performance		<b>Melodrama</b>  Understanding practitioner practises Use processes to create drama Understand different drama genres Develop skills in rehearsal Types and use of stimulus Research the role of performer Acting skills Practical exploration of ideas		<b>Scripts</b>  Understand different drama genres Understand elements of script Use processes to create drama Following direction Analysis of scripts and performance of them Writing a script	

# KS3 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<p><b>Abstract Theatre</b></p> <p>Understanding different drama genres</p> <p>Types and use of stimulus</p> <p>Researching stimulus/ideas</p> <p>Use processes to create drama</p> <p>Applying skills in performance</p> <p>Understanding practitioner practises</p>	<p><b>Musical Theatre</b></p> <p>Roles of musical director/director/choreographer</p> <p>Role of performer (Skills)</p> <p>Evaluating impact of performance</p> <p>Responding to direction</p> <p>Reviewing live performance</p> <p>Characterisation</p> <p>Production elements</p> <p>Facial expression</p> <p>Gesture</p> <p>Rhythm and tempo</p> <p>Musicality</p> <p>Audience</p>		<p><b>Monologues</b></p> <p>Role of performer</p> <p>Characterisation</p> <p>Proxemics</p> <p>Taking direction</p> <p>Acting skills</p> <p>Independent development of skills</p> <p>Developing skills in rehearsals and workshops</p> <p>Applying skills in performance</p>	<p><b>Practitioners</b></p> <p>Understanding practitioner practices</p> <p>Genre/structure/ideas /skills</p> <p>Practical exploration of ideas in workshops</p> <p>Artistic intentions</p> <p>Themes and issues</p> <p>Use processes to create drama</p>	<p><b>Devising</b></p> <p>Stimulus types and use</p> <p>Researching stimulus/ideas/practitioners</p> <p>Personal management skills</p> <p>Meaning of work in relation to contextual influences</p> <p>Research issues/themes</p> <p>Acting skills</p> <p>Application of skills to performance</p>

## KS3 ENGLISH Curriculum Narrative

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At MCE, English is taught using interleaving. As a result, your child may study the novels and set texts in a slightly different order to the example shown below, to enable the academy to make best use of its resources.

## KS3 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Introduction to Key Stage 3 English</b></p> <p>Establishing the habits and ways of working we want for Manor students in English</p> <p>P+E responses</p> <p>Planning and writing in paragraphs</p> <p>Revisiting grammatical structures and concepts at KS2 to ensure they have been correctly mastered</p>	<p><b>Novel 1</b></p> <p>Establishing close and analytical reading,</p> <p>PEA (Point, Evidence, Analysis) for reading.</p> <p>Focus on spelling skills</p>	<p><b>Novel 2</b></p> <p>Using the novel as a good example – a “mentor text”</p> <p>Students explore use of different structures at sentence and paragraph level.</p> <p>Use of linguistic techniques to increase meaning in their Creative Writing.</p>	<p><b>Poetry and Persuasion</b></p> <p>Introducing students to different poetic styles and techniques in their reading.</p> <p>Using different <b>persuasive</b> techniques in their writing.</p>	<p><b>Instruct and Inform</b></p> <p>Summarising non-fiction texts and exploring the impact of their presentational devices.</p> <p>Organising ideas into sentences and paragraphs in their own writing.</p>	<p><b>Drama/Shakespeare</b></p> <p>Appreciating and using the conventions of scripts.</p> <p>Further practice in selecting and using quotations, Point, Evidence, Analysis (PEA) etc.</p> <p>Making links between text and context.</p>

## KS3 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<p><b>Novel: Stone Cold</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>retrieving information</li> <li>making links to context</li> <li>analysis of language, structure &amp; form.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>SPaG technical accuracy</li> </ul>	<p><b>Dickens</b></p> <p>Reading – Dickens:</p> <ul style="list-style-type: none"> <li>retrieving information</li> </ul> <p>Writing – Dickens:</p> <ul style="list-style-type: none"> <li>technical accuracy;</li> <li>Comparison between Dickens and Austen (openings)</li> </ul>	<p><b>Newspapers</b></p> <p>Writing a newspaper article.</p> <p>Reading– retrieving and summarising information in a newspaper article</p> <p>Analysis of language and structure in an article</p>	<p><b>Dystopia</b></p> <p>Understand the conventions of dystopian fiction</p> <p>Identify and analyse the effect of language and structure</p> <p>Write dystopian short story</p>	<p><b>Poetry</b></p>	<p><b>Language study</b></p> <p>Identify key similarities and differences between two writers’ ideas and the way they present them</p> <p>Write clear texts with a focus on form, audience and purpose</p> <p>Organise writing into logical paragraphs and sections;</p> <p>Speaking &amp; Listening: Communicate clearly to an audience and respond to questions appropriately</p>

