



Key Stage 3 Course Guide

Courses delivered in 2021-2022



Introduction from the Principal

Dear Parents/Carers and Pupils,

At Skidders' Academy, Year 7, 8 & 9 pupils access a range of interesting academic subjects, all enhanced by our enterprise specialism. Key Stage 3 lasts three years with pupils choosing their GCSEs within the spring/summer term of Year 9.

Curriculum Aims:

- All pupils know what they need to achieve to succeed in life
- Staff and pupils have high expectations and strive for excellence
- Learning and teaching takes place in a safe and purposeful environment
- Pupils are encouraged to have enquiring minds and seek opportunities to become global citizens
- Staff challenge and support pupils' paths to success

Curriculum Objectives:

- Creative and flexible approaches to learning and teaching
- Offering an innovative curriculum developed with the aspirations and interests of the pupils at the centre
- Making effective use of ICT and new technologies to motivate and inspire pupils
- Nurturing close partnerships with local and international organisations, giving pupils a wide range of opportunities to experience the world of work
- Providing opportunities for pupils to extend their learning outside of the formal curriculum, including a range of enrichment activities from Year 7

Yours faithfully,
Shereka James, Principal

Subject Lessons Per Week

Subject	Lessons
English	4
Mathematics	4
Science	4
PSHE	1
Art & Design	1
Computing	1
Design & Technology	1
Drama	1
Geography	2
History	2
Modern Foreign Languages (MFL)	2
Music	1
Physical Education (PE)	2
Religious Studies (RS)	1



Year 7

Students will study a combination of fiction and non-fiction texts to build and strengthen their reading and writing skills. Diverse and carefully selected texts will expose students to a range of reading.

Students will use and develop their critical thinking skills through individual and shared tasks, gaining independence, empathy and resilience through the characters, settings, and the situations we meet. Debate and discussion within the class setting will allow the students to develop their speaking and listening skills. It is our hope that they find their own voice.

In addition, literary love is promoted throughout the celebrations of World Book Day, National Poetry Day, plus external Spoken Language and writing competitions. Enrichment activities such as the Year 7 Spelling Bee, Top Class and Book Clubs allow students to engage in English outside of the classroom.

Units:

- Myths and Legends (Fiction – Short Stories)
- Noughts & Crosses (Fiction – Modern Drama)
- Autobiography (Non-fiction – Autobiography/Diary)
- Introduction to Gothic (Fiction - Pre 20th Century Prose)
- Magic & Mystery (Fiction – Poetry)
- London Project (Non-fiction – Pre & Post-20th Century)

Year 8

Students will build on the foundations of reading and writing from the previous year with new challenges. They will engage with questioning how society is constructed through its portrayal of others, particularly through intersections of gender and race. The idea of strengthening one's identity whilst examining and identifying with others continues throughout the year through units such as 'Great Adventurers', 'Media and Advertising', poetry 'Character & Voice' and Akala's The Dark Lady.

There will be more of an emphasis this year on honing our speaking and listening skills through the studies of 'Nine Night' (a play) and 'Adaptations of Shakespeare', which fuses drama with non-fiction elements.

Units:

- Great Adventurers (Non-fiction – Pre & Post- 20th Century)
- Nine Night (Fiction – Modern Drama)
- Media & Advertising (Non-fiction – Pre & Post- 20th Century)
- Character & Voice (Fiction - Poetry & Non-fiction)
- The Dark Lady (Fiction – Prose)
- Adaptations of Shakespeare (Fiction – Drama & Non-fiction)

Year 9

Students will examine ideas of how individuals interact within greater society and how ideas of one's place within it are shaped and influenced by constructions of 'the Other'.

Our selections of texts demonstrate conflicts within society that are caused by injustice, intolerance, and ignorance. The texts also explore how writing is used as a way towards therapy, amendments and in some situations, ultimately, a chance for reconciliation.

Throughout the year, students will reinforce their reading and writing skills, furthering their critical thinking of real-life situations - differing points of view are presented to shape their own ideas and work. In addition, students will be able to lay the groundwork for their GCSE years as they refine more sophisticated lines of thought whilst incorporating situations within world around them.

