Magpie Learning Centre

Key Stage Three

Curriculum Maps

English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Novel** • Overview of the novel • Analysis of key scenes • Develop understanding of characters and themes • Understanding of context	**Introduction to Poetry** • Study a range of poems • Develop understanding of themes • Make comparisons and connections between poems • Understand and employ key terminology to analyse poetry	**Fiction Reading** • Study a range of fiction texts • Analyse techniques in language and structure • Answer exam style questions	**Transactional Writing** • Develop writing skills in a variety of text types • Produce a range of transactional texts (letters, speeches, articles)	**Spoken Language** • Study persuasive techniques • Plan and script a persuasive speech • Give speech to audience (a teacher)	**Play** • Overview of the play • Analysis of key scenes • Develop understanding of characters and themes • Understanding of context
2nd Half-term	**Advertising** • Develop persuasive techniques • Develop written analysis • Develop creativity	**Introduction to Shakespeare** • Overview of Shakespeare's life and work • Analysis of key scenes • Develop understanding of characters and themes • Develop understanding of context	**Non-Fiction Reading** • Study a range of text types • Analyse techniques in language and structure • Answer exam style questions	**Creative Writing** • Read and discuss exemplar work • Develop writing skills and techniques • Draft a creative writing piece	**Magazines** • Develop reading and writing skills for non-fiction • Develop creativity and understanding of layout and conventions	**Novel** • Overview of the novel • Analysis of key scenes • Develop understanding of characters and themes • Understanding of context

Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Basic Number** Arithmetic / Written methods **Sense of Number** Place Value Number line (Positive values) Rounding **Properties of 2D Shape** Vocabulary and Notation Special focus: Triangles **Fractions, Decimals and Percentages** Number line (0 to 1) Representations FDP Conversions Equivalence and Ordering Fractions of amounts	**Calculating with Decimals** Four operations In context area calculations **Negative integers** Temperature changes Adding and Subtracting **Basic Algebra** Notation and vocabulary Building expressions using Algebra Tiles In context perimeter **Averages and Spread** Types of data Averages from lists	**Developing Algebra** Multiplying and Dividing with negative numbers Substitution Function machines Forming and Solving Equations In context Area / Angles **Measures** Metric Units Unit conversions **Direct Proportion** Compound units **Sequences** **Probability** In context choosing shapes with given properties	**Basic Number** Arithmetic / Written methods **Sense of Number** Place Value Number line (Positive values) Rounding **Properties of 2D Shape** Vocabulary and Notation Special focus: Triangles **Fractions, Decimals and Percentages** Number line (0 to 1) Representations FDP Conversions Equivalence and Ordering Fractions of amounts	**Calculating with Decimals** Four operations In context area calculations **Negative integers** Temperature changes Adding and Subtracting **Basic Algebra** Notation and vocabulary Building expressions using Algebra Tiles In context perimeter **Averages and Spread** Types of data Averages from lists	**Developing Algebra** Multiplying and Dividing with negative numbers Substitution Function machines Forming and Solving Equations In context Area / Angles **Measures** Metric Units Unit conversions **Direct Proportion** Scale drawing **Exploring Indices through Pythagoras' Theorem**
2nd Half-term	**Types of Number** Squares, Cubes and Roots Factors, Multiples and Primes **Fractions** Equivalence and Simplifying Four operations **Ratio** Fractions to Ratios Equivalence and Simplifying Sharing in ratio **Perimeter and Area** Special focus: Quadrilaterals	**Percentage Calculations** Percentages of amounts (Proportional reasoning) Express as a percentage Percentage change **Angles** Angle notation and vocab. Basic angle facts Angles in triangles and quads **Representing data** Bar charts Pictograms Pie charts	**Coordinates and Linear Graphs** Link to sequences **Properties of 2D Shape** Triangles, Quadrilaterals, Regular and Irregular Polygons Constructing triangles **Symmetry and Transformations** Reflection, Rotation and Translation	**Types of Number** Squares, Cubes and Roots Factors, Multiples and Primes **Fractions** Equivalence and Simplifying Four operations **Ratio** Fractions to Ratios Equivalence and Simplifying Sharing in ratio **Perimeter and Area**	**Percentage Calculations** Percentages of amounts (Proportional reasoning) Express as a percentage Percentage change **Angles** Angle notation and vocab. Basic angle facts Angles in triangles and quads **Representing data** Bar charts Pictograms Pie charts	**Sequences and Coordinates** **Real-life graphs** Conversion graphs Distance time graphs Speed time graphs **3D solids** Vocabulary Isometric drawing Plans and elevations

