

Subject		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
English Literature		Fiction (Tales with a moral): Teacher’s own choice. Biography and Auto-biography (Various) e.g. Tim Peake, sports people e.g. footballers, celebrities Usain Bolt of Teachers own choice	Fiction (Adventure or horror Genre/Science Fiction): Dracula and/or Adventure e.g BFG, Frankenstein Fiction (Tales from other cultures) Story Sacks	Fiction (Plays): Macbeth and Non-Fiction (Author Study): Shakespeare: Teacher to choose which one Fiction (Modern Poetry): Poems of John Hegley or Roger McGough	Fiction (Poetry): Cultural poetry – link with Geography Diary of Anne Frank or other diaries if class are very emotionally young e.g. Wimpey Kid extracts	Fiction (Shakespearean times): Julius Caesar or teacher’s choice Non-fiction (Author Study): Shakespeare	Non-Fiction: Fact Files - Local area building or person and visit or invite in. Fiction: Poetry: Choose own poets to look at
English Language	Writing	Creative writing and draft writing (My own moral story or class group writing) Personal accounts and autobiographies/biographies teacher’s choice -	Independent/ Group research project & library time. Library Trip (Myths and Legends) e.g. Icarus and the Sun. Teacher’s Choice	Visual Imagery – Looking at Colourful Semantics. Setting the scene Who What Where Creative writing and poetry. Draft writing	Persuasive writing Holiday Brochures for Geography topics Africa and India Writing a diary	Organise a short presentation to peer or group about a subject of their choice. How to fill in forms Using addresses and full name.	Independent/ Group research project & library time (Debate) Lists e.g. shopping To do lists Send a card Life Skills writing
	Speaking & Listening	Finding out and sharing information related to role modelling letter writing as a group and some individually Interviews – class and visitors Sharing information about me	Independent/ Group research project & library time - giving presentations Describing events to a friend or group. Own chosen subject.	Drama (Shakespeare) Own choice Life skills – phone calls – order a pizza for class Speak to family Social media	Conversational talk Drama (Anne Frank/Samuel Pepys)	Presenting information Interview skills e.g. School Council Dream jobs Mock Interviews Speakers – job related ex-	Communication Games Debate – likes and dislikes Rights and wrongs Choices

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				awareness. Texting – Safety calls e.g. police		students.	
	Grammar	Word and sentence strands Punctuation strand and Handwriting & Presentation (Higher) Text structure (Lower) Handwriting & Presentation (Lower)	Word and Sentence strands; then Handwriting & Presentation (Higher) Text structure then Handwriting & Presentation (Lower)	Text strand (Higher) Text style (Lower)	Word and sentence strands Punctuation strand and Handwriting & Presentation (Higher) Text structure (Lower) Handwriting & Presentation (Lower)	Word and Sentence strands; then Handwriting & Presentation (Higher) Text structure then Handwriting & Presentation (Lower)	Text strand (Higher) Text style (Lower)
Maths <i>(using and applying taught throughout units)</i>	Half term 1: N5 solving number problems and probability SSM5 measures (length, weight, capacity)	Half term 1: N3 Statistics SSM3 Money	Half term 1: N3 patterns and sequence SSM3 measures	Half term 1: N 2 counting SSM2 position and movement	Half term 1: N4 calculations SSM4 patterns and properties of shape	Half term 1: N6 data and probability SSM6 measures/ position and movement	
	Half term 2: N6 data and probability SSM6 measures/ position and movement	Half term 2: N 2 counting SSM2 position and movement	Half term 2: N4 calculations SSM4 patterns and properties of shape	Half term 2: N1 the Number system SSM1 patterns and properties of shape/measure	Half term 2: N3 patterns and sequence SSM3 measures	Half term 2: N5 solving number problems and probability SSM5 measures (length, weight, capacity)	
Science	Half term 1: Microorganisms, disease and health	Half term 1: Energy Electricity and forces	Entry Level Topic 1 Mission Starlight HA EL Topic 8 Earth and Space + Unit test	Half term 1: Rocks and how they are formed -volcanoes, seas	Half term 1: Animals including humans Structure, changes	Half term 1: The Environment Earth and Universe Formal Entry Level	