Units:

- Protest Writing (Non-fiction – Post 20th Century)
- The Hate U Give (Fiction – Prose)
- A View from the Bridge (Fiction – Modern Drama)
- EDI: Equality, Diversity and Inclusion (Fiction – Poetry & Non-fiction)
- Romeo & Juliet (Fiction – Drama)
- Frankenstein (Fiction – Pre-20th Century Prose)

The belief that every pupil can succeed in mathematics, regardless of background and prior attainment, is fundamental to Mathematics Mastery, the programme we follow for in KS3 mathematics. Pupils will develop a depth of understanding of the basic skills and prerequisites needed within mathematics.

Year 7

Units:

- Place Value
- Addition and subtraction
- Addition and subtraction of decimals
- Multiplication and division
- Working with units
- Angles
- Triangles and quadrilaterals
- Symmetry and tessellation
- Understand and use fraction
- Fractions of amounts
- Multiplying and dividing decimals
- Order of operations
- Introduction to algebra
- Algebraic generalisation project
- Percentages
- Handling data

Year 8

- Primes and factorising
- Add and subtract fraction
- Positive and negative numbers
- Sequences, expressions and equations
- Triangles, quadrilaterals and angles in parallel lines
- Length and area: Rallelograms and trapezia
- Percentage change
- Ratio and rate
- Rounding
- Circumference and area of a circle
- 3D shapes and nets
- Surface area and volume
- Statistics

Year 9

- Number and the number system
- Calculating
- Checking, approximating, and estimating
- Visualising and constructing
- Algebraic proficiency
- 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
- Understanding risk

Year 7

Students are introduced to new concepts in science. Within this subject, students will learn to observe, analyse and evaluate through laboratory practical work. They will learn how to solve basic scientific mathematical problems, draw graphs and learn to plan and organise their scientific work. Literacy will also be incorporated through the understanding and spelling of keywords.

Units:

- Cells
- Particle Model
- Forces
- Atoms, elements, Compounds and Separation
- Sexual Reproduction in Animals
- Energy
- Chemical Reactions
- Nutrition and Digestion
- Electricity
- Acids and Alkalis
- Breathing, Gas Exchange and Circulation
- Combustion
- Animal and plant reproduction

Year 8

Within this subject, students will develop their observation, analysis and evaluative skills through laboratory practical work. They will also develop their scientific mathematical and graph drawing skills. Literacy will continue to be incorporated through the understanding and spelling of keywords.

Units:

- Energy Transfers
- Respiration
- The Periodic Table I
- Plants and Photosynthesis
- Light
- Making Materials
- Health and Disease
- Sound
- Rocks
- Inheritance and Variation
- Earth and Space
- Ecosystems

Year 9

Within this subject, students will further develop their practical, mathematical and literacy skills. They are encouraged to apply their knowledge as they are introduced to more complex concepts and ideas. The skills learnt in this last stage of KS3 forms the foundation for their success at KS4.

Units:

- Metals and Their Reactions
- Electricity and Magnetism
- Control systems
- Reactivity Series
- Forces and Movement
- The Periodic Table II and Atomic Structure
- Key concepts in Biology
- States of Matter
- Methods of Separating and Purifying Substances
- Conservation of Energy

Schools have a statutory duty to promote young people's wellbeing and statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

A good PSHE education provides young people with both the knowledge and skills to manage their lives, make the right decisions and thrive as individuals and members of society. High quality PSHE is also essential to keeping pupils safe and healthy, inside and outside the school gates. Young people today face unprecedented pressures posed by modern technology. Good quality PSHE can provide them with the information they need to stay safe and build resilience against the risks of exploitation or radicalisation. At its heart, good PSHE supports young people to make informed choices.

2015 Government response: Life lessons: PSHE and SRE in schools | www.gov.uk

PSHE

Year 7

Drawing and developing each individuals' creativity is central to everything that we do. Pupils in year 7 develop fundamental skills, which aid future learning in Art and Design. Pupils explore a wide range of materials and have the opportunity to practice exciting new techniques.

