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| **KS3** | | | | | | |
| **5 C’s focus** | Confidence | Challenge | Character | Curiosity | Creativity | Character |
| **Trust Values**  **Opportunities**  **(Careers link)** | PE-Sports fixtures- Football  Walesby Forest residential ks3  Drones (Coding & Flying)  Chess Tournament  National Space Centre trip  Wollaton National park- outdoor/agricultural careers and opportunities experience. | Pantomine  Think Tank  Birmingham Science museum  Football fixtures  National war Memorial-  Bikeability workshops  Notts Police HQ visit  Introduction to Hospitality  Entrepreneurial workshops | Snowden expedition training  Food Festival  Nottingham Football festival  John Pye – Onsite careers visit  Eat well- dining experience  Cadburys World  Rockstars Challenge  Trent bridge cricket careers day- | Magna Science Adventure centre  Sports fixtures  Snowden Wales trip-  Nottingham Castle  Creswell Craggs  Nottingham Careers fair-  Police cadets’ workshop  Ideagen- Careers in tech workshops | Sports fixtures- Summer sports    Space Centre at Denewood.  Water based sports  The National Game Museum  Army careers day  Nottingham college open day | Big Bang Event  Alton Towers  Sports Day  The Big Musical  Midlands football festival  Rockstars Challenge  Social enterprise -  The Big Denewood Bake off.  East Midlands Airport careers workshops |
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| **Subject** |  | | | | | |
| English | Non-fiction writing, starting with ‘The Coach Trip.’  Students will learn how to: plan, draft, edit and create a variety of non-fiction written tasks, including: persuasive and descriptive writing. They will learn how to write independently whilst evaluating their own work and that of their peers. This will form the cornerstone of future written tasks within this subject.  Comprehension, grammar and vocabulary will feature throughout. | ‘You Can Change the World’ - autobiographical reading and writing.  Whilst studying ‘You Can Change the World,’ students will focus on: their own autobiographical writing; viewpoint and the experience of others; the impact of society upon the individual and the individual upon society. This will be undertaken via a number of written tasks, including journal and script writing.  Comprehension, grammar and vocabulary will feature throughout.  Whole school Pantomime. | War Poetry – poetry of WW1, WW11 and The Vietnam War.  Students will begin by considering the nature and features of poetry.  Poems from World Wars I and II and Vietnam War poetry, will be studied within their respective historical contexts.  Students will continue to develop their use of journal and script writing in their responses to the analysis of text. They will begin to develop their ideas by creating a PowerPoint response to a set question. These will be shared and critiqued by their peers.  Comprehension, grammar and vocabulary will feature throughout. | Love and death - Romeo and Juliet. The unit will cover such elements as: tabloid articles; social media; formal and informal letters; speeches; reports. Students will continue to develop planning, drafting and editing techniques whilst providing a critique of their work and that of their peers.  Comprehension, grammar and vocabulary will feature throughout.  Theatre Workshop. | Narrative Writing and the Short Story.  Students will begin this unit of work by focussing on genre and considering how a deeper understanding of this will influence their study and creation of their own fiction. They will: look at the nature of nursery rhymes to further understand structure; how writers start their stories; how writers use, for example, tension and literary techniques in their work. Students will have the opportunity to write their own ghost stories, or a genre of their choice.  Individual, paired and whole class critiques will continue to be used an aid to assessment.  Comprehension, grammar and vocabulary will feature throughout. | The Novel.  Students will study the novel, ‘Holes’ by Louis Sachar as this year’s final unit of work. In a consideration of plot; character; tone and literary technique, students will draw upon skills acquired throughout the year, such as: journal writing; script; voice for the radio; newspaper article; viewpoint; letter writing. Comprehension, grammar and vocabulary will feature throughout. For their final assessed piece of writing, students will be able to choose from a narrative or a descriptive task.  The Big Musical. |
| Maths | **Number**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.  To be able to identify factors, multiples, prime and square numbers.  To be able to find the LCM and HCF.  To be able to express a number as product of it’s prime factors.  To understand the correct order of operations. | **Number**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.    To be able to work with negative numbers.    To be able to work with fractions decimals and percentages.    To be able to understand the process of rounding numbers to a given degree of accuracy and the reasons for it. | **Shape**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.    To be able to identify shapes and use their properties.    To be able to accurately measure angles using a protractor.    To be able to accurately measure using a ruler.    To be able to convert between metric and imperial measurements. | **Algebra**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.    To be able to use algebraic notation and symbols correctly.  To know how to interpret simple expressions as functions with inputs and outputs.  To be able to simplify expressions by collecting like terms.  To be able to simplify expressions involving brackets.  To be able to substitute into formulae.  To be able to solve linear equations. | **Ratio and Proportion**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.    To be able to use and understand ratio notation.  To be able to divide an amount in to a given ratio.  To be able to simplify ratios.  To be able to solve problems using ratios.  To understand direct proportion and be able to use it to solve problems in a variety of situations.  To be able to use conversion graphs.  To be able to identify the best value for money (best buy deals). | **Data**  To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.  To be able to read and draw bar charts and pictograms.  To be able to read and draw pie charts.  To be able to plot scatter graphs and use them to make a prediction.  To be able to calculate the mean, median and mode.  To be able to calculate the mean from a frequency table.  To be able to interpret grouped frequency tables.  To be able to explain the pros and cons of different averages, and able to choose the correct one for different situations. |