## KS3 FOOD PREPARATION and NUTRITION Curriculum Narrative

In Key Stage 3 the programme of study focuses on the fact that learning how to cook is a crucial life skill that enables students to feed themselves and others affordably well now and in later life. Students develop basic skills using a wide range of foods. The healthy eating unit aims to provide students with the knowledge of healthy eating, a balanced diet and current government initiatives such as the eat well guide. All students in KS3 are encouraged to follow basic recipes that allow them to express their creativity alongside developing key skills in food preparation, hygiene and nutrition. Students are taught appropriate knife skills as well as how to use a range of equipment safely and hygienically. Students will develop their knowledge in regards to baking processes, including breads, cakes and pastries. Alongside practical work, students are encouraged to develop their written work by evaluating their products, taste-testing items and using specific technical language. Students will also learn about the function of ingredients and their chemical properties in a combination of practical and experimental food science theory lessons and investigations.

## KS3 FOOD PREPARATION and NUTRITION Curriculum Map

Year 7 Food Rotation		<p>NB Food Preparation and Nutrition is taught on a 3-subject rotation alongside DT (Product Design) and DT (Textiles Technology). Each rotation last 13 weeks.</p> <p>The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)</p>
<b>Year 7</b>	<p><b><u>Key skills &amp; knowledge: Foods</u></b></p> <p>Healthy and safety rules in a kitchen and how this can prevent food poisoning</p> <p>Know what the Eatwell guide is and how we can use this to plan healthy meals</p> <p>Identify what the macro/micronutrients are and their source and function</p> <p>Basic knife skills</p> <p>Use of the oven and different pieces of equipment</p> <p>Learn different preparation techniques and cooking methods</p> <p>Follow a basic recipe independently</p>	

<p><b>Year 8</b></p>	<p><b><u>Key skills &amp; knowledge: Multicultural Foods</u></b></p> <p>Understand more about ingredients and products from other countries</p> <p>More advanced techniques learnt e.g. bread making, pastry making and a roux sauce</p> <p>Follow more complex recipes independently</p> <p>Research recipes and plan their own practical lesson</p> <p>Understand the function of ingredients</p> <p>Learn how to modify recipes for taste and health benefits</p>	<p>NB Food Preparation and Nutrition is taught on a 3-subject rotation alongside DT (Product Design) and DT (Textiles Technology). Each rotation last 13 weeks.</p> <p>The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)</p>
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## KS3 GEOGRAPHY Curriculum Narrative

Key Stage 3 Geography focuses on understanding the geography of the UK, concepts of place and space, incorporating key concepts within both human and physical geography and applying these to more distant places outside the UK. Students will build on their knowledge and understanding from KS2, filling gaps and rectifying misconceptions as well as preparing them for GCSE. Students will build a base of both declarative and procedural knowledge that will link to GCSE and A level schemes of learning throughout.

Students will start Year 7 by studying the UK, applying key concepts that they will use throughout KS3, 4 and 5 to different places and spaces within a range regions. Students will study both familiar and unfamiliar places in order to introduce new concepts as well as those studied at KS2. Throughout the rest of KS3, students will use key concepts and apply them in other schemes of learning focusing on key physical and human Geography topics that will also be examined at GCSE. Students will study physical geography: Rivers and flooding, Glaciation, Hazards, weather and climate change and ecosystems. They will study Human Geography: Population, Energy, climate change and newly emerging economies (China and India). Links between and within the schemes of learning will be made throughout, so that students understand Geography as a whole, giving them breath as well as depth of knowledge.

