

	Topic	Key Skills Taught	Over-arching Ideas
English	Autumn 1 - LANGUAGE <u>Powerful Speeches</u> Analysing and creating persuasive non-fiction texts	<ul style="list-style-type: none"> How to understand the message in the text – both the obvious and the implied. How speakers use their language to persuade us – and how best to express our own thoughts about the world. 	How are people around us using powerful language to persuade? How can we be aware of this and use it in our own lives? How can I become a critical reader rather than a gullible consumer of online information?
	Autumn 2 – LITERATURE <u>Post 1914 Novel: ‘Of Mice and Men’</u> Exploring the writer’s craft Examining the themes in the text	<ul style="list-style-type: none"> To understand that characters in books are CONSTRUCTED (created) by the author and to look at the techniques used to do this. To become confident identifying language devices (simile, personification, etc.) – vital skills to prepare for GCSE. 	Do books present things in a certain way to make us think they are morally, ethically or legally right? How is prejudice presented in the novel? How is it linked to isolation? How does considering ‘Cancel Culture’ help us consider whether this book is still relevant for the modern reader?
	Spring 1 – LITERATURE <u>Poetry: Poems from other Culture</u> Analysing structure, language and tone	<ul style="list-style-type: none"> To become confident analysing the message of the poem, and to appreciate that different readers may see different messages depending on their life experience. To identify how poets use techniques such as line length to create a response from the reader. To value and appreciate other forms of dialect, aside from standard English (e.g., the poetry of Benjamin Zephaniah). 	How can I broaden my horizons through reading texts from other cultures? How are writers inspired by the culture that surrounds them? How does vocabulary choice have the power to affect our emotions?
	Spring 2 – LANGUAGE <u>Creative Writing</u> Using ‘Drop, Shift, Zoom’ to unlock your creativity! A focu43s on writing creatively	<ul style="list-style-type: none"> To use a clear writing formula to unlock writing potential. To confidently <i>experiment</i> with vocabulary and sentence order choice by using thesaurus.com and Quillbot.com. 	How can I develop my descriptive skills? What are the underlying conflicts within each one of us? How can we use what we know about human nature to create BELIEVABLE characters?

KS3 CURRICULUM MAP

	<p>Summer 2 – LANGUAGE/ LITERATURE <u>Drama – ‘Frankenstein’</u> Exploring characters and setting in the play</p>	<ul style="list-style-type: none"> To explore the setting of Frankenstein and look at what the characters can tell us about history/science. To work on confident reading – bringing the characters to life by reading the play aloud together. To understand that ‘Frankenstein’ is the inventor and ‘Frankenstein’s monster’ is his creation! 	<p>What choices do the performers have when reading the play aloud? How can we reflect on our personal response to the drama text? How do we bring our own story ‘to the table’?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p>Autumn 1 <u>NUMBERS</u></p>	<p>Place value, prime numbers, factors, multiples, four operations, percentages, fractions</p>	<p>Can I use my number skills to apply logical thinking to everyday activities? Can you apply numeracy to playing sport, cards or other games?</p>
	<p>Autumn 2 <u>ALGEBRA</u></p>	<p>Substitute numbers for letters; equations, terms and factors; ab in place of axb; order of operations; solve word problems with expressions in them</p>	<p>Does changing numbers for letters make you think in a different way? Could you use Algebra when writing a list- eg four PlayStations can be 4PS.</p>
	<p>Spring 1 <u>RATIO AND PROPORTION</u></p>	<p>Change between units; scale factors, diagrams and maps; relationships between numbers; ratio and fractions; units of speed, weight and currency</p>	<p>Where have you seen Ratio used in School? Did you know that if you are good at sharing you already understand Ratio!</p>
	<p>Spring 2 <u>GEOMETRY AND MEASURES</u></p>	<p>Pythagoras Theorem; draw and measure angles; faces, edges, vertices of 2D and 3D shapes; area and perimeter; draw accurate triangles.</p>	<p>Did you know Geometry is everywhere? How can we use Geometry to build bridges and Buildings?</p>
	<p>Summer 1 <u>STATISTICS</u></p>	<p>Use of data; Mean, mode and median; range of numbers; tables, charts and diagrams; scatter graphs</p>	<p>Do you know how many go to your school or live in hometown? Do you trust everything you read on the internet?</p>
	<p>Summer 2 <u>PROBABILITY</u></p>	<p>Analyse the frequency of outcomes; tables, grids, and venn diagrams; probabilities of outcomes</p>	<p>Are you sure that something will happen today or tomorrow? How sure are you that England will ever win the World Cup?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Autumn 1 <u>CELLS</u></p>	<p>Learn about: cells as the basic unit of life; some functions of cells; explore cell structure and differences between plant and animal cells; learn how to use a microscope safely; make observations and record them in simple drawings</p>	<p>What are cells and how do they function? Why do we have cells inside out bodies and also in plants? How can we observe cell structures?</p>