| Science | Scientific skills  The students will acquire the skills that are needed every day in science to help them with scientific based enquiries.  Students will acquire practical skills, being able to use different equipment safely.  They will acquire math’s skills such as graph drawing and interpreting them.  Visit to space centre in Leicester to celebrate World Space week | Cells and organisation  This topic aims to give student an overview of the organisation of living things from single cells through to organ systems.  Show the students how the structural differences between types of cells allows them to perform specific functions within the organism and explore how the skeletal and muscular systems work together to cause movement.  A visit to Think Tank museum with planetarium session looking at journey into a cell. | Food and nutrition  This topic aims to give students an understanding about different foods and how they can be combined to produce a balanced diet. Understand how food is broken down by digestion so it can be used by the body, for energy, growth and repair.  Students will explore the different deficiency diseases and how look at preventative and curative measures.  Food preparation and dining experience. | States of matter  Pure and impuresubstances  This topic aims to give students an understanding of the particulate nature of matter, the difference in arrangements of particles in solids, liquids and gases based on the particle model, how matter can change from one state to another and the movement of particles in terms of diffusion.  They will also look at how mixtures can be separated using a variety of techniques including filtration, evaporation, distillation and chromatography.  A trip to magna to explore different states, fire, air, Earth and water.  Looking at materials workshop to link in with this unit and summer 1 unit. | Simple chemical reactions  This topic aims to introduce students to the idea that chemical change results in new substances that are different from the ones from which they were made. Explore some simple chemical reactions of acids in which a gas is made, explore burning as a chemical reaction involving a gas, air or oxygen | Urban Nature project – Wollaton park  connecting teachers and new audiences of young people aged 9-14 to their local nature, and to global issues. We hope to connect with those identified as having a low connection to nature.  Working to inspire the next generation to care for the nature that surrounds them.  hands-on outdoor workshops for pupils aged 9-14 which include: Ecological Fieldwork, Plastics in the Environment, Tree trails, Pond dipping/Water Investigation, Invertebrate (Mini-beast) Safari.  A trip to Big Bang Science event in Birmingham to inspire young people in careers in stem subjects. |
| Computing | Digital Safety-  Being confident & safe on the computer   * Privacy Rules * The value of information * The effects of gaming * Digital Footprint * Digital Communication * Spam * ICT Laws * Cyber crime * Online bullying & grooming * Sexting | Understanding Technology  Where did it come from? Where are we heading in the future?   * History of Computing * Computer devices – then & now * Hardware, Software, input and output * What’s inside a computer * Emerging Technologies * Sensors & automation * Intro to Office & formal letter creation * PowerPoint Skills * Digital Project | Real life data handling  Spreadsheets & creating a database   * Database Skills * Excel Skills * Problem Solving | Networks  How are computers connected together?   * Binary * Operating Systems * Circuits & logic * Networks * SCRATCH | Digital Media  Editing images, videos & sound   * Photoshop Skills * Video Editing * Graphic Editing * Logos | Algorithms & programming  Developing apps, building & programming Lego robots   * Flowcharts * Pseudocode * Searching\Sorting Algorithms * Serial and binary searches * Computational thinking * Lego Boost * Micro:Bits * Python |
| PSHE (inc RSE) | Me & My Emotional health  Coping strategies  Building resilience | Taking responsibility for your own health & safety | Different relationships | Intimate and sexual relationships including sexual health | Community & careers Project | British Values & equality |
| Art | **Formal Elements**  This topic has been selected as this is the foundation of all art. This allows students to learn about Formal Elements and how they work within in art. This topic will be a common thread through all the topics so that this principle is embedded in art and the pupil’s artwork. Each topic will focus on specific elements or a variety.  \*Students to create Mosaic classroom names plaques.  Students will learn the technique of how to create mosaics and the health and safety of creating the classroom name plaques.  