

KS3: Autumn

| KS3 (Year 7 & 8) | Autumn 1 | Autumn 2 |
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| | Key Learning | |
| English | History of English | A Christmas Carol |
| | Learners will start the year exploring the history and the origins of the English language. There will be opportunities to look at how humans have learnt to communicate with one another over time and the roots of some of the everyday words we use today. | We will be studying the classic novel 'A Christmas Carol' by Charles Dickens.' Learners will look at the context of the novel and some of the conventions of Victorian literature as well as enjoying the exploration into characterisation, setting and plot. |
| | Narrative Writing | |
| | Learners will embark on a short narrative writing unit which will allow them to develop the basic skills needed to be a successful writer as well as showing off their creativity. | |
| Maths | Algebraic Thinking | Year 7 Place Value and Proportion |
| | Students will be exploring sequences, understanding and using algebraic notation and equality and equivalence | Students will be recognising and using fraction, decimal and percentage equivalence. Also using place value and ordering integers and decimals. |
| | Proportional Reasoning | Year 8 Representations |
| | Students will be focusing on ratio and scale, multiplicative change and multiplying and dividing fractions. | Students will be working on the Cartesian Plane, Representing Data, Tables and Probability. |



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| Science | Zooming in | <ul style="list-style-type: none">• Body Building• Using microscopes• Animal and Plant cells• Unicellular organisms• States of matter• Water• Melting and Boiling points• Gas Pressure• Diffusion | Amongst the Stars | <ul style="list-style-type: none">• The Big Bang• The Universe• Stars and galaxies• Moving around the sun• Seasons• Planets• Gravity• Satellites• The Moon• The Structure of the Earth• Rocks• Waves• Earthquake |
| | | Programming techniques | | |
| Computing | | <ul style="list-style-type: none">• Sequences• Selection | <ul style="list-style-type: none">• Looping code | |
| | | <p>Online Safety Message</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content or contact.</p> | | |
| History | History Focus | <ul style="list-style-type: none">• What is chronology and skills needed in History?• Why is the Battle of Hastings so important to us?• The buildings of our great castles and cathedrals• How did the Black death of 1248 benefit England?• Why are the Tudors so famous in our history?• How did the Reformation change England?• Why Elizabeth I was such a remarkable woman• Why the 17th Century was such a crazy century• Who were our great inventors and why? | | |

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| Forest School | <p>Every class will have a session of forest school each week on a half termly rotation.</p> <p>Forest School is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence as they problem-solve and learn to manage risks.</p> | |
| Princes Trust | Wellbeing – Healthy Eating | Undertaking an Enterprise Project |
| | <p>Learners will explore and understand the benefits of a balanced diet as part of a healthy lifestyle. It also encourages learners to develop independent living skills that they can take into the future.</p> | <p>The aim of this unit is to help learners develop their enterprise skills by planning, costing, promoting and selling a product or providing a service</p> |
| PSHE | Mental Health and Wellbeing | Friendships and Managing Influences |
| | <p>Pupils will learn...</p> <ul style="list-style-type: none"> • about attitudes to mental health and how to challenge stigma and misconceptions • ways to promote and maintain emotional wellbeing • how to build resilience and reframe disappointments and setbacks • about the impact of social media on mental health and emotional wellbeing • strategies to develop digital resilience • managing influences, including the media, on body image • about unhealthy coping strategies, including self-harm and eating disorders • about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety • why, when and how to access support for themselves or others | <p>Pupils will learn...</p> <ul style="list-style-type: none"> • how to manage group friendships • how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour • how to manage personal safety in social situations • how to access support and advice in relation to friendship and peer influence issues • about why young people may join gangs and the consequences of gang behaviour • how to access support in relation to gangs • exit strategies for pressurised situations |



| | Dodgeball | Cricket | Hockey | Rounders |
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| PE | To understand the rules and regulations of dodgeball. | To understand the rules and regulations of cricket | To understand the rules and regulations of dodgeball. | To understand the rules and regulations of rounders |
| | To understand and develop the technique of specific skills including catching, throwing, dodging, blocking and accuracy. | To understand and develop the technique of specific skills including batting, bowling, fielding, catching and throwing. | To understand and develop the technique of specific skills including passing, shooting, receiving, dribbling and tackling. | To understand and develop the technique of specific skills including catching, throwing, fielding, bowling and batting. |
| | To understand the impact of applying the correct techniques and skills to game situations. | To understand the impact of applying the correct techniques and skills to game situations. | | To understand the impact of applying the correct techniques and skills to game situations. |