

## KS3 Topic Curriculum.

The topic curriculum has been designed to for students from years 7 to 9 whose social emotional and mental health needs prevent them from reintegration to mainstream and whose onward path is likely to be specialist provision.

### Course overview

There are three strands to the Topic curriculum:

**Core Topic:** English maths and science follow a half termly theme using a primary model. SOWs are written using multimodal learning styles to deliver the curriculum that spans KS2 and 3.

### Assessment:

KS3 Topic has learning ladders for each course through which student's progress is monitored and assessed.

	Topic	Curriculum
Autumn 1	Crime	<p><b>English:</b> To explore how suspense is created. To be able to read and understand a range of texts. To create individual pieces of writing. To understand the view point of a character. To understand why a character behaves in a particular way.</p> <p><b>Maths:</b> Creating graphs from different types of data and understanding that certain graphs suit certain data types. To understand percentages and to be able to present numerical data as a percentage. Understanding the data cycle. Creating a time line for an order of events.</p> <p><b>Science:</b> ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. make predictions using scientific knowledge and understanding Interpret observations and data, including identifying patterns and using observations measurements and data to draw conclusions. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements</p>
Autumn 2	Charlie and the Chocolate Factory	<p><b>Objectives of the unit:</b></p> <p><b>English</b> To read a work of fiction and understand the plot / characters To be able to write persuasively. Speaking and listening – presentation of chocolate bar. Justifying opinions of a text with evidence. Demonstration of comprehension of what the students have read. Use of language to portray characters. Use of language to influence the reader, Writing to persuade</p> <p><b>Maths.</b> Perform mental calculations, including mixed operations and large numbers.</p>

		<p>Understand weights and measuring Solve addition and subtraction multi- step problems in contexts deciding which operations to carry out.</p> <p><b>Science.</b> To select appropriate separation techniques and carry them out safely using appropriate equipment. To explain observations of melting and cooling using particle theory To understand that energy can be released during chemical reactions</p>
<b>Spring 1</b>	<b>Fashion</b>	<p><b>English</b> Writing to describe and explain. Building up a vocabulary of descriptive words. Identifying an audience for different types of writing ( diary) Participating in discussion, giving ideas and listening to others.</p> <p><b>Maths</b> Know rough equivalents between inches and cm, feet and cm, kg and lb, pint and gallons Convert between common Imperial units; e.g. feet and inches, pounds and ounces, pints and gallons To plan, using time money and resources. To calculate money including understanding debt.</p> <p><b>Science</b> Compare and group together materials on the basis of their properties. Including their hardness, solubility, transparency and conductivity – How would these materials translate into fashion items.</p>
<b>Spring 2</b>	<b>Healthy Me</b>	<p><b>Maths</b> To calculate the calorie intake of a daily/balanced/healthy diet. To calculate the cost implications of 'Eating well'. To understand the relationship between eating a smaller portion and reducing the calorie intake. Finding fractions of amounts To read and tell the story of a distance, time graph</p> <p><b>English:</b> Writing in the past tense Being able to personally reflect Writing in chronological order. Writing a letter To be able to take on another person's wants and needs Understanding the features of a text.</p> <p><b>Science</b> To understand that all the organisms are made up of cells To be able to draw and label the parts of a cell (plant and animal) To develop awareness of the organs in the human body and their functions. To understand how the body can repair itself To use information to make informed decisions about choices to promote a healthy lifestyle To have an understanding of the implications of smoking and drinking on the body.</p>
<b>Summer 1</b>	<b>The Black Death</b>	<p><b>English</b> Writing to inform. Using imperatives Writing to justify an opinion. Being able to distinguish between fact and opinion. Writing to describe. Understanding old and modern language</p> <p><b>Maths</b> Understand the concept of equivalence between fractions, decimals, and percentages. Know that percentage means 'out of 100' Write a percentage as a fraction. Know how to identify a significant figure in a number Know that probability is a way of measuring 'likeliness' Understand the use of the 0-1 scale to measure probability Assess likeliness and place events on a probability scale To understand a timeline/sequence of events (large and small scale) Area of rectilinear shapes.</p>

		<p>Area of circumference of circles. Volume of cuboids.</p> <p><b>Science</b> Understanding the role of medicine in modern day State different types of pathogen and state how each can be spread. To be able to describe the structure and function of different parts of the blood. To identify different types of medicines and their effects. To be able to interpret evidence about fossils, how they are made and how they are formed.</p>
<b>Summer 2</b>	<b>The Island</b>	<p><b>English:</b> To read a range of fiction and non-fiction and to be able to discuss it. Discussing and exploring the meaning of words in context of a novel Articulate and justify answers, arguments and opinions. Writing to instruct Speaking and listening: understanding how change the tone of voice to convey emotion. Listening to the opinions of others and being able to respond appropriately.</p> <p><b>Maths:</b> Explore lines on the coordinate grid Work with coordinates in all four quadrants Use transformations to move shapes. Describe a translation as a 2D vector Calculate the area/perimeter of an irregular shape Compare/analyse/use statistical weather data Measure and construct angles using a protractor To be able to create their own cipher code and write a message. To be able to use a compass and understand the 3 digit configuration of bearings. To be able to use linea sequences and identify Fibonnaci sequences.</p> <p><b>Science</b> Pupils will investigate the insulating properties of differe nt materials and learn about methods of heat transfer. Pupils will build on their understanding of changes of state, to include using particle diagrams to represent physical changes and will look at how to prepare potable water Pupils will build on their work from topic one to consolidate their understanding of classification and to look at how toxins accumulate in food chains. Pupils will build on their understanding of sounds to look at how they can be described scientifically and represented diagram:matically. Pupils will learn about ores and how metals can be removed from them. Pupils will learn about the reactivity series of metals and use this to make recommendations as to the suitability of metals for different uses.</p>

### Assessment:

KS3 Topic has learning ladders for each course through which student's progress is monitored and assessed.

**The topic curriculum:** Created to deliver humanities, arts, British Values and ICT as a cross-curricular project. There is an emphasis on outdoor learning, arts and crafts.

Autumn 1	Around the world
Autumn 2	Time machine
Spring 1	Life Skills
Spring 2	The World of Media
Summer 1	Inventions
Summer 2	British Coast

## Outside providers

**The Broads authority:** Students are working on an outdoor project and will gain a John Muir qualification in conservation. When they are not going out to the broads, students are working on environmental projects within school.

A	B
Introduction to the environment Safety, tools, fire Make charcoal Name badges	Mammal trapping / woodland mini beasts Bug hotel.
Shelter building. Using materials	Pond dipping
Tree planting	Meadow mini beasts
Hurdle making and furniture making.	Geo caching.
Coppicing	Barton Turf boat trip Peat core
Mallet making	Thatching
	Wherry trip How Hill

**Lab Media:** Students will gain an Arts Award in from this programme. The topics chosen complement the core academic work. For example, where students are studying crime in the core subjects, they are making a film in lab media that focuses on this theme.

**Go Geronemo:** Is a Real PE course which overlaps with an NHS programme on healthy lifestyle, living work that includes themes such as stop smoking, hidden sugars, importance of moving, healthy mind sets, importance of sleep .

The course includes, Power kiting, fencing, boxing and dance.