KS3 CURRICULUM MAP

	<u>Autumn 2 FIT AND HEALTHY</u>	Learn how the human respiratory, digestive and circulatory system interact to maintain activity; about the functions of the skeleton; about ways in which diet, exercise, smoking and drugs affect health	How do all the parts inside our body work to keep us alive? What can we do to make them work better or worse?
	<u>Spring 1 FOOD AND DIGESTION</u>	Learn about different foods and how they can be combined; use a model to explore digestion; use chemical tests to identify food types; learn how food is broken down by digestion so that it can be used by the body, for energy, growth and repair.	What's in food and why is it important? Which foods provide a balanced diet? What happens to food inside the digestive system – how is food digested and where does it go?
	<u>Spring 2 MICROBES AND DISEASE</u>	Learn that microorganisms share the characteristics of other living things; find out about growing microorganisms to make products; learn about the body's defence systems and immunisations	What are micro-organisms and how do we grow them? Can micro-organisms be harmful? How can we protect ourselves against infectious diseases?
	<u>Summer 1 ENVIRONMENT AND FEEDING RELATIONSHIPS</u>	Learn how habitats vary; how plants and animals are adapted and adaptations for feeding; how plants and animals interact with their environment and with each other; link food chains to make webs	How does the environment influence the animals and plants living in a habitat? How do environments vary? What is a feeding relationship? What do food webs tell us?
	<u>Summer 2 PLANTS AND PHOTOSYNTHESIS</u>	Learn about photosynthesis as the key process; factors affecting plant growth; about the role of the leaf in photosynthesis	How do plants grow? What is the role of the leaf in photosynthesis? What happens to the glucose produced in leaves? What is the role of the root in photosynthesis? Why are green plants important in the environment?
	Geography	<u>Autumn 1 LANDSCAPES IN THE UK – RIVERS</u>	Understand the flow of water in the hydrological cycle; explain river processes of erosion, deposition and transportation; understand the causes and effects of flooding in the UK.
<u>Autumn 2 CRIME</u>		Understand a range of different crimes and the effects on victims; the price of crime and the relationship between crime and place; understand how police use geographical mapping to track and solve crime	How are crime and place linked? How is crime categorised, analysed and mapped by the police? How can places be toughened against crime? How does crime around the world affect the UK?
<u>Spring 1 WORLD RESOURCES – MANAGEMENT AND EQUALITY</u>		Identify areas of resources surplus and deficit; categorise the impacts of resources insecurity into social, economic and environmental; display two pieces of data to compare resource insecurity to levels of development	Where do resources such as our food come from? Where are the areas of food surplus and water deficit? What are the impacts of resource insecurity? How can we improve resource supplies for areas of deficit?