This will be a competition that will allow students to rely on the formal elements learnt earlier such as **Shape, Line, Tone, Colour**  The intention is to develop team building skills learning how to communicate ideas working respectfully together to get the classroom plaque done    The head will view the work of each class and award the winning class for their creativity for their classroom name plaques    Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students’ individual learning needs to complete work | **Pop Art**- Keith Haring  \*This topic leads on from the topic of Formal Elements- this will focus on: **Line**, **Shape, Colour**. This topic will allow students to explore through learning about the artist and the technique that they mastered, and it allows students to look at the social issues that the artist tried to get across-this allows students to learn about social issues such as gay rights and equality and for students to appreciate other members of the community and demystify homophobia and welcome artforms from different communities.  Having a graffiti workshop. The Send Project/ my independent graffiti artist –to create 5 C’s graffiti boards that can be displayed around the school. Students will be how to use letters in creative ways and experiment and develop fonts that will eventually be utilised for the final boards for the schools 5 C’s  The formal elements used in this topic will be Line, Shape, Tone, Colour  Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students and their individual learning needs to complete work | **Pottery project**  **\***This topic has been chosen as a topic to get students stuck into being kinaesthetic learners -hands on focussing on the Formal Elements of **Form, Shape, Texture.** This topic is designed to engage students in the basics of pottery and the varying clay techniques that are required to produce clay artwork. Students will be engaging in a pottery session with a professional potter so that not only are they going to be participating in pottery class but engaging with an individual who does this for a livingand can discuss with students their experiences and stories of their profession  Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students and their different learning needs to complete work  Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students and their individual learning needs to complete work | **Still Life project- Fruit** **study**  This topic is giving students the opportunity to produce a study of fruit using the medium of Sketching a still life composition that they will arrange as a class so that they sketch the composition.  Students continue to learn about shading techniques required to produce their work. Students will learn about the process of  construction, and applying, processes of medium application to their work. this will allow students to exposed to looking at fruit in-depth and to produce a 3-d study of their favourite fruit. Students will take part in producing view finder studies where they will produce studies of fruit using materials and other resources to produce their fruit study.    The Formal Elements that will be used within this topic are **Form, Shape, Pattern, Line, Colour, Texture**    This topic will introduce to students to different artists that were renowned for their work within the field of still life to the process of making and building up their creative resilience and making them aware of health and safety aspects of using equipment and materials. It will instil in students the confidence to work in different mediums and exhibit their work which will be put on display | **Sewing project**  \*This topic is to build on the existing skills acquired in previous topic of making an apron. Students learn how to   * Designing patterns/ * motifs * Screen print polystyrene * printing pattern/motif * Sewing driving test * How to apply images/paint * /Applique onto their t-shirt cushion cover of their chosen piece of fruit using skills of sewing by hand and sewing machine     Textile practitioner to do a workshop with each class to explore the different possibilities of techniques that go into textile and fabrics.  Students to produce a cushion based on their ideas.  \*The formal elements that will be on focus will be **Line Pattern, Texture,**  **Shape, Colour**    Having the opportunity to work with different practitioners broadens student’s experiences and processes of working to expand their knowledge base.    Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students’ individual needs to complete work | **Tie Dye Project**  The Formal Elements that they will be using within the **t**opic **is: Pattern, Texture, Shape, Colour**  This topic will be a hands-on activity and the students have the opportunity for students to learn how to do different types of tie dye-Bandhani-Indian  Shabori-Japanese  Clamping-West Africa.  Ice tie-dyeing  All of these techniques will allow students to experience and experiment with techniques from all the world which allows students to open to techniques and artforms beyond of what they know within the UK.    Within this topic students will have a comprehension (differentiated for differing levels) on the origins of the tie-dye tradition so that they can embed the tradition in their learning a little more.  Formal elements of focus will be **Colour, Shape, Pattern, Tone**  Students to sew together all the differing tie-dye techniques together so that it becomes a wall hanging in school.  Tie-dyed t-shirts will be taken home.  Possibility of students to ask staff around school to make orders for staff to buy t-shirts or for staff /students to bring in old t-shirts to be tie-dyed students using the processes that they have been taught within class and to discuss with staff how they want their pattern on their garment. By introducing this aspect for this topic, it allows the students to develop communication-interpersonal skills which can be used in other aspects of their lives, which can have a massive impact on their self-confidence and self-esteem.  Within this topic students will have a comprehension (differentiated for differing levels) and checklists for students and their individual learning needs to complete work |