Science

	Term 1	Term 2	Term 3
1st Half Term	**Biology** Breathing and respiration **Chemistry** Period table and the elements **Physics** Sound	**Biology** Interdependence **Chemistry** Earth structure **Physics** Light	**Biology** Cells Photosynthesis **Chemistry** Particle model and separating mixtures **Physics** Energy costs Energy transfers, heating and cooling
2nd Half Term	**Biology** Movement and digestion **Chemistry** Chemical energy Reactions **Physics** Voltage and resistance Current	**Biology** Plant reproduction **Chemistry** Climate **Physics** Speed, gravity and Space	**Biology** Variation Human reproduction **Chemistry** Acids and alkalis **Physics** Magnetism and electromagnetism

Computing

	Term 1	Term 2	Term 3
1st Half-term	**Introduction to HTML** This unit covers the basics of HTML and CSS. Students will learn to code HTML using notepad++ to practise website creation and then progress onto web authoring software • Describe what HTML is • Use HTML to structure static web pages • Modify HTML tags using inline styling to improve the appearance of web pages • Create text styles and add content to web pages, including text and graphics, in a specified position on a page. • Create navigation menu/links to other pages on their website and external websites	**Spreadsheet Application** This unit of work covers the basics of using a spreadsheet application. Students will learn many skills to enable them to model a real-world system. • Create and format a spreadsheet • Learn basic calculations and formulae • use spreadsheets in the real world and then model a spreadsheet for an intended purpose • Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /) • Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet	**Programming** This is an introduction to Python programming language. Students will develop their programming skills and computational thinking. • Describe what algorithms and programs are and how they differ • Recall that a program written in a programming language needs to be translated to be executed by a machine • Write simple Python programs that display messages, assign values to variables, and receive keyboard input • Locate and correct common syntax errors • Use Text-based programming to create a chatbot and a safecracker program
2nd Half-term	**Website Design** Students plan and design their website using the fundamentals of HTML and CSS. • Describe what CSS is • Use CSS to style static web pages • Assess the benefits of using CSS to style pages instead of in-line formatting • Implement navigation to complete a functioning website	**Cybersecurity & eSafety** This unit covers the safety of being online, including reliability of websites, online security and passwords as well as the dissemination of information and 'fake news'. • Learn about the reliability of websites, the threat of viruses, online security and passwords routines. • Discuss the main safety concerns of being online • Reflect on online activity from a safety perspective • Discuss examples of disinformation spread online • Define the term 'fake news' and discuss the quantity of fake news available online • Identify why fake news exists and who creates it • Discuss ways of identifying fake news and other forms of disinformation	**Graphics (Adobe Photoshop)** This is an introduction to graphics and graphic file types. The unit explores how bitmap and vector images are represented and stored by the computer. Students will practice skills in • Design, photo editing and image manipulation • Exploring the impact of images on society, looking at the impact of social media and fake news. • Using filters and applying effects • Managing layers • Creating a movie poster or business logo using Adobe software.

