

Key Stage 3 Curriculum Overview – The Parker E-ACT Academy

| Year Group | Subject | Topics Covered | | | | | | | | | |
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| 7 | Maths | Numbers and the number system Calculating Visualising and constructing Understanding risk I Algebraic proficiency: tinkering Exploring fractions, decimals and percentages Proportional reasoning Pattern sniffing Investigating angles Calculating fractions, decimals and percentages Solving equations and inequalities Calculating space Algebraic proficiency: visualising Understanding risk II Presentation of data Measuring data | | | | | | | | | |
| Yr 8 | Maths | Numbers and the number system Calculating Checking, approximating and estimating Counting and comparing Visualising and constructing Investigating properties of shapes Algebraic proficiency: tinkering Exploring fractions, decimals and percentages Proportional reasoning Pattern sniffing Measuring space Investigating angles Calculating fractions, decimals and percentages Solving equations and inequalities Calculating space Mathematical movement Presentation of data Measuring data | | | | | | | | | |
| Yr 7 | English | Fiction Reading & Writing Poetry Non Fiction Reading & Writing Romeo & Juliet | | | | | | | | | |
| Yr8 | English | Blood Brothers Non-fiction Reading & Writing Poetry Media Prose Literature | | | | | | | | | |
| Yr7 & 8 | Science | All students in Years 7 and 8 study a combination of Biology, Chemistry and Physics topics along with lessons to develop their laboratory skills <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>Organ systems</td> <td>Matter</td> <td>Forces</td> </tr> <tr> <td>Ecology</td> <td>Chemical reactions</td> <td>Magnetism</td> </tr> </tbody> </table> | Biology | Chemistry | Physics | Organ systems | Matter | Forces | Ecology | Chemical reactions | Magnetism |
| Biology | Chemistry | Physics | | | | | | | | | |
| Organ systems | Matter | Forces | | | | | | | | | |
| Ecology | Chemical reactions | Magnetism | | | | | | | | | |

| | | Genetics | Earth Science | Energy |
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| | | Microorganisms | The Periodic Table | Waves |
| Yr7 | Geography | of Daventry of Uganda of Conflicts Climate Change Continents and Oceans Ordnance Survey mapping | | |
| Yr 8 | Geography | Natural hazards African Expedition Fair Trade Migration Brazil Fantastic Places | | |
| Yr 7 | History | History of Daventry Early Saxon Life Medieval Monarchs Medieval Life Tudors Kenilworth Castle | | |
| Yr8 | History | Industrial Britain Black Peoples of the Americas 20th Century Monarch and Parliament | | |
| Yr7 | RE | Christianity Buddhism War and peace Why are some people not afraid of death? Superstition Role of the Church | | |
| Yr 8 | RE | Animal Rights Judaism Human Rights | | |
| Yr7 | Drama | <p>Drama is a compulsory and popular subject in Year 7, which is taught in mixed ability groups. We cover a range of drama skills designed to enable students to have confidence and build transferable skills. The emphasis is on building relationships and learning techniques such as devising, writing their own monologues/duologues and characterisation. We also link our schemes of work with British Values as much as possible, as Drama is an excellent vehicle for exploring scenarios and having good discussion. This is reflected in the SOW throughout the year, currently as follows:</p> <ul style="list-style-type: none"> • Living in the wider world • Relationships • Health and well-being | | |
| Yr7 | Music | <p>Music is a compulsory and popular subject in Year 7, which is taught in mixed ability groups. Students are encouraged to develop personal skills as the foundation to achievement, such as confidence, perseverance, compromise, teamwork as well as the specific musical skills. These include learning to sing in tune, in time, using a variety of tones, using good posture and projection. They then develop keyboard and rhythm skills as well as an ability to understand familiar and unfamiliar music throughout the year. Topics focus on developing knowledge of</p> | | |

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| | | the orchestra: its structure, sections, sounds and range of genres of music they play. |
| Yr 7&8 | Art | <ul style="list-style-type: none"> • Pupils will come to acknowledge and appreciate the importance of design in their own lives, in the world around them and consequently in their own products. • Pupils will learn to communicate their ideas and record their progress in ways appropriate to their age and abilities and to the task in hand. • Pupils will acquire a basic knowledge and understanding of a range of materials in common use. • Pupils will become competent and confident in a range of basic making skills. • Pupils will adopt sound and methodical working practice in the realisation of their ideas and develop good organisational skills. • To encourage persistence and determination in the development and realisation of pupils' ideas. • Pupils will recognise the importance of quality in their own products and those of others. Pupils will make products that are valued, that they feel proud of, and where applicable, are put to good use. • To encourage responsible use of resources, paying due regard to cost and avoidance of waste in the design and making of their products. • Pupils are made aware of potential hazards involved in the making of products and how to avoid them. Pupils behave and work in such a way as to avoid accident or injury to themselves or others. <p>We hope to achieve these aims by the following means:-</p> <ul style="list-style-type: none"> • By the investigation, disassembly and evaluation of familiar products and applications, pupils will focus on the different aspects of good and bad design. Increasing emphasis will be placed on the quality of pupil's own designs. • Pupils are taught and encouraged to present their ideas and the development of their designs as clearly and effectively as possible. • Pupils are encouraged to work with card, wood, board materials, textiles, plastic, metal and electronic components. • Basic design, making skills and processes appropriate to the task in hand and to the age of the pupils are taught by demonstration and practice. Pupils are given support until confident and competent enough to work safely and independently. • Pupils are expected to set high personal standards in the quality of design, making and finish of their products. |
| Yr. 7 & 8 | Art | <p>The Art curriculum covers the elements of Art, Craft and Design Students will learn about materials, techniques and processes; developing skills in the selection and handling of materials; and displaying knowledgeable discrimination in the creative choices they make. All of this is supported within the four Progress Objectives that define learning in the subject.</p> <p>Generating Ideas – (Creativity) - Designing and Development Which promotes – research, observation, imagining, ideas, originality, perception, investigation, exploration, experimentation, composition, planning, analysis, visualising, organisation, modelling, testing, problem solving, innovation, thinking and acting creatively...</p> <p>Making – (Skill) - Making Art, Craft and Design Which promotes – technique, skill, control, quality, judgement, competency, expression, tactile and sensory response,</p> |

