

KS3 Science and Non-Core Subjects					
Subject	Subject Aims	Topics Covered / Skills Developed	Assessment	Independent study advice	External links
Science	The aim of the science curriculum at KS3 is to awaken in the learners an interest and a natural curiosity in the world around them. The goal is to encourage and facilitate the development of scientific skills and to research and have an interest in recent scientific discoveries.	Topics: Physics: Energy, Fluids, Light and Space Chemistry: Acids and Alkalis, Periodic Table, Metals, Combustion Biology: Plants, Unicellular Organisms, Ecology, Human Biology	Assessment uses the GL assessment online tool to identify gaps in pupils learning. Where learners aren't able to use GL. Assessment is by moderated levelling of learner's work.	Exploring Science BBC Bitesize Planet Science TES	https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.bbc.co.uk/cbbc/curations/science-on-cbbc
PE Health and Fitness –	Our PE curriculum supports the aims of the National Curriculum to ensure learners • develop competence in a broad range of physical activities	-Can follow safety procedures when participating in exercise, including use of the fitness suite.– Can use cardiovascular and weight machines appropriately - Accurately participate in fitness testing.	Practical demonstration through following safety procedures. Participation in a variety of fitness training and testing.	Participate in organised sport and physical activity outside of school. Various level 1 coaching qualifications are available	https://www.bbc.co.uk/teach/ks3-physical-education/zrqp47h https://www.bbc.co.uk/teach/gcse-national-5-physical-education/zh92vk7

<p>Net Games -Tennis and Badminton</p>	<ul style="list-style-type: none"> • are physically active for sustained periods of time • become 'team players' and compete effectively in sports and activities • Make positive choices regarding leading healthy and active lives. 	<p>-Participate in circuit training and aerobic exercise sessions. -Identify and describe short term responses of the body to exercise. -Select appropriate exercises for a given area fitness and set simple short-term targets.</p> <p>-Can serve using an effective underarm and overarm technique. -Show control over the direction of an object in order to manipulate their opponent around the court. -Can select appropriate shots in response to their own, and their opponent's position on court. -Can demonstrate use of attacking and defensive tactics. -Umpire games, keeping the score accurately.</p> <p>-Demonstrate body tension and control</p>	<p>Obtaining accurate test results.</p> <p>Practical demonstration and discussion of exercises selected.</p> <p>Recording of fitness testing results and demonstration of improvement over time.</p> <p>Teacher observation and practical demonstration of techniques</p> <p>Observation of shot selection. Practical demonstration leading to positive</p>	<p>for learners to undertake.</p> <p>Use online resources such as Youtube to watch coaching demonstrations.</p>	
<p>Gymnastics -Individual balances</p>					

<p>Striking and Fielding Games -Cricket and rounders</p>		<p>catching techniques. Can use a variety of body parts to pass and control a ball. Dribble/run with object showing speed and change of direction. Use accurate tackling technique to dispossess an opponent. Mark an opponent to prevent them receiving an object. Begin to implement attacking and defensive tactics. Dodge and evade an opponent. Referee/umpire small sided games.</p> <p>-Strike a ball using accurate batting techniques. -Can bowl a ball accurately using a simple bowling technique. -Can demonstrate a variety of fielding techniques including throwing, catching and stopping a ball. Can use simple</p>	<p>Teacher observation and practical demonstration of techniques</p> <p>Observation of shot selection. Practical demonstration leading to positive results within games.</p>		
<p>Athletics -javelin and shot -Sprinting technique</p>			<p>Self and peer evaluation.</p> <p>Teacher observation</p>		

<p>and longer distance tactics</p> <p>-High Jump, Long jump and triple jump.</p>		<p>attacking and defensive tactics.</p> <p>-Umpire a modified/simple game</p> <p>-Demonstrate accurate techniques in throwing events aiming for distance. - Demonstrate accurate techniques in jumping events aiming for height/distance.</p> <p>-Replicate an efficient sprinting technique.</p> <p>-Develop strategies for sustained running.</p> <p>-Accurately measure times and distances.</p>	<p>of practical demonstration.</p> <p>Peer observation and feedback.</p> <p>Measurement of results.</p> <p>Demonstration of improvement in results over time.</p>		
<p>PSHE including RSE</p>	<p>PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.</p>	<p>The programme of study includes three core themes:</p> <ul style="list-style-type: none"> • Relationships and Sex Education • Health Education • Citizenship <p>Additionally, several workshops will be delivered by the Violence Reduction Unit on</p>	<p>Teacher observation</p> <p>Peer observations.</p> <p>Questioning.</p> <p>Project Based Learning</p> <p>Presentation</p>	<p>BBC Bitesize</p> <p>PSHE Association</p> <p>TES</p>	<p>https://pshe-association.org.uk/resource-landing</p>