| PE | **Basketball** students will develop their ball handling, shooting and defensive skills during this unit of work. They will explore the rules and regulations of basketball to enable them to maximise their success in competitive situations. | **Football** students will engage in team teach style lessons where they will develop their practical ability, whilst further enhancing their understanding of HOW to perform skills, by providing feedback to other students that they observe. Some pupils will be selected to participate in completive matches against other schools and in the football tournament. | **Judo/HRE** Students will take part in a basic Judo training 6-week programme learning the fundamentals of Judo. Student will participate in the safety aspects of the sport from how to use the equipment correctly break falling and Dojo etiquette. Students will learn 3 basic throws and takedowns followed by 3 hold down in ground work. This will be supported by HRE warm ups and warm downs and some weeks purely concentrating on the individual and their HRE performance. | **Handball** students will explore the fundamentals of passing and shooting throughout this unit of work. The elements of teamwork and sportsmanship that they will have learnt when learning about basketball and football, will be further developed here. There is also a large crossover of skills from other invasion games (basketball, football, netball and hockey) that pupils will be able to draw upon. | **Striking & Fielding** students will learn the technical and tactical elements of rounders, cricket and softball during this unit of work. They will develop a very different practical skill set when compared to the previous activities learnt. They will develop their ability to work as a team tactically when both batting and fielding. | **Outdoor Swimming** students will learn about and further develop their swimming skills and ability. Students will participate in safety training in and around open water. They will take part in a structured swimming phase learning front crawl breaststroke and backstroke. students will also be taught how to self-rescue and tread water. They will also get the opportunity to explore the water and have some free swim time to gain confidence in the water. |
| Topic | **History** Students will study WW2 and the effects to Nottingham. Students will look at local faith, culture and how the people of Nottingham lived through these presented times. Students will use debating, communication and organising skills. When students access this topic, they will show their understanding through discussions, book work, quizzes, and variety of activities from practical to classroom. To enhance their learning, they will take part in a trip to the national memorial museum. | **Geography** Students will be Exploring Britain through the classroom and trips. We will be looking how Britain is shaped and what is makes up the United Kingdom. Students will get the opportunity to learn and access the learning outcomes through mapping, types of maps, sketching maps, landscapes, and population. This will be taught through project-based work and research tasks followed by discussions and exam style questioning. We will also go and explore a local walk using a local map to put into practice what they have learned. | **Citizenship** Students will have the opportunity to study the themes and topics around what is British identity and what it means to them. Throughout this topic we will deep dive into the world of politics, British values, citizenship polices and Human rights within the U.K. When students access this topic, they will show their understanding through discussions, book work, quizzes, and variety of activities from practical to classroom. This will also be supported by a guest speaker on their experiences in the local police force. | **History** Students will be looking at British History and Nottingham through the ages. Starting from the stone age, bronze age and finishing in the medieval era. They will have the opportunity to look at local caves systems, prehistoric tours, and the Nottingham’s castle. Throughout this topic students will be tasked in looking at dates, times, people, and resources. They will be assessed through debates, discussions and practical trips followed by a poster presentation back to their peers. | **Geography** Students will have the chance to explore a Global comparison – Malawi project. Students will gain the understanding of geographical mapping and Locational Knowledge, Place Knowledge, Human, and physical geography. learning outcomes through mapping, types of maps, sketching maps, landscapes, and population. This will be taught through project-based work and research tasks followed by discussions and exam style questioning. | **History.** Students will be given the opportunity to look at the British empire. We will study the rise and fall of the empire and how it has shaped the world and what impacts it has had on British culture, religion and society. We will look at music fashion and food over the years. Students will be tasked to look at dates, times, people and resources. They will be assessed through debate and a mini presentation back to the tutor group. |
| Enrichment | **Climbing**    Students will visit Nottingham Climbing Centre.  They will learn how to ensure they are climbing safely. They will progress through varying levels of climbing difficulty. Climbing has recently became an Olympic sport. | **Massage and Aroma Therapy.**  Students will learn massage techniques and how to use complimenting aromas. | **Bikeability**  Students will learn how to build and maintain a bike. At the end of the course they get to keep the bike that they have built. | **Roller Skating**  Students will learn to roller skate and a variety of skating skills culminating in a Denewood skating award. | **Boxing**  Students will learn the basics of boxing and experience the high levels of fitness required. | **Local Visits**  Students will learn about Nottingham and visit places such as:   * Wollaton Park, * National Justice Museum, * The Arboretum, * Nottingham Cathedral, * Nottingham Castle * Attenborough Nature reserve. |