KS3 CURRICULUM MAP

	<u>Spring 2</u> <u>TECTONICS –</u> <u>EARTHQUAKES,</u> <u>VOLCANOES, TSUNAMIS</u>	Understand physical geography relating to geological timescales and plate tectonics; understand geographical similarities, differences and links between places; locate the world's countries, using maps to focus on Europe, and North and South America	Why do Tectonic Hazards happen and how do they affect people? Where are the most common areas for hazards to be occur or be found? How does development alter the impact of tectonic hazards?
	<u>Summer 1</u> <u>RAINFORESTS</u>	Understand basic subject specific vocabulary relating to human and physical geography, and begin to use geographical skills; understand geographical similarities and differences through studying the human and physical geography	Where are rainforests found and why are they important and why do we need them? How are people using the rainforest and how can they be managed positively?
	<u>Summer 2</u> <u>THE GEOGRAPHY OF</u> <u>DISEASE</u>	Understanding the differences between human and physical factors; understanding of the issues that those living in poverty face and how this may lead to diseases.	How do we use geography and maths to understand disease? What is AIDS, which countries does it affect and why is it a global killer? How does global development affect the spread of disease?
RSHE Modules to be delivered according to student need in line with curriculum intent	Alcohol Misuse	To know what alcohol is and the short and long term effects of alcohol To be aware of the effect's alcohol has on the body. To understand the possible effects of alcohol misuse has on the individual. To be aware of the services that can support someone	To be able to identify long term effects of alcohol misuse. What effects can it have on the persons family and friends. Can alcohol misuse cause breakdowns of relationships? How could alcohol misuse lead to a criminal record?
	Drug Misuse	To know the difference between medicinal, legal and illegal drugs. To be aware of the social factors individual factors and indirect effects that could lead to drug misuse. To know the effects of drug misuse on the body. To be able to describe the adverse effects of substances that are misused in the community. To know organisations which could support someone with drug misuse. What are the barriers to behaviour change?	Can you become addicted to medicinal and legal drugs? Can drug misuse lead to the breakdowns of relationships? How could drug misuse lead to a criminal record?

KS3 CURRICULUM MAP

	<p>Gang & Knife Crime</p>	<p>The law and knife crime The consequences of knife crime Keeping safe To understand why people might join gangs To learn how choices affect our lives To understand that life is a series of choices To recognise and develop positive reasoning skills To learn how to make the right choices</p>	<p>How does knife crime and gangs effect the people around them? How do the victims and/or their families feel?</p>
	<p>Mental Health</p>	<p>To know what mental health is To be aware of positive and negative mental health To be aware of different types of worries, anxiety and stress How can we support ourselves if we need help with our mental health? How can we support others around us? To be aware of services that can support us with our mental health</p>	<p>What can make our mental health better? Discuss ideas Let's get active! How does being active effect our mental health?</p>
	<p>Sex & Relationships</p>	<p>To know about the different types of STI's To know the law – sexting, nudes To understand and explain the term consent To understand and explain the term exploitation To understand the different types of relationships we have Explain the principles of a one to one relationship</p>	<p>How would someone feel if personal pictures of them are shared without permission? What are consequences of sharing pictures to those around you? Explain and discuss the negative implications of sexting and texting</p>
	<p>Religious Education</p>	<p>To know the fundamental values and practices of the following religions and their impact of the identity of individuals and communities locally, nationally and globally.</p> <ul style="list-style-type: none"> • Christianity • Judaism • Islam • Hinduism • Buddhism • Sikhism <p>Recognising similarities and differences in religions. To know how to show respect and compassion to others.</p>	<p>Does God exist? Is there life after death? Does our ancestry, heritage and religious faith determine how we behave?</p>

KS3 CURRICULUM MAP

Humanities	<p>Autumn 1</p> <p>KS3 National Curriculum link area:</p> <p style="color: red;">History - Political power, industry and empire: Britain, 1745-1901</p> <p style="color: blue;">Citizenship – all areas of NC KS3</p>	<p>Transatlantic slave trade & eventual abolition</p> <p>Development of the British Empire</p> <p>Black History month</p>	<p>Understanding the issues around slavery. What events led to the abolition of the slave trade? What were conditions like for slaves on board ship and in the plantation?</p> <p>What regions of the world formed part of the British Empire? What aspects of British Society were transferred to countries in the empire?</p> <p>Who are the key figures of Black History in the UK? Describe influential changes that they have brought about. What is the state of British society today, in relation to equality and diversity</p>
	<p>Autumn 2</p> <p>KS3 National Curriculum link area:</p> <p style="color: red;">History - challenges for Britain, Europe and the wider world 1901 to the present day</p> <p style="color: blue;">Citizenship– all areas of NC KS3</p>	<p>Women’s suffrage</p> <p>WW1</p> <p>WW2</p> <p>Holocaust</p> <p>Post War Britain</p>	<p>What events led to women being granted the right to vote? Who were key figures in the women’s suffrage movement?</p> <p>What events led to the outbreak of war in 1914? What were conditions like in the trenches? What was daily life like for a soldier? (Link to GCSE War Poetry)</p> <p>How did the invasion of Poland lead to WW2? Who were the key figures in Britain, Germany and Italy during the WW2</p> <p>What was the Holocaust? Why were the Jews targeted? What was the final solution?</p> <p>How did the 2nd WW have an impact on British society? What was austerity and what were conditions like in post war Britain.</p>

