

## **KEY STAGE 3**

### **ENGLISH**

The English curriculum is now based on the GCSE 1-9 grading system from year 7 upwards. This means that all pupils are focused on improving their skills in the following areas:

#### **ENGLISH LANGUAGE**

**READING** - Read and understand a range of texts to:

**AO1:** Identify and interpret explicit and implicit information and ideas

Select and synthesise evidence from different texts

**AO2:** Explain, comment on analyse how writers use language and structure to achieve effects and influence on readers, using relevant subject terminology to support their views.

**AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

**AO4:** Evaluate texts critically and support this with appropriate textual references.

#### **WRITING:**

**AO5:** Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style, register for different forms, purposes and audiences

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

**AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

#### **SPOKEN LANGUAGE** (unweighted)

**AO7:** Demonstrate presentation skills in a formal setting

**AO8:** Listen and respond appropriately to spoken language, including to questions and feedback to presentations

**AO9:** Use spoken Standard English effectively in speeches and presentations.

#### **ENGLISH LITERATURE**

Learners must demonstrate their ability to:

**AO1** - Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

**AO2** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

**AO3** - Show understanding of the relationships between texts and the contexts in which they were written.

**AO4** - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Key stage 3 – Although pupils are working in improving the same skills as key stage 4, this learning is access through age appropriate texts. Pupils are regularly assessed both formally and informally, to allow them to demonstrate progress in each of the key areas.

## **MATHS**

## **SCIENCE**

KS3 – In year 7 and 8, pupils cover all topics in the national curriculum through both theory and practical based study. Pupils cover biology topics including cells, ecosystems, healthy diet and an introduction to genetics. Chemistry topics include acids and alkalis, reactions, atoms and the periodic table. They will learn how to use a Bunsen safely and what equipment in the lab is used for. Physics topics cover electricity, forces and energy.

## **ART AND DESIGN**

At Key Stage 3, our Art and Design curriculum focuses on developing a knowledge and skills base. We develop pupil's visual understanding looking at Colour Theory, line and tone and use of varied media. Schemes of work are designed to complement thematic approaches to learning in Nurture- for example, pupils study the work of Henri Rousseau alongside their rainforest topic and Pop Art when studying Space. This immersive approach to learning means students make real gains in their knowledge and, as a result of their successes, their educational self-esteem.

When planning the curriculum, attention is paid to the needs of all pupils- some pupils with sensory issues struggle with clay, modroc etc. and this is borne in mind. Engagement is key and

planning uses 'hooks' to ensure pupils enjoy and engage with the topic. Although, topics are broadly planned, the planning needs to remain fluid enough to respond to pupil led learning, for this reason, staff meet regularly and reflect on changes to planned activities.

### **PSHE (Part of CEMV-Culture, Ethics, Morals and Values)**

PSHE at Brookfield takes note of the PSHE Association programmes of study and is based on 3 core themes within which there is broad overlap and flexibility;

Core theme 1: Health and Wellbeing (including healthy lifestyles, mental health and emotional wellbeing, keeping safe, puberty and change, dealing with emergencies)

Core theme 2: Relationships (including a variety of healthy relationships, managing emotions in relationships, risky and/or abusive relationships, equality and diversity)

Core theme 3: Living in the Wider World (including respect for others, rights and responsibilities, different communities, environmental issues, money management)

Through the PSHE curriculum we aim to equip pupils to live healthy, safe, productive lives and to develop confidence, resilience and self-esteem. We do this by providing:

- Accurate, balanced and relevant knowledge taking into account local and national trends
- Opportunities to turn this knowledge into personal understanding through discussion and questioning.
- Opportunities to explore, clarify and if necessary, challenge their own and others' beliefs, attitudes and values.
- A safe space to question and explore feelings and views.

The delivery of PSHE focuses on active learning, questioning and debate. Pupils are encouraged to articulate personal responses and views in order to address misconceptions and develop respect for others' opinions. Topics are kept current and resources are selected to ensure engagement- for example; films, beer goggles, feely bag activities, games and quizzes.

### **ICT & Computing**

Key stage 3 – throughout years 7, 8 and 9, pupils undertake a range of assignments allowing them to develop their learning across a wide range of ICT and Computing disciplines. They'll address the security side of ICT including computer rules, passwords, safe Internet searching, computer misuse and health & safety. This will set them up for appropriate use and forming good habits.

They will also learn how to manage files, set up and analyse data in different formats, develop skills in graphic design and web authoring. The impact of learning in these areas will give pupils a grounding in some of the ICT skills required in industry; hence, making them more employable.

Pupils will develop skills in programming; both visual and using code and have the freedom to develop programs including games to harness their own interests whilst learning.