Art/Arts Award

Arts Award is taught during Key Stage Three, units interweaved throughout the year		Unit Evidence
Unit 1: Explore the Arts as a participant Students show how they have developed their interest, knowledge and skills in a creative arts activity through active participation.	**Unit 3: Arts Inspiration** Students use simple research methods to find out about the arts practice, career and work of an artist, craftsperson or arts practitioner who inspires them and summarise what they have learnt. The chosen artist, arts practitioner or craftsperson can be famous or not, historical or contemporary, a formed group or an individual, but they must not be a fictional character	<u>Unit 1 Evidence</u> A description of their arts activity. Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback. A summary of what they have learnt and how their interest, knowledge and skills have developed. <u>Unit 2 Evidence</u> Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs Evidence of personal reflection on the event(s)/experience(s) and their creative impact.
Unit 2: Explore the Arts as an audience member Students are audience members for at least one arts event or experience. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. Share their views with others	**Unit 4: Arts skill share – passing on Arts skills to others** Students plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. They review how well they passed on their arts skills.	<u>Unit 3 Evidence</u> Evidence of their research, for example, notes, photographs or recordings. A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work <u>Unit 4 Evidence</u> An explanation of their arts skills shares activity, why they chose it, and the plans they've made Evidence of the activity and how they passed on their arts skills to others.

History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Prehistoric Britain** Palaeolithic Mesolithic Otzi the Ice-man Neolithic Britain Star Carr Settlement Stonehenge	**Roman Leicester** Leicester before the Romans War- Claudius' invasion Changes - Becoming Roman The City and Everyday Life Jewry Wall Baths	**Age of Empires** Reasons for Empire Aztecs and Spanish Colonisation British Empire and the Triangle Trade Plantation Life Abolition	**Modern Warfare** WWI Causes of WWI Assassination of Archduke FF Living Graph Joining the Army The Somme	**The Holocaust** Anne Frank Jewish community intro. Case Study Photo-story Before the War Into Hiding	**Historical Whodunnit** JFK Warren report Timeline and conspiracy Princes in the Tower Suspects Operation Mincemeat
2nd Half-term	**Prehistoric Britain** Neolithic Bronze Age Bronze Age- sword evidence focus Cave Art Trepanning- link to History of Medicine	**Roman Leicester** Houses in the Roman World Stolen Cloak and Curse Tablets Religions from the East Unrest in the West Late Roman Soldier in Leicester Archaeology, Ruins and Memories	**Age of Empires** India Amritsar Independence and Partition Official report evidence study Cook and Australia Transportation Convict database	**Modern Warfare** WWII Home Front Ethel and Ernest D-Day Weapons comparison Atomic Bomb Hiroshima	**The Holocaust** Arrest Camp Life The Camps After the War	**Historical Whodunnit** Jack the Ripper Eyewitness accounts and profiling Julius Caesar Tyrant or not? Thomas Becket Murder in the Cathedral

French

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Transition Unit** • Greetings • Numbers • Colours • Months and days of the week • Hot seating questions and responses • Pourquoi apprendre les langues? **Moi** • Introducing yourself • Opinions (and reasons) • Talking about your family and friends	**En Ville (Allons-Y)** • Identifying places in the town • Talking about shops and shopping • Shopping for food (building on from 'la nourriture' in topic 'Moi' • At the restaurant (to be able to order food and drink)	**Au Collège** • Identifying school subjects in French • The time (24 hour clock) • Directions around the school (building on from En Ville directions) • To identify jobs • The future tense	**Hot seating** • Talking about yourself in French – extended responses and giving detail (Present Tense focus) **Mon Temps Libre** • To be able to identify sports and leisure activities in French. • Les endroits en ville (building on from 'En Ville/Allons-Y topic) • Perfect Tense (describing what you did at the weekend)	**Les vêtements** • To identify clothes in French • School uniform (recap of school subjects) • To describe clothes in detail (colours and patterns) • Imperfect Tense: To be able to say what you used to wear when you were younger	**Paris** • An in-depth study of French tourism through Paris. Description of the city and tourism. **Dans ma ville idéale** • Students create an ideal town in French
2nd Half-term	**Moi** • Describing yourself and celebrities (looks and personality) • Identifying food and drink • Saying what you like to eat and drink (with reasons) • Talking about what you are going to do – introduction of the near future tense **Noël en France** • Christmas in French	**En Ville (Allons-Y)** • Directions • Finding the way and asking where places are • Describing your town • Identifying and using the perfect tense	**Les Vacances** • Identifying countries and types of holidays • Booking a hotel and making complaints • Perfect Tense (holidays) • Future tense (holidays) **La culture Français** • Project where students create an interactive presentation on an area of French culture. Students peer assess each other.	**Mon Temps Libre** • To discuss future weekend plans using Nous and ils/ells • To discuss your hobbies in French using Past, Present and future tenses together. **Noël dans le monde Francophone** • How Christmas is celebrated in other French speaking countries	**Le monde de travail** • Re-introduction of jobs in French • University in France – The life of a French student (Bordeaux focus) • Future tense – what job you are going to do • Writing your CV in French	**Les Films Françias** • To be able to identify French film genres and say what you like/don't like and why • To describe a film you like in French • *Les Choristes* scenes discussed (link back to Au Collège) **La culture Français** • Project where students create an interactive presentation on an area of French culture. Students peer assess each other. Topic list presented to students so they are different from French Y1. Sections of this presentation will be in French.