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				and geological upheaval	and growth	Topic 1 – Cells
	<p>Half term 2:</p> <p>Microorganisms, disease and health</p>	<p>Half term 2:</p> <p>Energy Electricity and forces</p>	<p>Half term 2:</p> <p>Mission Starlight</p> <p>HA EL Topic 8 Earth and Space + Unit test</p>	<p>Half term 2:</p> <p>Rocks and how they are formed -volcanoes, seas and geological upheaval</p>	<p>Half term 2:</p> <p>Plants Structure, changes and growth</p>	<p>Half term 2:</p> <p>The Environment Earth and Universe</p> <p>FormalEntry Level Topic 1 - Cells</p>
Computing	<p>Half term 1:</p> <p>Keeping Safeand code of conduct</p>	<p>Half term 1:</p> <p>Typing up- linking to other lessons- word processing/ ppt</p>	<p>Half term 1:</p> <p>Media/ email</p>	<p>Half term 1:</p> <p>Keeping Safeand code of conduct</p>	<p>Half term 1:</p> <p>Multimedia</p>	<p>Half term 1:</p> <p>Media</p>
	<p>Half term 2:</p> <p>Basic Skills- getting a password – logging on opening browsers and word documents. Saving work</p>	<p>Half term 2:</p> <p>Multimedia</p>	<p>Half term 2:</p> <p>Project 1- Class News Team</p>	<p>Half term 2:</p> <p>Recording Ideas</p>	<p>Half term 2:</p> <p>Code</p>	<p>Half term 2:</p> <p>Link to research Literacy Topic</p>

<p>Cooking & Nutrition <i>(To alternate weekly with DT)</i></p>	<p>Healthy Varied Diet – Simple Meals Conduct research including web-based research into recipe ideas for a range of meals.</p> <p>Develop a design criteria based on a range of features including taste, texture to create appealing meals.</p> <p>Select and use appropriate equipment to prepare food.</p> <p>Evaluate on going work and final product.</p>	<p>Investigating local food</p> <p>Conduct research on local produce and producers.</p> <p>Sample a range of local food.</p> <p>Explore a range of recipe ideas using local produce,</p> <p>Select and use appropriate utensils and equipment to prepare food.</p> <p>Carry out sensory evaluation of final products, product</p>	<p>Enterprise – Making Food to sell.</p> <p>Generate recipe ideas through research, sampling and evaluating ingredients and surveys of potential customers.</p> <p>Explore a range of ideas and make design decisions</p> <p>Select and use appropriate utensils and equipment.</p> <p>Carry out sensory evaluation of final products.</p>	<p>Celebrating Culture and Seasonality</p> <p>Be able to generate ideas through research of recipes and sampling and evaluating ingredients</p> <p>Explore a range of ideas and make design decisions</p> <p>Select and use appropriate utensils and equipment.</p> <p>Carry out sensory evaluation of final products</p>	<p>Healthy Varied Diet – Lunches</p> <p>Conduct web-based research into recipe ideas.</p> <p>Develop a design criteria based on a range of features including taste, texture to create appealing lunches.</p> <p>Select and use appropriate equipment to prepare food.</p> <p>Evaluate on going work and final</p>	<p>Food to celebrate</p> <p>Be able to generate ideas through research of recipes and sampling and evaluating ingredients</p> <p>Explore a range of ideas for party food and make design decisions</p> <p>Select and use appropriate utensils and equipment to prepare food.</p> <p>Carry out sensory evaluation of final products</p> <p>Invite guests to share party food.</p>
<p>DT</p>	<p>Textiles Combining different fabric shapes to make an item e.g., puppet, shopping bag</p> <p>Generate ideas through conducting research.</p> <p>Communicate ideas through discussion and creating a mock up.</p>	<p>Frame Structures</p> <p>Design and make a simple frame structure.</p> <p>Investigate how to measure, join and strengthen structures.</p> <p>Generate a design specification that considers constraints such time and cost.</p> <p>Formulate a clear plan</p>	<p>Construct an item for the garden, i.e.wind chime, weather station, birdboxes</p> <p>Develop a design specification.</p> <p>Develop a list of tools and materials and step by step instructions.</p>	<p>Create a board game</p> <p>Generate and share ideas and clarify through discussion.</p> <p>Formulate a step-by-step plan, listing tools and equipment.</p> <p>Test product.</p>	<p>Textiles 2D shape to 3D product</p> <p>Create a pencil case, apron or purse.</p> <p>Investigate a range of 3D products relevant to project</p> <p>Generate ideas for a functional product.</p> <p>Plan main stages of making.</p> <p>Select and use tools</p>	<p>Construct item for Summer (picnic)</p> <p>Design and create an item for a picnic, eg holder for food,</p> <p>Generate realistic ideas through discussion – focusing on needs of user.</p> <p>Evaluate existing products.</p> <p>Be able to order the stages of making.</p>