## KS3 GEOGRAPHY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Intro to the UK</b>  Origins of UK Key Settlements Physical features The UK in Europe The UK in the wider world Field sketch Mental and sketch maps OS maps intro Grid references Contours and scale York OS map challenge	<b>Focus on Africa</b>  What do we already know about Africa? Countries of Africa Climate of Africa Sahara Desert Desertification Population of Africa Population pyramids in Africa Money in Africa A Case study: Nigeria	<b>Coastal Landscapes</b>  Erosional processes Arches, caves, stacks, stumps, Transportation processes Beaches Climate change on coasts Coastal protection Tourism at the coast.	<b>Weather</b>  Weather Intro Water Cycle Rain Measuring weather Climate graphs Weather instruments peer assessment Why is the UK's weather so changeable? Climate zones Extreme Weather UK Extreme weather Worldwide	<b>World Development</b>  What is development? How can we measure development? How development varies? Population and development Population Control Why are some countries poorer than others? What is it like to live in poverty? Migration What is Aid? Trade and coffee Fairtrade	<b>Rocks, Resources, Scenery</b>  Intro and geological timeline Types of rock The rock cycle Weathering Limestone landscapes Granite landscapes Chalk and clay landscapes

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<b>Physical World &amp; Tectonics</b> Structure of the Earth Structure of the earth Wedge What are Hazards Plate tectonics Volcanoes Montserrat and Mt St Helens Earthquakes Haiti Tsunamis The Japanese tsunami Why do people live in hazardous areas Responding to hazards	<b>World Cities</b> Urbanisation Global patterns Regeneration- London Docklands Rural-urban migration in China Megacities Jakarta Rio contrast Squatter settlements Improvements Sustainable cities Masdar Curitiba	<b>Climate Change</b> Introduction and what is climate change Evidence of climate change Renewable and non-renewable fuels. What is a fossil fuel? Causes of climate change Impacts of climate change Adaption and mitigation of climate change.	<b>Living World Ecosystems</b> Bamboo Food Miles Ecosystems Tropical Rainforests Coral Reefs Adaptions Mediterranean Desert Polar Decision Making Exercise	<b>Global Issues / Our Unequal World</b> Waste Plastic in the oceans Air pollution Wilderness areas under threat Sustainable tourism Food Water Energy	<b>Crime &amp; Terrorism</b> Introduction to Crime Patterns of Crime Poverty and Crime Crime in Hull Gangs Afghanistan Environmental Crime Ivory Trade Somali Pirates Conflict Zones

## KS3 HISTORY Curriculum Narrative

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## KS3 HISTORY Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	<p><b>Introduction to secondary school History</b></p> <ul style="list-style-type: none"> <li>• History skills – The key components of being a successful historian.</li> <li>• Introduction to primary and secondary sources.</li> <li>• Chronology Source analysis Timeline practice</li> <li>• Primary history highlights/ recap. Buildings of York</li> </ul>	<p><b>Britain, 1066-1509 (Invasion, Plague and Murder)</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon England</li> <li>• The contenders</li> <li>• Stamford Bridge</li> <li>• Hastings</li> <li>• The Bayeux Tapestry</li> <li>• Harrying of the North</li> <li>• Feudal system</li> <li>• Domesday book</li> <li>• Castles</li> <li>• Medieval church</li> <li>• Monks and nuns</li> <li>• Murder of Becket</li> <li>• Magna Carta</li> <li>• Henry III, Simon de Montfort and Parliament</li> <li>• Black Death</li> <li>• Peasants’ Revolt</li> <li>• Peasant life</li> <li>• Medicine</li> <li>• Entertainment</li> <li>• Crime and punishment</li> </ul>	<p><b>Britain, 1509-1745: How successfully did the Tudor monarchs deal their challenges</b></p> <ul style="list-style-type: none"> <li>• Henry VIII</li> <li>• Martin Luther and criticisms of the Church</li> <li>• Henry VIII and Edward I and the Reformation</li> <li>• Mary I</li> <li>• Elizabeth I, Mary Queen of Scots and the Spanish Armada</li> <li>• James VI and I</li> <li>• The Gunpowder Plot</li> <li>• Charles I and causes of the English Civil War</li> <li>• Roundheads, Cavaliers and Propaganda</li> <li>• Oliver Cromwell and the New Model Army</li> <li>• Trial and execution of Charles I</li> <li>• Cromwell and the Puritans in England</li> <li>• Cromwell in Ireland</li> <li>• Charles II and the Restoration</li> <li>• Glorious Revolution and the Bill of Rights</li> <li>• Jacobite Rebellions, 1715 and 1745</li> </ul>