Units:

- Collage
- Mark making
- Watercolours
- Print making
- Sculpture
- Artist responses visual-written

Year 8

Year 8 is a continuation of Year 7 and covers a range of specialisms. Pupils develop the technical skills learnt in year 7, equipping them with powerful skills and knowledge to encourage resilience and independence.

Units:

- Portraits
- Collage
- Mixed Media
- Stencils
- Sculpture
- Artist responses visual/written

Year 9

Year 9 is heavily skill based and a continuation of Year 7 and 8. Pupils develop their previous technical skills and begin to explore the theme of nature or develop ideas based around a theme of their choice.

Units:

- Drawing skills Mono printing/nib an ink
- Embroidery
- Tetra plate printing and etching
- Stencil reduction
- Cyanotype printing
- Clay sculpture
- Artist response visual- written

Art & Design

Year 7

Pupil will learn aspects of e-safety, which will help them identify and understand the uses of technology in a responsible and safe way. They will explore the use of computer models, handle binary numbers and use programming languages to solve computational problems. Pupils will also undertake a creative project that will provide the opportunity for them to use a range of software applications.

Units:

- E-Safety
- Computing Fundamentals
- Data and Algorithms
- Programming
- Information Kiosk
- Digital Assets

Year 8

Pupils will further explore e-safety topics to understand how to recognise inappropriate content, contact and conduct when using communication devices as well as how to report these. They will investigate computer components and how systems store and execute instructions. They will learn to use binary digits to manipulate text, sound and images. Pupils will develop programming skills and will undertake a creative project combining multiple editing software applications and techniques. Pupils will develop their understanding of cryptography through history and how this has shaped security in digital world today.

Units:

- E-Safety
- Animated Story
- Data and Algorithms
- Film Story
- Digital Media
- Cryptography

Year 9

Pupils will be given the opportunity to explore cyber security and computer forensics topics to help them to identify and understand the legislative issues when using computer systems, ethics, health & safety and other topics related to computer forensics. They will investigate the use and construction of database managements systems to store and use data. Pupil will explore the uses of spreadsheet modelling and how these are used and built to make predictive models. Pupils will further develop their programming skills. They will undertake a creative project with challenging goal combining multiply video and image editing software applications and techniques to complete a given task. Pupils will also combine their creative and programming skills to develop a website using HTML and CSS.

- Reading around the topics (online or books)
- Practical challenges set using online resources.
- Additional help with practical work
- Use of Computing Clubs
- Looking at exemplars of work.

Units:

- Forensic Computing
- Database Management System
- Modelling
- Programming Project
- Multimedia Project
- Website Creation with HTML & CSS

Year 7

Design and Technology allows pupils at Skinners' academy to explore their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of knowledge on materials and new technologies. Pupils are taught that products are tested at every stage of the process and often it is the determination of testing that makes great products successful. Through the evaluation of past and present design and technology, they develop a critical understanding of designs impact on daily life.

Food & Nutrition:

- Diet & Health: Vegetable soup
- Nutrition: Cheese straws
- Food source and supply: Anzac Biscuits
- Heat Transfer: Stir fry
- Sensory Properties: Practical of choice

Resistant Materials:

- Functions of Metals
- Pewter Casting
- Jewellery Design, Testing, Manufacturing & Making
- Finishing Metals
- Designing for a client

Textiles:

- Woven & Non-woven Fabrics
- Natural & Synthetic Fibres
- Designing for a client
- Repeated patterns
- Batik technique
- Cushion Design, Testing, Manufacturing & Making

Year 8

Pupils will be able to safely select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture and select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. Pupils will be confident in evaluating and analysing the work of past and present professionals and others to develop and broaden their understanding of design and new and emerging technologies.