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	<p>Produce a list of fabrics and equipment needed for task.</p> <p>Formulate plan.</p> <p>Select and use appropriate tools.</p> <p>Evaluate fabric and final product</p>	<p>in desired format</p> <p>Select appropriate tools and resources to build structure.</p> <p>Evaluate finished product.</p>	<p>Select and use appropriate tools to make product.</p> <p>Evaluate finished product.</p>		<p>with some accuracy.</p> <p>Test product against the original design.</p>	<p>Explain choice of materials.</p> <p>Select and use appropriate tools and materials.</p> <p>Evaluate end product.</p>
<p>Geography <i>(Alternate half termly with History)</i></p>	<p>Locational knowledge Hot and Cold Places Polar regions and the Middle East</p> <p>1. extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on the countries' environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p>Local Area Study Looking at Vale of Evesham</p> <p>Look at Vale of Evesham on a map- on street view etc. Visit local area on walks/ bus/ train</p> <p>Model making of local landmarks</p> <p>Sharing- 'where we live', 'how we get to school', 'what's the quickest way to get there?'</p>	<p>Geographical skills and Fieldwork Local study - Environment and pollution</p> <p>1. interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>2. use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	<p>Locational/Place knowledge Teacher's Choice- a country study (Comparison of regions if pupils can cope)</p> <p>Understand geographical similarities, differences through the study of the human and physical geography</p>	<p>Human & Physical geography Natural disasters (Earthquakes) in LEDCs & MEDCs</p> <p>Location, causes, effects and human response to.</p> <p>1. understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation; international development and the use of natural resources</p> <p>2. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p>Geographical skills and Fieldwork</p> <p>Working with and interpreting maps and atlases</p> <p>1. interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>2. build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p>
<p>History</p>	<p>Medieval Britain</p>	<p>Ancient History-</p>	<p>Local history</p>	<p>World War 2</p>	<p>Industrial</p>	<p>Ancient History-</p>

<p>(Alternate half termly with Geography)</p>	<p>How we live/ they lived Clothes, Education, Food, Work, Housing</p>	<p>Teachers Choice Eg Ancient Greece Ancient Egypt Aztecs Vikings Anglo Saxons Romans</p>	<p>study/ The development of Church, state and society in Britain 1509-1745</p> <p>The English Civil War</p> <p>(The Commandery)</p>	<p>Link to Anne Frank's Diary Eng</p> <p>World War2 Winston Churchill Anne Frank's Diary Holocaust Dig for Victory + Rationing</p>	<p>Revolution</p> <p>Steam Trains Machines Work houses Role Play Child Labour</p>	<p>Teachers Choice E.g. Ancient Greece Ancient Egypt Aztecs Vikings Anglo Saxons Romans</p>
<p>Art</p>	<p>Landscapes: Polar and Hot landscapes – link to Geography.</p>	<p>Sculpture: Visiting local statues and sketch, make models inspired by these. E.g EOF, War Memorial</p>	<p>Artist Study x2- Teacher's Choice e.g. Van Gogh David Hockney Picasso</p>	<p>Art from other cultures: Indian African art – link to Geography</p>	<p>Nature in Art: Painting Plants and Animals</p>	<p>History Link- Art of Ancient Cultures Hieroglyphs Tapestry etc.</p>
	<p>Textiles: Making a special gift Using a variety of processes</p>	<p>History Link- Art of Ancient Cultures Hieroglyphs Tapestry etc.</p>		<p>Portraiture: Objects and Viewpoints - Still Life</p>	<p>Art in Landscapes: Art Trails Henry Moore Chalk Horse Forest of Dean</p>	
<p>PSHE</p>	<p><u>HT1: Getting to know new class 2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT1: Financial awareness</u></p> <ul style="list-style-type: none"> • How personal 	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> • Alcohol • Tobacco • Peer pressure • How and when to access help and support 	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> • Basic first aid • 999 Services • How and when to access help and support 	<p><u>HT1: Getting to know new class 2/3weeks)</u> New class rules, responsibilities, strengths, weaknesses, likes/dislikes etc.</p> <p><u>HT1: friendships</u></p> <ul style="list-style-type: none"> • Maintaining 	<p><u>HT1: Healthy Living</u></p> <ul style="list-style-type: none"> • Assess and manage risks • Cyber bullying and online Abuse • Concept of consent • How and when to access help 	<p><u>HT1: Staying Safe</u></p> <ul style="list-style-type: none"> • Recreational drugs • Substance abuse • Peer pressure • How and when to access help and support