# KS3 HISTORY Curriculum Map

	Autumn	Spring	Summer
<b>Year 8</b>	<p><b>Britain, 1745-1901 (Grind, Grime and Glory)</b></p> <ul style="list-style-type: none"> <li>• 1745-1901 overview</li> <li>• Population explosion</li> <li>• Agricultural revolution</li> <li>• Arkwright and the first factories</li> <li>• Factory life</li> <li>• Working in the coal mines</li> <li>• C19th living conditions</li> <li>• Chadwick, Snow and Bazalgette</li> <li>• Peterloo and extension of the franchise in C19th</li> <li>• C19th crime, punishment and reform of prisons</li> <li>• The British Empire</li> </ul>	<p><b>The Black Peoples of the Americas and Beyond</b></p> <ul style="list-style-type: none"> <li>• Slavery and the origins of the transatlantic slave trade</li> <li>• The Middle Passage</li> <li>• From Person to Possession</li> <li>• Life as a Slave</li> <li>• Resistance and Punishment</li> <li>• Abolition of slavery in the British Empire</li> <li>• Escaping Slavery in the USA</li> <li>• Civil War and after</li> <li>• Civil Rights in the 1950s and 1960s</li> <li>• High achieving black people around the world</li> </ul>	<p><b>The Twentieth Century World</b></p> <ul style="list-style-type: none"> <li>• C20th overview</li> <li>• Significant people of the C20th you've probably never heard of</li> <li>• Britain around 1900</li> <li>• School dinners and origins of the welfare state</li> <li>• Women's suffrage</li> <li>• Causes WW1</li> <li>• Joining Up</li> <li>• Life in the trenches</li> <li>• The end of the war</li> <li>• Versailles and other consequences of the war</li> <li>• Democracy and dictatorship</li> <li>• Rise of Hitler</li> <li>• From democracy to dictatorship</li> <li>• Life in Hitler's Germany</li> <li>• Causes WW2</li> <li>• Evacuation and other precautions</li> </ul>

## KS3 MATHEMATICS Curriculum Narrative

Our Key Stage 3 Maths syllabus provides the foundation for students to study at GCSE level with confidence and competence in addition to providing fundamental knowledge and transferable skills for success in everyday life. Our mathematics curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Students will learn Number, Algebra, Geometry, Statistics, Probability, Ratio and Proportion and will develop good levels of competence in all disciplines, building on prior learning. The curriculum has been adapted, sequenced and differentiated to ensure students maximise their capabilities and are supported in retaining key knowledge and concepts alongside problem solving and application. Students will be challenged to exceed their potential and develop as resilient and independent learners. Through a combination of high quality teacher-led instruction, independent discovery tasks, practical demonstrations, building conceptual understanding and highlighting common mathematical misconceptions, students will develop into reflective and passionate mathematicians. Assessment of mathematics will be via cumulative formal tests, end of unit assessments and homework projects.

### KS3 Maths Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Number Unit 1	Algebra Unit 1 Geometry Unit 1 Number Unit 2	Number Unit 2 Statistics Unit 1	Statistics Unit 1 Number Unit 3	Number Unit 3 Geometry Unit 2 Number Unit 4	Number Unit 4 Algebra Unit 2 Problem Solving
<b>Year 8</b>	Probability Unit 1 Geometry Unit 3	Statistics Unit 2 Algebra Unit 3	Ratio & Proportion Unit 1	Geometry Unit 4 Geometry Unit 5a Geometry Unit 5b	Algebra Unit 4	Geometry Unit 6 Number Unit 5 Problem Solving

## KS3 MFL Curriculum Narrative

KS3 MFL curriculums builds on the foundations of language learning laid at KS2, whether students have continued with the same language or taken up a new one. Teaching develops the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar (such as the use of the present and perfect tenses and set phrases in other tenses). Vocabulary is developed through the teaching of the following topics: Introducing myself, Family, Pets and Personal Description, School, Clothes, House, Town, Free time and Technology, Food/Restaurant, Healthy/Unhealthy lifestyle, Body and illnesses, Holidays, Celebrations and Festivals. This enables students to understand and communicate personal and factual information, going beyond their immediate needs and interests. They learn to develop and justify points of view in speech and writing, aiming for increased spontaneity, independence and accuracy. KS3 provides students with the skills and knowledge for GCSE, such as transcribing, role-play, photo card description and translation. Students have opportunities to initiate and develop conversations; cope with unfamiliar language and unexpected responses. They learn to make use of social conventions such as formal mode of address. They have exposure to literary texts such as stories, songs and poems. Games help students to consolidate and practise vocabulary and structures.

