KS3: Summer

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| **KS3 (Year 7 & 8)** | **Summer 1** | **Summer 2** |
| **Key Learning** |
| **English** | **Poetry** | Pupils will be focussing on a diverse range of poets which will allow them to explore the world via the medium of poetry. Pupils will learn;• To form ideas about the  meaning of a poem• Analyse the language used  in poems• Exploring context• Link context to the  meaning of poems• Compose an original poem• Exploring creative writing | **Shakespeare** | MacbethPupils will be exploring the play Macbeth.• Looking into the context in which  the play is written. • Analysing the key characters and the  roles they play• Pupils will begin to investigate the  language and structure of  Shakespearian plays. |
| **Maths** | Operations • Number, multiplication and  divisionLines and Angles• Constructing, measuring and using geometric notation, developing geometric  reasoning | GeometryMultiplication and division Reasoning with Number• Enveloping number sense, sets and probability, prime numbers and proof. |
| Developing Number • Fractions and Percentages• Standard Index Form• Number SenseDeveloping Geometry• Angles in parallel lines and polygons• Line symmetry and reflectionReasoning with Data • The data handling cycle |
| **Science** | **Forces** | • Describe forces as either a push or pull acting on an object. • Explain that forces are produced  when objects interact. • Recognise the difference  between contact and non-  contact forces.• Use force diagrams to recognise the forces acting on an object.• Identify the forces acting on an object. • Understand how forces can be combined. • Draw free-body diagrams to find resultant forces.• Identify the correct units for mass and weight. • Explain the difference between mass and weight.• Describe the relationship between weight and  gravitational field strength. | **Life on Earth** | • To understand the reactants in,  and products of, photosynthesis,  and a word summary for  photosynthesis.• To explain the dependence of  almost all life on Earth on the  ability of photosynthetic  organisms, such as plants and  algae, to use sunlight in  photosynthesis to build organic  molecules that are an essential  energy store and to maintain  levels of oxygen and carbon  dioxide in the atmosphere.• To understand the adaptations of leaves for photosynthesis.• To understand the  interdependence of organisms in  an ecosystem, including food  webs and insect pollinated crops.• To explain how organisms, affect,  and are affected by, their  environment, including the  accumulation of toxic materials.• To understand reproduction in  plants, including flower  structure, wind and insect  pollination, fertilisation, seed  and fruit formation and  dispersal, including quantitative investigation of  some dispersal mechanisms. |
| **RE** |  | Revise what are the basic symbols associated with Judaism• What are the special festivals for Jewish practices such as  Bar Mitzvah etc.• What are some of the rituals practiced by Jews around death• What does eating kosher mean?• Why is Shabbat so important? Why is the Jewish New Year so  important? |  | Sikh parables – similar to Christian parables• Background on Sikhism and the 1. Ks

• The importance of charity work  to Sikhs• Who were the 10 Gurus and  what is their significance  |
| **Geography** | **Maps and the Local Area** | Map skills, grid references, contours and mapping local area. • Locational knowledge • Geographical skills • Geographical field work  | **Environmental Issues** | Humans impact on the Earth. Plastics, bushfires, Amazon rainforest and protecting the earth • Locational knowledge • Physical and human geography • Geographical skills |
| **History** | **Famous British Heroes** | • Who was David Lloyd George?• Why is Florence Nightingale  known as the lady with the  lamp?• What is Churchill most famous for?• Why is George Eliot so  important to us in Nuneaton? | **The story of Black Slavery and freedom** | • Why did a wealthy African  continent end up with so many people being taken as slaves?• Why did the slave trade  happen?• The story of the struggle to  independence for Black people.• A focus on inequality in our  World.• A review of our history towards equality for all. |
| **PSHE** | **Protective Behaviours** | Through the two themes of Protective Behaviours; ‘There is nothing so awful (or too little) we can’t talk about it with someone’ and ‘We all have the right to feel safe all the time’, pupils will explore;• Rights and Responsibilities,  Feelings• Safe Feelings, Fun to Feel  Scared and Early Warning Signs• ‘There is nothing so awful we can’t talk about it with  someone’ • Networks | **Relationships** | Pupils will learn…• about different types of  relationships and the qualities  and behaviours associated with  positive relationships • about media stereotypes and  their effect on relationship  expectations • how to manage expectations for romantic relationships • how to manage strong feelings in  relationships • how to identify unhealthy  relationships and seek support when necessary • about the concept of consent how to seek and give/not give consent in a variety of contexts. |
| **PE** | **Dodgeball** | **Cricket** | **Hockey** | **Rounders** |
| · To understand the rules and regulations of dodgeball.· Understand and develop the technique of specific skills including catching, throwing, dodging, blocking and accuracy.· The impact of applying the correct techniques and skills to game situations. | · To understand the rules and regulations of cricket· Understand and develop the technique of specific skills including bating, bowling, fielding, catching and throwing.· The impact of applying the correct techniques and skills to game situations. | · To understand the rules and regulations of dodgeball.· Understand and develop the technique of specific skills including passing, shooting, receiving, dribbling and tackling.  | · To understand the rules and regulations of rounders· Understand and develop the technique of specific skills including catching, throwing, fielding, bowling and batting.· The impact of applying the correct techniques and skills to game situations. |