Drama

	Term 1	Term 2	Term 3
1ST Half term	**Devised theatre – private production.** • Students select a title / stimulus and collaboratively develop an original work. - Concept design - Scene construction - Plot development - Characterisation - genre conventions - Performance skills - Self (and group) reflection	**Developing authentic and believable characters** • Bicycle Thieves (Italian neorealism) • One Minute Plays • Concepts from Stanislavski and Meisner - Explore social realism and performance - Analyse gesture and delivery - How to build a backstory - Character motivation and authenticity - In character improvs and readings	**An introduction to the importance of production design (costumes, sets, props etc.)** • La Fee / Moonrise Kingdom – film • When this man dies – Short story - Analysis of production design in *La Fee and Rumba* - Research project – the production design of Wes Anderson - Read and interpret 'When This Mad Dies' - Create mood boards, design costumes and sets
2nd Half term	**Devising and performing a short piece of drama (semi improvised)** • Lamb to the Slaughter / The Man from the South - Roald Dahl short stories (as transformative base texts) - Converting a short story into scenes - Developing characters through gesture - Opening lines and improv structures - Staging and movement - An introduction to props and set	**Writing and delivering interesting dialogue** • Film extracts (No Country for Old men - coin toss etc.) • One minute plays • Red Lights – Georges Simenon - Analysis of great dialogue - Dramatic read-throughs (informed by Stanislavski and Meisner) - One Minute Play – "continuation scripts" - In-class script performance - The role of director (students offering supportive direction to one another)	**Considering broader themes and contexts – Film Noir** • Double Indemnity - film • The Woman in the Window (and / or) Detour - film - Brief contextual introduction to the Film Noir genre - Analysis of Double Indemnity (and other features) in light of genre features - Key scene analysis - Introduction to lighting and camera techniques in film production

Religious Education

	Term 1	Term 2	Term 3
1st Half-term	**Sikhism** Key Beliefs 5 K's Message of Guru Nanak Applying the Teachings Place of Worship OR Buddhism Birth of Buddha The 4 Sights Enlightenment Buddha's Teachings 4 Noble Truths Buddhist Life	**Animal Rights** Animal Testing Animal Rights Groups Christianity + Animals Jains + Animals Fur + Vegetarianism Islam + Animals OR Judaism Nature of the Almighty Shakinah Covenant with Abraham Covenant at Sinai The Messiah Life After Death Pickuach Nefesh Moral Principles and the Mitzvot Festivals: Easter, Vaisakhi	**Hinduism** Key beliefs and practices Gods Place of Worship Puja OR Religion, Relationships and Family Life Relationships and Family Life Religion and Contraception Christian Marriage Same-sex Marriage and Cohabitation Family Life Festival: Wesak
2nd Half-Term	**Christianity** Trinity What is God like? Creation Incarnation Life of Jesus Christmas Festivals: Diwali, Christmas	**Islam** 5 Pillars of Islam Shahadah' Salah Zakat Sawm Hajj Place of Worship Festivals: Eid al Fitr, Pesach	**Spirituality, Creativity and Religion** Creative Arts and the Communication of Belief Guided Meditation Religious Symbols Tibetan Wheel of Life/Buddhist Imagery Islamic Calligraphy

Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1st Half-term	**Team Building** Communication	**Net Games** Badminton Forehand Backhand	**Net Games** Tennis Forehand Backhand	**Team Building** Problem solving	**Net Games** Badminton Serve Drop shot Smash	**Net Games** Tennis Serve Smash Drop Shot
2nd Half-term	**Invasion Games** Football Passing Dribbling Shooting	**Invasion Games** Basketball Passing Dribbling Shooting	**Fielding & Striking Games** Cricket Batting Throwing Catching	**Invasion Games** Football Selecting the correct pass Set plays	**Invasion Games** Basketball Selecting the correct pass Set plays (shooting)	**Fielding & Striking Games** Cricket Fielding (different types of throwing) Bowling (basic)

Personal, Social and Health Education, including RSE

Personal Social and Health Education (PSHE) is delivered to all students weekly with one session each week. The curriculum covers a wider variety of topics under three themes of Health and Wellbeing, Relationships and Living in the Wider World. These are developed through KS3 and KS4 as a spiral curriculum allowing for development and age appropriate content as well as spacing and interleaving to allow students to learn most efficiently and effectively.

	Term 1 **Core Theme 1: Health and Wellbeing**	**Term 2** **Core Theme 2: Relationships**	**Term 3** **Core Theme 3: Living in the wider world**	**Term 4** **Core Theme 1: Health and Wellbeing**	**Term 5** **Core Theme 2: Relationships**	**Term 6** **Core Theme 3: Living in the wider world**
1st Half Term	• Self concept • Mental health and emotional wellbeing • Healthy lifestyles • Self-examination • Vaccinations • Role of consent	• Self care • Wellbeing • Team work and social skills • Signs of grooming	• Learning skills and revision skills • Media literacy and digital resilience • Financial choices • Basic first aid	• Drugs, alcohol and tobacco/ vaping • Risk to Personal safety • Impact of gambling • Managing risks and personal safety • Illegal behaviours online	• Positive relationships • Relationship values • Forming and maintaining respectful • relationships • Consent • Contraception and parenthood • Bullying, abuse and discrimination • Social influences	• Learning skills and revision skills • Choices and pathways • Work and careers • Employment rights and responsibilities
2nd Half Term	**Caring friendships** • How friendships are made • Characteristics of friendships (kindness) • Healthy friendships • Social Media and escalating conflicts • Turbulence of friendship and ending relationships	**Families and people who care for me** • Golden rules • Importance of families and growing up • Healthy family life • Families: love and care • Stable and caring relationships including early years brain development • Marriage/ Civil partnership • Family relationships • Common Law Marriage and Forces Marriage	**Online relationships** • Critical thinking need for online behaviour • Online relationship principles including the sharing of images • Rules for keeping safe online • Considering online friendships Data and sharing information • The Law on pornography • Harmful Sexual Behaviour • Risk associated with AI	**Healthy bodies including Puberty** • Relationships and health • Puberty • External body parts • Female Genital Mutilation • How humans grow • Reproduction • Health screening	**Respectful relationships** • Respecting others Respectful relationships • Communication: Courtesy and manners • Self-respect • Respect from other • Bullying • Stereotypes • Permission seeking	**Being safe** • Boundaries • Privacy • Appropriate and inappropriate contact • Responding safely • Feelings • Asking for advice and help • How to report concerns • Where to seek advice

Outdoor Learning - Forest Schools

	Term 1	Term 2	Term 3
1st Half-term	• Introduction to Forest School • Collect and make woodstore/make fire pit • Set up tarps/den/seating area • Learn about trees (leaf rubbing/ID/clay faces) • Berry bashing • Harvest willow • Dreamcatchers • Knots and lashings • Peg carving • Fire and cooking skills (pumpkin soup) • Halloween crafts • Site tidy	• The (Easter) egg hunt • Cooking and fire skills • Tools – bowsaws and palm drills • Whittling (pegs/pencils) • Spider catcher • Dreamcatcher • Ropes and knots • Nature photo frames • Charcoal writing	• Tarps and den making • Rainbow stick • Kelly kettle • Nature walking stick • Wood/stick collecting • Leaf mobile • Bottle top curtain • Minibeasts/bug hotel • Tools – Loppers and secateurs (Elder beads) • Fire skills
2nd Half-term	• Den building using sticks/tarps/ropes • Knots and lashing work • Christmas crafts • Willow weaving/stars • Wreath making • Harvest herbs • Make smudge bundles • Conkers! • Making natural games • Senses scavenger hunt • Fire and marshmallows	• Bird feeders • Clay/woodland creatures • Natural shelters • Fire and cooking • Kelly Kettle • Windchime/xylophone (tools) • Scavenger hunt • Minibeasts/bug hotels • Gods eyes/dream catchers • Tool work	• Elder beads • Berry bashing • Knots and dens/shelters • Worms! • Bug hotels • Foraging/collecting • Mandala art • Wild storyboards • Clay bugs • Tool work