## KS3 FRENCH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>It's all about me</b></p> <p>Family and personal description</p> <p>Describing yourself and other people in detail</p> <p>Talking about friends</p> <p>Talking about pets</p>	<p><b>School</b></p> <p>Subjects, Opinions</p> <p>Telling the Time</p> <p>Timetables</p> <p>Food at School</p> <p>Comparing schools in England and France</p>	<p><b>Hobbies and Free Time Activities</b></p> <p>Sports, Preferences</p> <p>Activities</p> <p>Lifestyles</p> <p>Computers, Tablets, Using the Internet</p>	<p><b>My Area</b></p> <p>Places in town</p> <p>Giving Directions</p> <p>Things to do at the weekend where you live</p> <p>What you can do in a region</p> <p>Asking Questions and making arrangements</p>	<p><b>Holidays</b></p> <p>Holiday Locations</p> <p>Reflexive Verbs</p> <p>Buying food &amp; drink on holiday</p> <p>Holiday plans</p> <p>What you would like to do in <u>the future</u></p>	<p><b>Cultural Unit</b></p> <p>French Poetry and literature Unit</p>

# KS3 FRENCH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<p><b>Holidays</b></p> <p>Holiday Locations</p> <p>Reflexive Verbs</p> <p>Buying food &amp; drink on holiday</p> <p>Holiday plans</p> <p>What you would like to do in the <u>future</u></p> <p><b>Spotlight on Paris</b></p> <p>Holiday to Paris</p> <p>Tourist Attraction Visit</p> <p>Using the 24hr clock</p>	<p><b>Evening Activities</b></p> <p>TV Programmes</p> <p>Films and going out</p> <p>Reading</p> <p>Internet Usage</p> <p>What you did last night: <b><u>Past Tense</u></b></p>	<p><b>Identity and Characteristics</b></p> <p>Personality descriptions</p> <p>Relationships</p> <p>Music Interests</p> <p>Clothes and Fashion preferences</p> <p>What's your passion? (3 tenses...)</p>	<p><b>At home</b></p> <p>Your house</p> <p>Describing where you live</p> <p>Eating at home</p> <p>Food Shopping</p> <p>Celebratory Event</p>		<p><b>Talent Contest</b></p> <p>Using key grammatical items within a topic area:</p> <ul style="list-style-type: none"> <li>• Infinitives and vouloir, pouvoir, devoir</li> <li>• Persuasion</li> <li>• Imperative</li> <li>• Superlative adjectives</li> </ul> <p>Comparisons and using all three tenses within the same piece of writing</p>

## KS3 MUSIC Curriculum Narrative

Key Stage 3 focusses on the development of practical music making skills alongside learning the basics of music theory. For many students entering in Year 7, this is their first experience of being taught music so initially lessons begin by working on the foundation skills that are required to play an instrument. All students are put into a house grouping (Abbey House, Kings, Stuart or Wentworth) and will begin to learn to play simple songs straight away. Everyone will be expected to sing before they have the opportunity to start using typical band instruments – guitar, drums, bass and keyboard. As the year progresses the songs performed will become more challenging, meaning that using the given practice time on the instrument will become vital. By the end of the year, all students will be expected to be able to compose their own song and perform it within their band. This work is then developed upon in Year 8. Again, the practical skills development is central to the work completed. Students will also start to understand the context and genre of the song that they are performing to help prepare them for study at Key Stage 4. It is also in Year 8 that technology is introduced as a way of creating music, with students using Digital Audio Workstations to create their own pieces in a variety of musical styles.

NB – Music is taught on rotation alongside Dance; therefor your child may be taught the content below at slightly different times of the year.

## KS3 MUSIC Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	<p><b>Understand the musical components</b></p> <p>Baseline Listening test and marking.</p> <p>Learn ‘don’t clap this one back’</p> <p>Pulse, Tempo, Rhythm, Metre</p> <p>Dynamics, Pitch - using the voice</p> <p>Texture &amp; Structure - using voices and body percussion</p> <p>Melody and Timbre race - discovering the piano</p>	<p><b>Popular song/Purpose: Music for Worship/Performance Via Technology</b></p> <p>Understanding a lead sheet. Setting up key, tempo, metre Piano chords performing recording, editing, quantising</p> <p>Bass Guitar &amp; Electric Guitar</p> <p>Understanding the role and function of a Drum Kit</p> <p>Structure and Working with the voice (recording, splicing, EQ, reverb)</p> <p>Advanced Drum Kit - crashes and fill-ins</p> <p>Mixing, Panning - delivery/hand in</p>	<p><b>Folk Music: Music passed-on, none notated</b></p> <p>Understanding how to use the inner ear - working out the melody, changes in pitch, piano layout</p> <p>Understanding chords</p> <p>Understanding pitch and rhythm accuracy in performance (control, dotted notes anacrusis)</p> <p>Understanding melody and harmony and how those parts fit together</p> <p>Understanding how to practise (breaking things down, problem solving, hands together)</p> <p>Final performances</p>