	<p>Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Our aims are to develop skills and attributes such as resilience, self esteem, risk management, teamworking and critical thinking in the context of three core themes:</p> <p>Relationships and Sex Education Health Education Citizenship</p>	<ul style="list-style-type: none"> • Knife Crime • Malicious Communications • County Lines • Drugs and Alcohol 			
Careers	<p>The aim of Careers Education is to enable young people to develop the</p>	<ul style="list-style-type: none"> • Self-awareness • Self-determination • Self-improvement as a learner 	<p>Teacher peer and self-assessment Teacher observation</p>	<p>Learners have access to Start profile platform to explore careers and</p>	<p>https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf</p> <p>https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf</p>

	<p>knowledge, skills and confidence to understand themselves. It supports making choices, encourages research opportunities and the ability to manage transitions from education into training or employment. It is in place to foster independent learning, develop employability skills and explore how to use information advice and guidance. In short, it is about developing the skillset to enable the take up of experiences or opportunity to enrich lives. All learners have at least one lesson per week of dedicated Careers education which is mapped to the</p>	<ul style="list-style-type: none"> • Exploring careers and career development • Investigating work and working life • Understanding business and industry • Investigating jobs and labour market information (LMI) • Valuing equality, diversity and inclusion Learning about safe working practices and environments • Making the most of career's information, advice and guidance • Preparing for employability • Showing initiative and enterprise • Developing personal financial capability • Identifying choices and opportunities • Planning and deciding • Handling applications and interviews • 17 Managing changes and transitions 	Effective questioning	track skills and experiences.	<p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>https://www.starprofile.com/</p>
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	<p>Career development Institute's framework for careers, employability and enterprise education</p> <p>Our careers curriculum is supported by a series of events, activities and experiences to ensure our learners have the best information, advice and guidance possible to enable their future choices.</p>				
Art and Design	<p>Our curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, Painting and other art, 	<p>Pupils are taught to develop their creativity, ideas and increase proficiency in their execution. They develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils are taught to use a range of</p>	<p>Learners are assessed the mastery steps in Art and Design to better equip them for assessment in KS4. They are assessed on their execution of tasks linked to the four main Art and Design</p>	<p>Learners have the opportunity to attend the art room during their unstructured times in school to enhance their skills.</p>	<p>https://www.learnerartguide.com/</p> <p>www.pinterest.com</p> <p>https://www.tate.org.uk/kids</p> <p>https://artuk.org/</p> <p>https://www.youtube.com/channel/UC2ACA5Ec9gcnxps9JNOzsXg?view_as=subscriber</p>

	<p>craft and design techniques</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. Learners explore art themes over a variety of projects in the year to allow them to explore different sectors of the Art and Design industry. 	<p>techniques to record them such as;</p> <ul style="list-style-type: none"> • observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. Learners are given the opportunity to explore the following areas across their KS3 curriculum; • Art textiles • Fashion design and illustration 	<p>assessment objectives.</p> <p>AO1: Exploration and development</p> <p>AO2: Review and refine</p> <p>AO3: Evidence and record</p> <p>AO4: Presenting a personalised outcome</p>		
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		<ul style="list-style-type: none"> • Printed and dyed textiles • Surface pattern • Stitched and/or embellished textiles • Photography • Graphics • Painting techniques 			
Digital skills	<p>The aims of digital skills at key stage three are:</p> <ul style="list-style-type: none"> • To develop the skills that they need to access the school curriculum using a range of technology. • Prepare them for digital skills courses in key stage four 	<ul style="list-style-type: none"> • Presenting Information • Desktop Publishing • Spreadsheet software • Multimedia Software • Using files and folders • Online Communication • E-Safety 	<p>The school subscribes to the NCFE “Skills Forward” online assessment tool. This is used to assess the learners, identifying areas for development to help them gain the skills they need to achieve digital skills qualifications in key stage four.</p>	<p>Learners to actively engage in researching online</p> <p>Learners to always consider how ICT can improve productivity at home, work and school.</p>	<p>Online safety https://www.thinkuknow.co.uk/ BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</p>