Food & Nutrition:

- Diet & Health: Carrot cake
- Nutrition: Fajita
- Processes & production: Macaroni cheese
- Technological developments: Hummus
- Food Science: Bread

Resistant Materials:

- Functions of Plastics
- Manipulating Plastics
- Photo frame Design, Testing, Manufacturing & Making
- CAD & CAM with 2D Design & the Laser cutter
- Designing for a client

Textiles:

- Natural Fabrics
- Designing for a client
- Hand embroidery technique
- Machine embroidery technique
- Reusable bag Design, Testing, Manufacturing & Making

Year 9

Through a variety of creative and practical activities, pupils will have the knowledge, understanding and skills needed to engage in an iterative process of designing and making. This will help develop them to be confident if choosing a career in a range of industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. Pupils will have the ability to design and make for different cultures and understand how to identify different user needs. Sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools will become second nature to pupils and they will be able to confidently use these skills.

Food & Nutrition:

- Factors affecting food choice - Fluffy scone
- Additives - Cupcakes
- Raising agent – Bread
- Functional properties of carbohydrates – Blancmange
- Why do we cook food? – Fresh pasta carbonara
- Food Safety & hygiene - Chicken/vegetable curry and Rice

Resistant Materials:

- Functions of Wood
- Electronic components
- Speaker Design, Testing, Manufacturing & Making
- Finishing Wood
- Designing for a client

Textiles:

- CAD & CAM through fabric printing
- Joining & finishing fabrics
- Designing for a client
- Repeated patterns
- Hand and Machine embroidery
- Bolster Design, Testing, Manufacturing & Making
- Manufacturing piping

Year 7

In Year 7 you will learn the foundation knowledge and skills required to create, perform, and design in drama. You will also be introduced to some subject specific language that will enable you to make thoughtful, specific, and critical responses to live theatre. You will be encouraged to experiment and take risks in your drama lessons.

Units:

- Introduction to Drama
- Storytelling- Women who changed the World.
- Page to stage (Performer and director)
- Page to Stage (Design)
- Greek Theatre
- Devising (from a story)

Year 8

In Year 8 you will learn how to build and perform three dimensional characters. You will consider character motivation and experiment with drama elements, use of strategies and rehearsal techniques to discover both stimuli and text in depth. You will continue to experiment and take risks in your drama. You will be encouraged to express your opinion and further develop your knowledge of subject specific language to respond to live theatre.

Units:

- Skeleton Scripts and Duologues
- Characterisation
- Drama Exploration (Issue based- real life event)
- Drama Exploration (script- Macbeth)
- Spoken word (Our voices will be heard!)
- Response to Live Theatre (Treasure Island)

Year 9

In Year 9 you will be introduced to Theatre Practitioners and apply their approaches to your own work. You will go through a rehearsal process to bring an entire play text to life on stage. You will gain hands on knowledge to apply staging and directorial choices, as well as developing performance and design skill in practice.

Units:

- Practitioners
- Monologues
- Drama Exploration (Issue based- theme)
- Page to stage
- Page to stage cont.
- Response to Live Theatre

Powerful Geography knowledge is delivered through lessons, individual class and homework tasks, a rich and varied source of texts, visuals and videos and the application of critical thinking skills through content assessment, debates and discussions.

Year 7

- **Global Knowledge** – Regional studies, Climatic zones and Biomes.
- **Sustainable development** – River, Coast, Ecosystem and Urban space futures.
- **Urbanisation and migration** – Growth and development of urban areas.
- **Hazard response** – River flooding & tropical storms
- **Managing our environment** – Use of ecosystems, urban areas and coastlines.
- **Debate and decision making** – Issues and challenges around the use of the environment within different regions, landscapes and spaces.

Units:

- What is Geography
- The Hydrological cycle
- Coastal and Glacial processes
- People and Place
- Weather
- Climate and Biomes

Year 8

- **Global Knowledge** – Case studies of Brazil, Bangladesh, China, London, Lagos and Mumbai plus a range of global examples of tectonic hazard events.
- **Sustainable development** – Economic, social and environmental development in MICs and LICs.
- **Urbanisation and migration** – Population, migration and issues in urban areas
- **Hazard response** – Earthquakes, Volcanoes and Tsunami.
- **Managing our environment** – Impact of Globalisation, urban growth and hazards
- **Debate and decision making** – Issues and challenges around the use of the environment within different regions, landscapes and spaces.