## KS3 **MUSIC** Curriculum Map

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 8	<p><b>Film Music (telling a story) - Pirates of the Caribbean</b></p> <p>Reading treble clef pitches for performance, minor key, anacrusis</p> <p>Reading bass clef pitches for performance (bass note or chords)</p> <p>Performing melody and harmony together</p> <p>Improvisation</p> <p>Understanding Musical Devices (broken chords, octaves, extended broken chords)</p> <p>Planning structure and performance</p>	<p><b>Mozart Clarinet Concerto in A major, 3rd movement</b></p> <p>Composing, writing and performing rhythm (1-beat groups: sq, q, cr, m) 4 bars, sounding finished</p> <p>Treble clef melody, using just a few notes (of a scale)</p> <p>Structuring melody AABCCDD, ABAC</p> <p>Phrases, shape, range finished/unfinished, importance of I and V</p> <p>Bass clef</p> <p>Dissonance and Consonance and intervals</p>	<p><b>Rap &amp; Grime Music: Making music about life - Performance via technology 2</b></p> <p>Lyrics</p> <p>Natural rhythm and performing to a drum kit rhythm</p> <p>Drum Machine: Grime Beat</p> <p>Recording and editing the voice</p> <p>Composing a hook, recording, editing</p> <p>Presentation of final production</p>

## KS3 PE Curriculum Narrative

The aim of the PE Key Stage 3 curriculum is provide a solid foundation of knowledge and fully prepare students for the requirements of the GCSE. In Years 7 and 8, students are given the opportunity to develop the skills and knowledge in sports and fitness that they may have learnt from key stage 2 activities in far more depth as well as introducing new sports to for students to experience. Students are taught and given the chance to demonstrate basic strategic and tactical decisions while aiming to consistently apply the rules and regulations of these activities. From Year 7, students are taught how to warm up and cool down effectively and are given the opportunity to lead warm up sessions. This helps further develop their leadership capabilities. Over the two years, students are also introduced to a number of different fitness tests and training methods and will be able to explain how these can benefit an individual. Students are also given the opportunity to begin to assess and analyse their own performance as well as others and in Year 8 there is an increased emphasis on students making appropriate suggestions to help peers develop over time. Students are also expected to understand the need to demonstrate sportsmanship and gamesmanship when participating in activities as well as beginning to understand the wider role that sport can provide within society.

## KS3 PE Curriculum Map

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Boys – Football  Girls - Netball	Boys – Rugby & Basketball  Girls – Hockey & Gymnastics	Boys – Hockey & Gymnastics  Girls – Orienteering & Fitness	Boys – Orienteering & Fitness  Girls – Football & trampolining	Boys – Tennis & Athletics  Girls – Rounders & Athletics	Boys – Cricket & Athletics  Girls – Tennis & Athletics
<b>Year 8</b>	Boys – Rugby & Hockey  Girls – Badminton & Netball	Boys – Football & Basketball  Girls – Hockey & Fitness	Boys – Fitness & Badminton  Girls – Orienteering & Football	Boys – Orienteering & Athletics  Girls – Athletics & trampolining	Boys – Tennis & Athletics  Girls – Rounders & Athletics	Boys – Cricket & Rounders  Girls – Tennis & Gymnastics

## KS3 PRODUCT DESIGN and TECHNOLOGY Curriculum Narrative

Key Stage 3 focusses on refining the fine motor skills started in primary, applying spatial awareness and logic in an innovative and practical way. The aim of the Key Stage 3 curriculum is to provide a solid foundation of knowledge and fully prepare students for the requirements of the GCSE. From Year 7, students are taught how to use a variety of hand tools safely and accurately, as well as the majority of the machines in the workshop. The aim is that they can use all tools and equipment independently, appropriately and accurately by the end of Year 8. In Key Stage 3, students are taught how to communicate their ideas through 3D sketching and detailed annotation. Students study a range of influential design movements and designers and produce work that is inspired by their work. From Year 7, students work with a variety of different materials, such as timbers and polymers, and start to understand their working properties and how they are produced. This will make it possible for them to make informed design decisions. From Year 7, all projects focus on producing high quality, working prototypes that are suitable for a specific target market. There is a focus on 'shop quality' outcomes and our motto is 'simple products, well designed, beautifully made. Students are also taught how CAD/CAM can be used in the manufacture of different products. In Year 8, they are taught how to use 2D Design Tools (CAD), which will enable them to utilise the laser cutter as part of the manufacturing process. Students develop their theory knowledge of materials, movement, manufacturing and electronic components alongside practical projects.