Food Technology	<p>All Key Stage 3 learners can follow a BTEC Level 1 course, it is anticipated that by the end of Year 9 they will have gained the level 1 qualification and will be ready, if they choose to do so, to move on to Level 2. Both courses give a sound understanding of cooking in the home, budgeting and the confidence to experiment with new recipes, furthermore they give a platform for learners to move on to catering courses in higher education.</p>	<p>Throughout the course learners will have the opportunity to explore the origins of everyday foods, create their own dishes, as well as understanding effective household management techniques. Learners will be able to use the full range of the 33 skills required by the exam board to create wholesome and nutritional meals from scratch. Learners gain many transferrable skills when following the Btec courses, for example working as part of a team, timekeeping, planning and budgeting all of which will stand them in good stead whatever their chosen pathway in life.</p>	<p>Learners will develop a portfolio of evidence throughout the duration of the course. This portfolio will be assessed internally by the subject lead and if they fulfil the requirements of the Btec examiners the learners will be entered for the qualification. As the qualification is gained by continuous assessment it is accessible to a range of abilities, without the pressures of a final examination.</p>	<p>Learners can further develop their skills and interest in the subject by accessing After School Clubs and Friday Rewards, during these sessions learners are able to peer mentor others, thus gaining real-life experience as parents of the future.</p>	
Humanities	<p><u>Geography</u></p> <ul style="list-style-type: none"> • develop contextual knowledge 	<p>At Trinity to use topic and project-based learning to teach</p>	<p>We use a teacher and learner assessed</p>	<p>We encourage learners to watch Newsround</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zrw76sg</p> <p>https://www.bbc.co.uk/bitesize/subjects/zk26n39</p>

	<p>of the location of globally significant places –</p> <ul style="list-style-type: none"> • understand the processes that give rise to key physical and human geographical features • collect, analyse and communicate with a range of data gathered <p><u>History</u></p> <p>understand the methods of historical enquiry, including how evidence understands historical connections know and understand the history Britain and how it has influenced and been influenced by the wider world Investigate the evolving nature of conflict in the 20th century and it's</p>	<p>History and Geography.</p> <p>During our outdoor education lessons, we visit our coastline, rivers and local historical sites so really bring to life what we learn in the classroom.</p> <p>Topics include:</p> <ul style="list-style-type: none"> - Conflict in the 20th Century, and it's impact on the world. - Georgian history and the industrial revolution. - Life in Victorian Britain, 	<p>Personal Learning Check Tracker for each new unit.</p>	<p>(Along with watching it each week in tutor time).</p> <p>Keep learners informed of any pertinent TV programmes (Horrible Histories, Rivers, David Attenborough)</p> <p>. Recommend reading material.</p>	
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	significance in history.				
Preparation for Adulthood	Preparation for Adulthood agenda which is to support young people into adulthood with paid employment, good health, independent living options, friends, relationships and community inclusion. The pathway, therefore, consists of a variety of subjects and will be split into 4 areas.	<p>1. Community Skills - All learners will take part in a community skills programme where they can develop communication and independence skills in the community. Learners will visit a variety of community based environments. Within this a wide range of skills can be developed (depending on the needs of the individual) which include; directing, decision making, communication, organisational, shopping and money skills.</p> <p>2. Social studies - These sessions</p>	Teacher observation Self and peer assessment Coursework assessment Practical skills testing	<p>1. Be active outside of school by trying to engage in regular physical activities such as outdoor play, walking, cycling</p> <p>2. Become confident in taking risks and learn from practical experience</p>	https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources

		<p>support and promote a learner's emotional, social and physical well-being, aiming to enable them to respect different groups in society and challenge discrimination, along with developing a positive, healthy and safe lifestyle. British Values will be actively promoted and embedded into activities, including encouragement of democratic decisions, sharing of opinions, respect for self and others and exploration of rights, responsibilities and laws.</p> <p>3. World of work/Enterprise - These sessions</p>			
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		<p>aim to develop the learners' knowledge of the world of work. This may include developing an understanding of the skills needed for a range of jobs/volunteering positions/projects, the application process and interview skills. Enterprise plays a valuable part of this and will enable the learners to develop an understanding of the world of work and engage in entrepreneurial activities. Learners are also helped to develop those personal qualities and leadership skills essential for the world of work. Teaching within</p>			
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		<p>an enterprise setting can also develop positive attitudes to teamwork, to continuing education and training, to equal opportunities, and to the views, skills, capabilities and capacities of others. All the sessions described focus on transferable skills, such as reasoning, communication, problem solving, evaluation, innovation, creativity along with functional skills opportunities throughout the year.</p> <p>4. Enrichment - Learners will also have the opportunity to engage in a range of activities to support them in</p>			
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		identifying leisure activities they may want to pursue in their free time to support physical and mental health. This will link into Duke of Edinburgh.			
Forest School	<p>The vision of Forest/Beach School is to enable each learner to have the opportunity to develop themselves in an inquisitive manner and have a positive relationship with the natural world (TAN farm).</p> <p>Forest/Beach School places an emphasis on self-reflection, which equips learners with emotional and social skills that can stay with them into adulthood and permeate into</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Natural world - Tool safety - Survival skills - Camp skills - First aid - Meal preparation 	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Practical skills testing</p>	<p>1.Be active outside of school</p> <p>2.Develop confident learners in practical/ outdoor settings experience</p> <p>3.Develop an appreciation of the natural world</p>	<p>https://www.bbc.co.uk/bitesize/groups/ceq8p90x033t</p> <p>https://www.bbc.co.uk/bitesize/articles/zvphsk7</p>

	other areas of their life.				