Units:

- Development
- Globalisation
- Tectonic hazards
- Population, migration and urbanisation
- HIC city issues and challenges - London
- MIC/LIC city issues and challenges – Mumbai and Lagos

Year 9

- **Global Knowledge** – The Maldives, Tunisia, National Parks and Antarctica and tourist destinations. Deforestation in Peru. Water supply in Oxfordshire, Mexico and California. River Severn virtual fieldwork.
- **Sustainable development** – Rainforest and water; use and futures.
- **Urbanisation and migration** – Urban renewal and change.
- **Hazard response** – Hazard mapping through GIS. Climate change mitigation and adaptation.
- **Managing our environment** – Impact of tourism on the environment. Climate change.
- **Debate and decision making** – Issues and challenges around the use of the environment within different regions, landscapes and spaces.

Units:

- Climate change
- Skills in Geography and virtual fieldwork
- Geographical information systems
- Issue enquiries – Water supply and Deforestation
- The geography of tourism
- Urban rebranding and regeneration project

Understanding the past is crucial in beginning to understand the world we currently live in. This applies in the context of personal, local, national and global history. By exploring the themes of power and authority, change in society, migration, and resistance, students at Skinners' Academy will be well equipped to better understand the world in which they find themselves. They will be able to make comparisons between the topics they have studied and the world as it is today and reach meaningful and well-considered conclusions. The areas pupils study have been deliberately selected to be relevant, and where possible relatable to our pupils, so that the past becomes less 'foreign' to them. Where content is not relatable, we must try to make it so. In turn this will help to engender a sense of respect not only for the people from the past they have studied, but also the people they will come into contact with in and beyond school.

Fundamental to this is the ability to explain why things happen. This is distinct from simply 'storytelling' and requires pupils to think deeply about the relationship between cause and effect, as well as between and across causes. Likewise, analysing the significance of individual events, discoveries, people and organisations demands pupils to reach and justify carefully considered judgements. Finally, studying history presents pupils with the unique challenge of using evidence, both primary and secondary. In a world in which misinformation is more widespread and available than ever before, pupils have to get to grips with the idea that not all evidence is of the same quality and will be able to explore the reasons behind this. By studying history, we hope all pupils will develop a sense of curiosity, an ability to justify their opinions, and a willingness to challenge both the evidence they are presented with, and the views of others.

Year 7

Units:

- What was the world like in the year 1000AD?
- Who has come to Britain?
- How did the Normans conquer Britain?
- What was life like in the Middle Ages?
- How did people challenge Medieval Monarchies?
- Why was religion so important in the Middle Ages?

Year 8

Units:

- The English Civil War
- The Age of Empires
- The Trans-Atlantic Slave Trade
- Women and the Vote
- World War 1
- The Inter-War Years

Year 9

Units:

- World War 2
- The Rise of European Dictators
- The Holocaust
- How do we create change in society?

Pupils will cover a range of topics and language skills in order to be able to communicate in the target language (French or Spanish) and understand the target language culture. Pupils study units within the broad modules of 'Me, family, and friends', 'Home, school life and jobs', and 'Leisure and free time'. Pupils will be formally assessed at the end of each unit of work. These assessments will include a mix of Reading, Writing, Speaking and Listening.

Year 7

Spanish Units:

- My life
- My free time
- My school
- My family & friends
- My city

French Units:

- All about myself & my family
- My school
- Free time activities
- Animals, numbers & Bastille Day
- In the city

Year 8

Spanish Units:

- Everything about my life
- My holiday
- Foods I like & dislike
- Activities
- Summer Plans

Year 9

Spanish Units:

- General likes & dislikes
- World of work
- Health
- Youth in action
- Adventure in Madrid

Pupils focus on the core skills of performing and composing as well as developing their skills in music reading and aural analysis. Performing with increasing skill and creating complete original composition are key features of KS3 and pupils will learn to read and write music using a range of approaches. KS3 focus on contemporary approaches to music creation and the ways we listen to music, as well as looking backwards into history and also outside of Western culture to ensure a broad range of knowledge and skill.

Year 7

Year 7 pupils will all take an instrumental, vocal or music production lesson and be given the opportunity to attend choirs, bands and orchestras after school.