## KS3 PRODUCT DESIGN Curriculum Map

Product Design	
<b>Year 7</b>	<p><b>Manufacturing Basics Project: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Health &amp; Safety/Workshop rules</li> <li>- Basic measuring &amp; marking</li> <li>- Machine Safety</li> <li>- Transfer printing/laminating</li> <li>- Finishing techniques</li> <li>- 5 Major Design considerations</li> <li>- Testing &amp; Evaluating</li> <li>- Engineers drawing/dimensions</li> <li>- Removing machine lines</li> <li>- Standard Components</li> <li>- Material properties (basics)</li> <li>- Basic CAD</li> <li>- Existing designers &amp; iconic design</li> </ul>
<p>NB DT (Product Design) is taught on a 3-subject rotation alongside Food and DT (Textiles Technology). Each rotation last 13 weeks.</p> <p>The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)</p>	

<b>Year 8</b>	<b>Candle Shade Project: Key skills &amp; knowledge</b> <ul style="list-style-type: none"> <li>- Sustainability (materials)</li> <li>- Industrial testing</li> <li>- Presenting design ideas</li> <li>- Function Vs Aesthetics</li> <li>- Advanced measuring/marking</li> <li>- Quality design presentation</li> <li>- Producing a card model (iteration)</li> <li>- Developmental decision</li> <li>- CAD/CAM in batch production</li> <li>- Manufacturing with precision</li> <li>- Surface Finishes</li> <li>- Testing &amp; Evaluating</li> <li>- Scales of Production</li> <li>- Emerging materials &amp; tech</li> </ul>	<p>NB DT (Product Design) is taught on a 3-subject rotation alongside Food and DT (Textiles Technology). Each rotation last 13 weeks.</p> <p>The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)</p>
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## KS3 Religious Studies Curriculum Narrative

Key Stage 3 RS focusses on ensuring students have a baseline knowledge of core religious beliefs and practices. There are opportunities to both learn about and learn from religion in every lesson. The aim of the curriculum is to provide a solid foundation of knowledge and fully prepare students for the requirements of the GCSE. From Year 7, students are taught key knowledge across world religions as well as thematic topics across religion, philosophy and ethics. The aim is that, by the end of Key Stage 3, students are familiar with world religions and are able to confidently draw comparisons across these, as well as developing a broader world view and a fuller understanding of key issues within and relating to religion and ethics. From Year 7, students are encouraged to think in an evaluative manner, developing skills of critical analysis and applying these to exam style questions in order to be fully prepared for the rigour of the GCSE.

## KS3 RELIGION, PHILOSOPHY and ETHICS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Intro to RS at Manor  Baseline Ass  YLA - Faith  PoF Booklet Marked piece		The Christian Church  Denominations and the Body of Christ  Ofstich Assessment		World Faiths leading into Buddhism  Buddhism Assessment	
<b>Year 8</b>	The Bible		YLA – Hope into Action  (Action projects introduced and to be completed by the end of Easter)  Life of Jesus		YLA (Ref and Evi Book write up)  Life of Jesus Assessment  Islam  Islam Assessment	

## KS3 SCIENCE Curriculum Narrative

Key Stage 3 Science focuses on refining the observation and hypothesis-testing skills started in primary to provide a foundation of scientific knowledge, practical, mathematical and scientific literacy skills. The curriculum is constructed to elaborate on the basic knowledge learned at primary and equip students with the academic rigor and practical skills to study science at GCSE. From Year 7, students work through a variety of experiments and their theoretical underpinnings. The aim is for students to be able to think of a hypothesis, identify equipment, follow an experimental method, test their hypothesis and write up their findings independently by start of Year 8.

The students will study topics in Biology, Chemistry and Physics and develop essential laboratory skills. We follow the Edexcel specification. The ability to plan scientific investigations including risk assessment and test hypotheses, interpret scientific data help students to think and act like scientists and forms a firm base for the development of further science study. Students also benefit from a rich science enrichment programme that gives them the opportunity to attend trips and workshops aimed at promoting STEM (science, technology, engineering and mathematics) careers. We have working partnerships designed to promote STEM, e.g. with Airbus Foundation Discovery, Education Group, Learn to Design.