KS3 CURRICULUM MAP

	<p>KS3 National Curriculum link area: History - the development of Church, state and society in Medieval Britain 1066-1509 Citizenship – all areas of NC KS3</p>	<p>Absolute Monarchy Magna Carta & emergence of Parliament Society, economy & culture Black Death Peasants Revolt</p>	<p>How do you define absolute monarchy? What was Magna Carta and its importance in the development of parliament? Describe society and culture. How was the economy formed in Medieval Britain? How did the Black Death come into Britain? What was the impact on British society? What were the main symptoms/ conditions of the Black Death? What conditions in Medieval Britain lead to the Peasants Revolt? What was the impact on British working conditions?</p>
	<p>KS3 National Curriculum link area: History - the development of Church, state and society in Britain 1509-1745 Citizenship– all areas of NC KS3</p>	<p>Henry VIII Mary I Elizabeth I Crime & Punishment – Then v Now Theatre, Art & Music (link to English Shakespeare)</p>	<p>What were the main aspects of Henry VIII's character? What was his relationship with the Church? Why did Henry VIII lead to a break with the Pope? Describe the monarchy under Mary I. How did the monarchy and power in the institution develop under Elizabeth I? How were crimes punished in Britain from 1509? What punishments were permitted? How has the state's response to crime developed? What is the thin king behind how crime is dealt with in modern times? What was the place of theatre, art and music in Shakespearean Britain? How were performances presented to the population?</p>

KS3 CURRICULUM MAP

	<p>KS3 National Curriculum link area: History - Chronological knowledge of British History before 1066</p> <p>Citizenship– all areas of NC KS3</p>	<p>Impact of migration to, from and within British Isles</p> <p>Neolithic Revolution</p> <p>Skara Brae (Boy with Bronze Axe)</p> <p>Stone Henge</p> <p>Bronze Age to Iron Age</p>	<p>What has been the impact on the United Kingdom of the migration to the British Isles? How did people migrate? What were the factors which lead to migration?</p> <p>What are the main events in the Neolithic Revolution?</p> <p>How was Stone Henge built? What is its relevance in the history of the British Isles?</p> <p>How did British society develop during the Bronze Age and Iron Age?</p>
--	--	---	--

KS3 CURRICULUM MAP

	<p>KS3 National Curriculum link area: History – consolidaton of previous areas Citizenship– all areas of NC KS3 Religious Studies</p>	<p>Ultimate Questions. Theories of how the world began Darwin – ‘The Origin of Species’ Nature V Nurture Existence of God The supernatural Explore how personal beliefs impact our judgements</p>	<p>What is the meaning of life? Theories and ideas. What are the theories on how the world was formed? What were the main discoveries of Charles Darwin? Why was his work so influential to an understanding of the origin of humankind? Describe the supernatural. Do ghosts exist? Is there possibly a parallel world? How do personal beliefs have an impact on the judgements made by humans? Can personal beliefs change over time? What could make this happen?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<p>Autumn 1 <u>COLOUR THEORY</u></p>	<p>Colour wheel, shades and tints, primary, secondary, tertiary colours, shadows, highlights, mid tones. Paintings in style of artist, Carolee Clark.</p>	<p>What is colour theory? What are primary, secondary and complementary colours? How are primary colours mixed to create secondary and complementary colours?</p>
	<p>Autumn 2 <u>3D DESIGN – SEA LIFE</u></p>	<p>Mark Making, experiments Drawing, marble printing Clay forms, coils, vessels Studying work of 3D Artist Peter Chang.</p>	<p>What is Sea life? How can clay be used to create something that shows specific inspiration from an Artist?</p>
	<p>Spring 1 <u>TEXTILES – NATURAL</u></p>	<p>Drawing, use of viewfinders, focus on line, texture, shape. Mono Printing, Block relief Printing.</p>	<p>What are natural forms? What is observational drawing? How can they inspire designs for a repeat</p>
	<p>Spring 2 <u>PORTRAITS</u></p>	<p>Drawing and oil pastel techniques.</p>	<p>How does a self portrait differ to a portrait? What drawing and painting techniques can be used to create depth and movement?</p>
	<p>Summer 1 <u>FINE ART – STILL LIFE</u></p>	<p>Fruits and vegetables, section drawing, painting, colour theory and mixing revisit. Collage, mixed media.</p>	<p>Can various media be used to create texture in a drawing or painting? Can different media be combined?</p>