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| | | <p>interaction, purpose, investigation, exploiting properties of materials, media and techniques, line, shape, tone, colour texture, space and form, thinking and acting creatively</p> <p>Evaluating – (Understanding)</p> <p>Making Judgments</p> <p>Which promotes – literate and reasoned critical thinking and response, analysis, interpretation, perception, knowledgeable judgement, independence, aesthetic understanding, speaking, listening, technical understanding, making meaning and making connections, spiritual, moral, social, and cultural understanding...</p> <p>Knowledge – (Understanding) Knowledge of process and context</p> <p>Which promotes – critical, contextual, technical and aesthetic understanding, breadth, process actions and outcomes, medium and media ,meaning, purpose, interaction, knowledge of art and artists, periods, genres, styles, movements, crafts, makers, form and function, design, architecture, artist, designer, historic, contemporary, cultural artefacts and products...</p> <p>The breadth offered at KS3 is designed to give pupils a firm basis in their use of media, their selection of techniques and their response to the work of others in preparation for the requirements and methodology use in KS4.</p> <p>Students will create a better understanding of the processes and methods of creating art through awareness of the elements and principles of art while developing and celebrating their creativity. Students learn to use their sketchbooks as a visual aid in developing ideas towards the creation of major artworks. In addition to their class sketchbook and to encourage independent learning, students are given a homework sketchbook' for both home and school use. This is to aid in the development of visual thinking, creativity and the general enjoyment of art practice.</p> |
| Yr7 | German | <p>Groundworks Curriculum</p> <p>Greetings, name, alphabet</p> <p>Numbers</p> <p>Where you like</p> <p>Describing characters and belongings</p> <p>Talking about your belongings</p> <p>Present tense verbs, irregular verbs</p> <p>Pets</p> <p>Family</p> <p>Colours</p> <p>Months/birthdays/days of the week</p> <p>Sports</p> <p>Hobbies</p> <p>Time Phrases</p> <p>IT</p> <p>Letters to a penfriend</p> <p>Telling the time</p> <p>Describing teachers</p> <p>Classroom items – prepositions</p> <p>Town description</p> <p>Shopping prices</p> <p>Buying Souvenirs</p> <p>Buying snacks and drinks</p> <p>Holiday Plans</p> |
| Yr8 | German | <p>Revision of previous topics</p> <p>Places in town</p> <p>Adjectives to describe a town</p> <p>Town – present and past</p> <p>Holidays-accommodation-</p> <p>Transport</p> |

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| | | <p>Weather Interviews about holidays Problems on holidays Films and opinions Importance of language learning Food – Breakfast Recipes Healthy lifestyles Dinner Parties Youth hostel rules Daily routine Festival</p> |
| Yr 7 | French | <p>Groundworks curriculum Numbers Alphabet Months & seasons/age and birthday Likes, dislikes & opinions Survival kit Personality descriptions Hair & eyes Describing others/school items School day/timetable Christmas in France Computers Playing sports Activities Free time activities Weather and seasons Where you live Places in town Invitations What can you do in town Holiday activities Daily routine Buying drinks/snacks Café dialogue Future Plans Music Animals Poetry Art</p> |
| Yr8 | French | <p>Revision previous TV Films Reading Internet Past tenses Tourist information Transport Perfect tense Opinions Describing personality Talk about relationships Music Clothes Near future tense Hobbies Where you live Comparative adjectives</p> |

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| | | Rooms Meals Food shopping Describing events Talent and ambition Encouraging and persuading Imperatives Future plans Francophone countries Science French revolution | | |
| Yr7 | PE | Team building Communication Resilience Leadership Organisation Cross Country Fitness Fitness testing – base line | Boys Football & Rugby Football & Basketball Badminton/Hockey Basketball / Tag Rugby Athletics Striking Games & tennis | Girls Netball & Hockey Gymnastics &Trampoline Gymnastics & Trampoline Badminton & Ball Game Athletics Sticking Games & tennis |
| Yr 8 | PE | Fitness & cross country Team building | Boys Rugby/Football Hockey/Netball Football/Basketball Basketball/Badminton Hockey/Gym Athletics, Rounder's Cricket Soft Ball & Tennis | Girls Hockey/Netball Netball/Bench ball – Hockey Trampoline & Gym Badminton/Dance Athletics, Rounder's Cricket Soft Ball & Tennis |