## KS3 Science Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Introduction to working scientifically:</b>  <b>Scientific attitudes</b>  <b>Experimental skills and investigations</b>  <b>Analysis and evaluation</b>  <b>Measurement</b>	<b>Biology:</b> Structure and function of living organisms: Cells and organisation The skeletal and muscular systems Nutrition and digestion Gas exchange systems Reproduction Health Material Cycles & Energy: Photosynthesis Cellular respiration Interactions and interdependencies: Relationships in an ecosystem  <b>Physics:</b> Energy: Calculation of fuel uses and costs in the domestic context Energy changes and transfers Changes in systems	<b>Physics:</b> Waves: Observed Waves Sound waves Energy and waves Light waves		<b>Chemistry:</b> The particulate nature of matter Atoms, elements and compounds Pure and impure substances Chemical reactions Energetics The Periodic Table Materials Earth and atmosphere	<b>Physics:</b> Space Physics Astronomy The Big Bang

<p><b>Year 8</b></p>	<p><b>Chemistry</b>          Forces and Acids          The particulate nature of matter          Atoms, elements and compounds          Pure and impure substances          Chemical reactions          Energetics          The Periodic Table</p>	<p><b>Biology</b>          Structure and function of living organisms: Cells and organisation          The skeletal and muscular systems          Nutrition and digestion          Gas exchange systems          Reproduction          Health</p> <p><b>Physics</b>          Electricity and electromagnetism:          Current Electricity          Static electricity          Magnetism</p>	<p><b>Biology</b>          Cellular respiration          Interactions and interdependencies: Relationships in an ecosystem          Genetics &amp; Evolution: Inheritance, Chromosomes, DNA &amp; Genes</p> <p><b>Chemistry</b>          Chemical reactions          Energetics          The Periodic Table          Materials          Earth and atmosphere</p>
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## KS3 Textiles TECHNOLOGY Curriculum Narrative

Key Stage 3 focusses on refining the fine motor skills started in primary, applying spatial awareness and logic in an innovative and practical way. The aim of the Key Stage 3 curriculum is to provide a solid foundation of knowledge and fully prepare students for the requirements of the GCSE. From Year 7, students are taught how to use a variety of equipment safely and accurately, as well as the majority of the machines in the textiles classrooms. The aim is that they can use all equipment independently, appropriately and accurately by the end of Year 8. In Key Stage 3, students are taught how to communicate their ideas. Students study a range of influential design movements and designers and produce work that is inspired by their work. From Year 7, students work with a variety of different materials, such as timbers and polymers, and start to understand their working properties and how they are produced. This will make it possible for them to make informed design decisions. From Year 7, all projects focus on producing high quality, working prototypes that are suitable for a specific target market. There is a focus on 'shop quality' outcomes and our motto is 'simple products, well designed, beautifully made.'

## KS3 Textiles Curriculum Map

Textiles	
<b>Year 7</b>	<p><b>CRAFTY CREATURES: Key skills &amp; knowledge:</b></p> <ul style="list-style-type: none"> <li>- Health &amp; Safety</li> <li>- Basic measuring &amp; marking</li> <li>- Equipment Safety</li> <li>- Finishing techniques</li> <li>- 5 Major Design considerations</li> <li>- Testing &amp; Evaluating</li> <li>- Threading up a sewing machine</li> <li>- Standard Components</li> <li>- Material properties (basics)</li> <li>- Existing designers</li> <li>- Tie and Dye</li> <li>- Manipulating fabrics</li> </ul>

NB DT (Textiles) is taught on a 3-subject rotation alongside Food and DT (Product Design). Each rotation last 13 weeks.

The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)

<b>Year 8</b>	<b>Cushion Project: Key skills &amp; knowledge:</b> <ul style="list-style-type: none"><li>- Sustainability (materials)</li><li>- Testing</li><li>- Presenting design ideas</li><li>- Function Vs Aesthetics</li><li>- Advanced measuring/marking</li><li>- Quality design presentation</li><li>- Developmental decision</li><li>- Production Methods</li><li>- Manufacturing with precision</li><li>- Surface Finishes</li><li>- Testing &amp; Evaluating</li><li>- Scales of Production</li><li>- Fastenings</li><li>- Emerging materials &amp; tech</li></ul>	<p>NB DT (Textiles) is taught on a 3-subject rotation alongside Food and DT (Product Design). Each rotation last 13 weeks.</p> <p>The content of this rotation is to the left and may be taught to your child either from Week 1-13 (Sept-Dec) or Week 14-26 (Dec-Apr) or Week 27-40 (Apr-Jul)</p>
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