KS3 CURRICULUM MAP

	<p>Summer 2 <u>3D DESIGN - ARCHITECTURE</u></p>	<p>Offsite drawing visit, experiments in paper Card, Mod Roc, Clay focusing on shape line and shadow within Architecture.</p>	<p>Does a 3D piece have to be an entire building or can it be an aspect of that building? Which formal elements are the main focus?</p>
ICT	<p>Autumn 1 <u>'CREATING VISUAL CAMPAIGNS' PHOTO EDITING AND IMAGE COMPOSITION</u></p>	<p>Create a poster using a desktop publishing application Modify a logo using a graphic editing program Create a styled set of slides based on a plan</p>	<p>How do advertising companies create engaging visual campaigns? What tools can be used to enhance or alter images for a specific purpose? How does using a theme help with making advertising more effective?</p>
	<p>Autumn 2 <u>'MAKE IT MOVE' 3D RENDERING AND ANIMATION</u></p>	<p>Add, delete, and move objects Edit keyframes to make basic animation, set lighting Compare different render modes</p>	<p>How does digital animation differ from manual "stop gap" animation? How can objects be manipulated in a 3D space to create, move and render them? What does it mean to "render" an object in a digital space?</p>
	<p>Spring 1 <u>'SCRATCH THAT' PROGRAMMING WITH SCRATCH</u></p>	<p>Define a sequence as instructions performed in order, with each executed in turn Trace the values of variables within a sequence Modify a program to include selection</p>	<p>How do computer programs work? What language or steps are used to make things happen? How can errors or issues with a program be fixed?</p>
	<p>Spring 2 <u>'THERE'S AN APP FOR THAT' MOBILE APPLICATION DEVELOPMENT</u></p>	<p>Identify when a problem needs to be broken down Recognise that events can control the flow of a program Use user input in a block-based programming language</p>	<p>How are apps for mobile phones or computers created? In what ways can technology improve our day to day lives? Does all development need to happen on a computer?</p>
	<p>Summer 1 <u>'DATA, DATA, DATA' THE SCIENCE OF DATA</u></p>	<p>Produce a list of data that needs to be collected which is suitable and relevant to the problem Create visualisations that compare at least two variables to help answer questions</p>	<p>What methods are there for collecting data into an electronic format? How is data presented and why is important to be able to show things in different ways?</p>
	<p>Summer 2 <u>'ITS A MINDSTORM' LEGO ROBOTICS AND PROGRAMMING</u></p>	<p>Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems Understand that algorithms can carry out a series of instructions in order</p>	<p>How is programming used to control real world machine? How can a robotic device be instructed to perform a particular task?</p>
	<p>Autumn 1 <u>KITCHEN BASICS</u></p>	<p>Introduction to the Kitchen environment and basic cooking skills. Hygiene, safety, hazards, shelf life, food preservation, preparation skills chopping, peeling, frying.</p>	<p>Why do we need to demonstrate good hygiene and safety in the kitchen? Why are kitchen rules important?</p>
Food Technology			