Careers	financial choices can affect oneself and others <ul style="list-style-type: none"> • Consumers rights and responsibilities • How and when to access help and support 			<ul style="list-style-type: none"> • old friendships • Making new friendships 	and support	
	<p><u>HT2: Media Influences</u></p> <ul style="list-style-type: none"> • Different forms of media • The role and influence of the media on lifestyle • Making informed choices • How and when to access help and support 	<p><u>HT2: SRE and Relationships</u></p> <ul style="list-style-type: none"> • Concept of consent • Variety of healthy relationships • Developing parenting skills 	<p><u>HT2: Transition and change</u></p> <ul style="list-style-type: none"> • Celebrating successes • Preparation for transition into next academic year <p><u>NB</u> <i>Pupils must not be made aware of class lists until after parents evening.</i></p>	<p><u>HT2: Wellbeing and Nurturing</u> Mental Health Team Links</p>	<p><u>HT2: SRE and Relationships</u></p> <ul style="list-style-type: none"> • Contraception • Sexual health • How and when to access help and support <p><i>Boys taught by Mr. Short – group sessions if appropriate</i></p> <p><i>Girls – SRE with Madeline Parsons – group sessions if appropriate</i></p>	<p><u>HT2: Transition and change</u></p> <ul style="list-style-type: none"> • Celebrating successes • Preparation for transition into next academic year <p><u>NB</u> <i>Pupils must not be made aware of class lists until after parents evening.</i></p>
PE	HT1: Rugby	HT1: Trampolining Rebound/British Gymnastics	HT1: Multi Skills	HT1: Rugby	HT1: Trampolining	HT1: Athletics
	HT2: Football	HT2: Dance	HT2: Rounders/Cricket	HT2: Goalball	HT2: Fitness activities	HT2: Tennis

RE	HT1: Hinduism - stories, customs and festivals	HT1: Buddhism - stories and customs	HT1: Humanists, Agnostics and other beliefs	HT1: The Life of Jesus – His Ministry and the Christmas story	HT1: Muslim worship and lifestyle	HT1: Sikh worship and lifestyle
	HT2: Religious Winter Festivals (World Faiths)	HT2: Religious Spring Festivals (World Faiths)	HT2: Religious Summer Festivals (World Faiths)	HT2: Religious Winter Festivals (World Faiths)	HT2: Religious Spring Festivals (World Faiths)	HT2: Religious Summer Festivals (World Faiths)
Music	Awareness of pulse and rhythm; performing together; Western instruments and the orchestra; Timbre;	Awareness of pitch; performing together; expressing preferences for music listened to; Chinese music;	Awareness of fast and slow; performing together; Rock music; Sound collage;	Revision of pulse and rhythm; performing together; Salsa rhythms;	Revision of pitch; Composing descriptive music using graphic score and other visual notation; 20th century music; minimalism;	Revision of fast and slow; World instruments and Indian Ragas;
Cultural Studies	Autumn: German Regions	Spring: French Regions	Summer: Spanish Regions	Autumn: German Regions	Spring: French Regions	Summer: Spanish Regions
	German Christmas	Mardi Gras/ Easter	Teacher's Choice- Another Culture (eg Polish- EAL pupil's culture)	German Christmas	Mardi Gras/ Easter	Teacher's Choice- Another Culture (eg Polish- EAL pupil's culture)
Carousel- STAY IN CLASS GROUPS? Specialists- Classes 1 and 2 Ability Group	Outdoor – Grp A Forest – Grp B Swimming – Grp C	Outdoor – Grp C Forest – Grp A Swimming – Grp B	Outdoor – Grp B Forest – Grp C Swimming – Grp A	Outdoor – Grp A Forest – Grp B Swimming – Grp C	Outdoor – Grp C Forest – Grp A Swimming – Grp B	Outdoor – Grp B Forest – Grp C Swimming – Grp A
Expressive Arts- RETHINK GROUPS/ SPECIALISTS	Half term 1: Autumn – sights and sounds of Autumn linked to Harvest Festival	Half term 1: Elements	Half term 1: Colour	Half term 1: Animals	Half term 1: Elements	Half term 1: Colour
	Half term 2: Christmas / Winter – linked to Carol	Half term 2: Spring/ Easter	Half term 2: Performance Prep	Half term 2: Christmas / Winter	Half term 2: Spring/ Easter	Half term 2: Performance Prep

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