Outdoor Learning - Gardening

	Term 1	Term 2	Term 3
1st Half-term	• Introduction to Outdoor spaces and garden • Safety talks • Introduce gardening tools and equipment • Art activities: Willow weaving (God's eyes/dream catchers/stars) • Making smudge bundles • Harvesting / Plan crop rotation / Sow/plant over wintering crops/plant bulbs • Sow green manure / Mulch beds • Turn / collect compost • Collect and store seeds/dried flowers	• Preparing raised beds with mulch/manure/compost/leaf mould • Seed sowing • Planting out young veg/plants • Weeding • Cutting back/tidying • Art activities: Making scarecrows/spider catchers • Making homes for wildlife • Bird feeders • Set up water butts	• Planting • Sowing • Weeding • Harvesting • Cooking • Maintenance of crops (erecting wigwams, tying up, weeding, tackling pests and diseases) • Worm ID and wormery • Foraging/collecting • Plant sales • Art activities: Making elder beads
2nd Half-term	• Turn and bag compost/leaf mould • Collect/store seeds • Harvest veg/fruit/willow/conkers • Carry out maintenance/clear beds/borders • Take cuttings • Halloween/Christmas crafts (wreaths) and weaving	• Seed sowing • Plant young veg/herbs/fruit • Earth up potatoes • Make plant labels • Art activities: Cordage (nettle/bramble) • Making minibeast/bug hotels	Maintenance of crops in raised beds • Harvesting of crops • Collect and store seeds

Citizenship

	Term 1	Term 2	Term 3
1st Half-term	**Rules and Laws** • What are rules? • What are laws? • How are laws made?	**Justice** • Civil law • Criminal law	**Employment** • Looking for work • Fairness at work and trade unions • Working for a living • Losing your job
2nd Half-term	**Human Rights** • What are human rights? • Human rights law • International human rights	**Consumer Law** • Consumer rights • Consumer complaints	**Economy** • Managing the economy • World trade • Poverty

Talkabout

	Autumn Term	Spring Term	Summe Term
1st Half-term	**Self-Awareness and Self Esteem** Topic 1 – This is me Topic 2 – My qualities and strengths Topic 3 – The way I look Topic 4 – Things that make me feel good Topic 5 – Things that bring me down Topic 6 – The way I feel	**Talking** Topic 1 – Talkabout talking Topic 2 – Listening Topic 3 – Our voices Topic 4 – Conversation starters Topic 5 – Taking turns Topic 6 – Questions Topic 7 – Ending a conversation	**Assertiveness** Topic 1 – Understanding assertiveness Topic 2 – Expressing feelings Topic 3 – Making suggestions Topic 4 – Disagreeing Topic 5 – Refusing Topic 6 – Apologising Topic 7 – Being assertive
2nd Half-term	**Body Language** Topic 1 – Talking without words Topic 2 – Our faces Topic 3 – Our bodies Topic 4 – Our hands Topic 5 – Distance and Touch	**Friends** Topic 1 – Introducing friends Topic 2 – Trust and responsibility Topic 3 – Valuing others Topic 4 – Being nice Topic 5 – When friendships go wrong Topic 6 – Arguments Topic 7 – Peer pressure Topic 8 Jealousy	**End of programme evaluation** Topic 1 – What have I gained from the programme? Topic 2 – How can the skills I have developed help me as I move into adulthood? Topic 3 – Thinking about post-16 study and work