KS3 CURRICULUM MAP

	Autumn 2 <u>WINTER / FESTIVE MEALS</u> <u>FOOD SAFETY AND QUALITY</u>	Safety rules, food storage, winter appropriate and festive food dishes. Cooking and decorating skills, baking, weighing, measuring.	How are foods preserved? What is the difference between food safety and food quality and which terms are given to distinguish between the two?
	Spring 1 <u>THE EATWELL PLATE</u>	Fruits and vegetables, learning how to incorporate into food to create nutritious healthy meals. Food groups, Eatwell plate, benefits of foods for the body, five a day, daily proportions, following a recipe, weighing and measuring.	What is a healthy diet? How can we adapt recipes and incorporate specific ingredients to reflect healthier meals? How do specific foods benefit the body?
	Spring 2 <u>DAIRY</u>	Dairy focused meals, cheese and eggs. Refining cooking skills, health benefits of eggs and cheese, storage and consumption, sell by date, food poisoning, free range, battery farming, structure of an egg.	What are allergies and intolerances to foods and what is the difference? Where and how is some of our food sourced?
	Summer 1 <u>PROTEIN BASED MEALS</u>	Protein based main meals. Developing knowledge of vegetarian, vegan and proletarian diets. Refining cooking skills, protein sources, function of protein and main groups, health benefits of high protein.	Why do people follow various diets? What is protein and how does it benefit the body?
	Summer 2 <u>CARBOHYDRATES</u>	Carbohydrate based meals utilising and refining cooking skills. Types of and benefits to the body. Bread making and bakery off site visit.	How can carbohydrates be of benefit to the body, relating to health and fitness?
	PE	Autumn 1	Practical: Geocaching, Get a use and understanding of how to use online maps to discover areas for orienteering. Links to KS4: Links directly to the NCFE Level 2 unit of work based around on events planning. Also assists in leadership qualities as allows pupils to develop their own organisation and communication skills.
Autumn 2 Racket Sports		Leadership course, explain the characteristics of good and bad leaders, producing a plan you can lead explain the roles and responsibilities of leaders.	Evaluate my personal performance and give an in depth description of what went well? Review my peers performance, can I think of any terms that may be appropriate? Explain the roles of National governing bodies within sport.

KS3 CURRICULUM MAP

	Spring 1 Boxing	<p>Practical: Boxing at Hodbox, to gain an understanding of different individual disciplines required to be effective in Boxing.</p> <p>Links to KS4: Direct correlation to understanding how health is impacted by fitness. Understanding different basic and advanced training methods to fit in line with NCFE level 2 guidelines.</p>	<p>Can I identify the components of health related fitness? Can I identify the elements of skill related fitness? Identify the components of the basic principles of training. Explain the different parts of the additional principles of training.</p>
	Spring 2 Health and Fitness	<p>Practical: Health and fitness, using the Key stage 3 newly built gym working on different pieces of equipment for muscle growth and improved fitness.</p> <p>Links to KS4: Direct link to the NCFE Anatomy and physiology, and the healthy living unit of work. This will give a brief understanding of the work needed to achieve the grades in these units of work making the course work in Key Stage 4 easier to understand.</p>	<p>What are the different methods of training? Can I link the methods of training to appropriate sports showing that I can evaluate strong points? Can we think of different reasons people might have for not taking part in a balanced diet? Produce a plan that allows me to work on my fitness and health through exercise and dietary requirements.</p>
	Summer 1 Outdoor Education	<p>Practical: Edge outdoors using a range of different skills in a range of different sports and activities such as archery, shooting and high ropes, this will also help pupils develop teamwork and communication skills.</p> <p>Links to KS4: NCFE Level 2 anatomy and physiology unit of work as well as the basic understanding of the Musculo skeletal systems. Cross curricular with Biology.</p>	<p>Identify the bones on the skeletal system Explain the types of bones and their functions Identify the muscles and their location on an image of the muscles Explains the functions of the muscles and links to sports</p>
	Summer 2 Aqua Sports	<p>Practical: Lea valley canoe centre taking parts in aqua sports such as canoeing and kayaking. Label a diagram with the key components of the heart/draw my own diagram with key terms</p> <p>Links to KS4:</p>	<p>Label a diagram with the key components of the lungs/draw my own diagram with key terms Effects on the body of exercise both short term and long term.</p>