Units:

Performing, reading, writing, hearing, ensemble music

- Rhythm Ensembles
- What's in a tune?!
- Developing Performance

Composing, reading, writing hearing music

- Creating Songs
- Electronic Music
- Contrast and Repetition

Year 8

Year 8 pupils have the opportunity to take an instrumental, vocal or music production lesson and are also encouraged to attend choirs, bands and orchestras after school.

Units:

Performing, reading, writing, hearing, ensemble music

- Further Development of Performance (band instruments)
- Production as Performance – music production
- Further Development of Performance 2 (band instruments)

Composing, reading, writing hearing music

- Music for Films
- Further Development of Song Writing
- 20th Century developments

Year 9

Year 9 pupils have the opportunity to take an instrumental, vocal or music production lesson and are also encouraged to attend choirs, bands and orchestras after school.

Units:

Performing, reading, writing, hearing, ensemble music

- Further Development of Performance 3 (band instruments)
- Production as Performance – music production
- Further Development of Performance 4 (band instruments)

Composing, reading, writing hearing music

- Music for Games
- Further Development of Song Writing
- Composing for Ensembles

Pupils will take part in a range of competitive sport and other physically demanding activities. This will allow pupils to become more physically confident in a way that supports their health and fitness. The games and activities pupils take part in will help build character and embed values such as fairness and respect.

Year 7, Year 8 & Year 9

Pupils are taught to:

- use a range of tactics and strategies to overcome opponents
- develop their skills, techniques and performance in competitive sports
- take part in adventurous activities which present intellectual and physical challenges
- work in a team, building on trust and developing skills to solve problems
- analyse their progress and demonstrate improvement to achieve their personal best take part in competitive sports and activities inside and outside of school through community links or sports clubs

Units:

- | | | |
|--------------|----------------|----------------------------------|
| • Football | • Cricket | • Outdoor adventurous activities |
| • Netball | • Table tennis | • Handball |
| • Dance | • Basketball | • Softball |
| • Gymnastics | • Fitness | • American football |
| • Rugby | • Volleyball | |
| • Athletics | • Trampoliing | |
| • Rounders | • Badminton | |

Year 7

You will develop your knowledge of key beliefs & practices of world religions. You will explore ethical issues such as capital punishment as well as look at teachings from various Holy Scriptures, examining its impact on daily life. Lessons will take the form of debate, discussions and include extended writing tasks.

- Beliefs and practices
- Diversity within denominations and between religions
- Secular challenge
- Sources of authority – Holy Scriptures, Religious authority
- Faith & its impact on the local, national and global community
- Philosophy & Ethics

Units:

- Introduction to Religious Studies
- Belief systems of a Multi-faith society
- Christianity & forgiveness
- Is forgiveness ever possible?
- Islam & guidance
- Islam in the 21st century

Year 8

You will continue to develop your knowledge of key beliefs & practices of world religions. You will discuss issues such as freedom of religious expression as well as investigate teachings from various Holy Scriptures, examining its impact on daily life. Lessons will take the form of debate, discussions and include extended writing tasks.

- Beliefs and practices
- Diversity within denominations and between religions
- Secular challenge
- Sources of authority – Holy Scriptures, Religious authority
- Faith & its impact on the local, national and global community
- Philosophy & Ethics

Units:

- Judaism
- Judaism and daily life
- Hinduism and its origins
- Buddhism and suffering
- Sikhism and freedom of religious expression through symbols and clothing

Year 9

You will help you develop your knowledge of non-religious views and belief systems. You will explore the philosophy of religion by studying the theories of various Philosophers while also examining ethical theories and applying the theories to case studies. With the alternative religion's unit an investigation into the various smaller religions of the world will be explored. Lessons will take the form of debate, discussions and include extended writing tasks.

- Beliefs and practices
- Diversity within denominations and between religions
- Secular challenge
- Sources of authority – Holy Scriptures, Religious authority
- Faith & its impact on the local, national and global community
- Philosophy & Ethics

Units:

- Philosophy of religion
- Humanism
- Alternative religions