KS3 CURRICULUM MAP




		<p>NCFE Level 2 anatomy and physiology unit of work as well as the basic understanding of the Cardio respiratory system. Cross curricular with Biology.</p>	
<p>Princes Trust</p>	<p>Autumn 1 Developing Resilience Level 1</p>	<p>Unit 1 Resilience and Emotions, Healthy Habits, Future Challenges</p> <p>Understand what resilience is. Identify the characteristics of a resilient person. Recognise positive and negative emotions and how they impact resilience. Demonstrate resilience through a practical activity. Identify and reflect on a positive experience which supported resilience. Understand what helpful habits are and how they can be used to support resilience.</p>	<p>Understand what personal resilience is and how it is linked to your emotions.</p> <p>Take part in an activity that challenges you</p> <p>Apply a helpful habit to improve your resilience</p>
	<p>Autumn 2 Developing Resilience Positive Wellbeing Level 1</p>	<p>Unit 2</p> <p>Recognise what positive wellbeing is. Recognise how confidence can be affected. Identify actions that can be taken to improve wellbeing</p> <p>Demonstrate participation in an activity to help to increase confidence. Recognise what a negative thought is. Identify helpful habits which can help with negative thinking.</p>	<p>Understand what personal resilience is and how it is linked to your emotions.</p> <p>Take part in an activity that challenges you</p> <p>Apply a helpful habit to improve your resilience</p>
	<p>Spring 1 Developing Resilience Aspirations</p>	<p>This unit asks learners to think about their own personal strengths as well as acknowledging those of others. The learners will think about people in their lives who they look up to and what strengths they can continue to develop</p>	<p>To be able to recognise personal strengths Take part in an activity to achieve a personal goal Review your achievements Make a plan for the future</p>

KS3 CURRICULUM MAP

	<p>Spring 2 Developing Resilience Aspirations</p>	<p>Setting and reviewing goals This unit asks learners to set themselves achievable goals and demonstrate this by taking part in a practical activity. Learners will reflect on their own motivations to achieve the goal as well as reflecting how they showed perseverance to get there.</p>	<p>To be able to recognise personal strengths Take part in an activity to achieve a personal goal Review your achievements Make a plan for the future</p>
	<p>Summer 1 Developing Resilience Planning for the Future</p>	<p>This unit encourages learners to think about both their short and long-term aspirations as well as the steps they could take to achieve them. They will support their peers by helping them to think of the steps they can take towards their aspirations too.</p>	<p>To be able to recognise personal strengths Take part in an activity to achieve a personal goal Review your achievements Make a plan for the future</p>
	<p>Summer 2 CV writing Looking Ahead</p>	<p>This unit look at supporting students with creating a CV and what this looks like. We will look at future career options and how we can support our young people with achieving their goals</p>	<p>How can I share my success and see the strengths in what I have done so far? What are my next steps? How can I help myself to get to where I want to be?</p>

EXTRA CURRICULAR CLUBS - KS3

DAY	OFFER	WHAT WE WILL BE DOING	
<p>MONDAY <i>MMD</i></p>	<p>History</p>	<p>Understanding America: 1840-1895 Manifest Destiny Why the settlers went West Plains Indians way of life</p>	

<p>TUESDAY <i>FS/ DR</i></p>	<p>GYM/ Shed Project planning</p>	<p>Planning an outdoors project to support the whole school</p> <p>Laying out space for shed</p> <p>Cutting; working with different tools; learning outside the classroom</p>	
<p>WEDNESDAY <i>HB</i></p>	<p>Spanish</p>	<p>Food and drink</p> <p>Getting to know you</p> <p>Hobbies/ sports</p> <p>School life</p>	
<p>THURSDAY <i>FS/DR</i></p>	<p>GYM/ Shed Project planning</p>	<p>Planning an outdoors project to support the whole school</p> <p>Laying out space for shed</p> <p>Cutting; working with different tools; learning outside the classroom</p>	

FRIDAY
JH

PE

Table tennis qualification

Engagement in various sports: Football, cricket, tennis

Off- site activities

