

KS3 Curriculum 'in advance' T3

Subject	What we are learning in T3	How parents/carers can help
English	<p>Crime and Gothic Fiction:</p> <p>Reading: 'The Speckled Band' (How does Conan Doyle build suspense?)</p> <p>'Lamb to the Slaughter' (How does Roald Dahl present the character of Mary Maloney?)</p> <p>'The Woman in Black' independent assessment (How does Susan Hill build suspense in the extract?)</p> <p>Various extracts of characters and settings in gothic literature.</p> <p>Writing: pupils write their own opening to a gothic story.</p>	<p>Support pupils with weekly homework tasks.</p> <p>Listen to pupils read whenever possible and encourage them to fill in five reads a week in their planner.</p>
Maths	<p>Area, volume & density</p> <p>Equations & Inequalities</p> <p>Percentages</p>	<p>Support your child to complete their weekly homework on Sparx as this reflects what is currently being taught.</p> <p>Support your child by discussing what they have been learning in their lessons.</p>
Science	<p>Respiration and breathing</p> <ul style="list-style-type: none"> Represent respiration using a word equation Describe how the body is adapted for inhaling, exhaling and gaseous exchange Describe the effects of smoking and asthma on the body <p>Types of reaction</p> <ul style="list-style-type: none"> Describe oxidation, combustion, metal + acid and metal carbonate reactions using a word equation Test for oxygen, hydrogen and carbon dioxide Use evidence to explain the reactivity series and explain when a displacement reaction will occur 	<p>Support your child by discussing what they have been learning in their lessons.</p> <p>Use BBC Bitesize as a starting point for conversation to support learning in lessons.</p> <p>Support your child to complete their weekly homework.</p>
History	How far were peoples' lives changed by the Industrial Revolution?	The Industrial Revolution - BBC Bitesize

	<ul style="list-style-type: none"> • To consider how revolutionary the Industrial Revolution was between 1750-1900. • To explore the domestic system of production. • To identify and describe key inventions of the Industrial Revolution. • To consider what the most significant cause of the Industrial Revolution was. • To understand the transition to and the nature of the factory system. • To explore developments in transportation during the Industrial Revolution. • To consider how successful the 1833 Factory Act was. • To know why people protested against change • To understand the story of the Tolpuddle Martyrs. • To consider interpretations from the story of the Tolpuddle Martyrs. • To consider if there was revolution in football 	The Industrial Revolution - KS3 History - BBC Bitesize
Geography	<p>India: Will it win the race with China?</p> <p>In this topic, students investigate the country of India in comparison to China. Similar issues will be looked at with the opportunity for the students to show growing independence, given the skills and knowledge that they learnt about China.</p>	Exploring India - BBC Teach Urbanisation in India - BBC Teach Education - building the India of tomorrow - BBC Teach
Theology	<p>What can we learn from the Holocaust?</p> <ul style="list-style-type: none"> • Understand what the Holocaust was. (Basic facts: 6 million Jews killed, 1933–1945. Who was targeted and why. The role of Nazi ideology and antisemitism.) • Explore the moral and theological questions it raises. • Reflect on human dignity, evil, suffering, and the role of faith. 	The Holocaust, 1939 - 1945 - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize

	<ul style="list-style-type: none"> • Encourage empathy, remembrance, and commitment to justice 	
Food Technology	<ul style="list-style-type: none"> • Planning and making a dish for their final practical assessment. • Completing their bookwork by reflecting upon their progress and skills learned so far highlighting improvements. • Setting targets for the future. 	<p>Continue to practise cooking skills at home.</p> <p>Assist in preparing for their final assessment cookery practical.</p>
Resistant Materials Technology	<ul style="list-style-type: none"> • To learn how to apply vinyl to their clock using transfer tape and cut complex designs using CADCAM. • They will decorate their own acrylic work and apply the numbers. • Read an exploded diagram and put the clock mechanism into their practical. • To evaluate the project in detail reflecting upon the challenges, successes and improvements. 	<p>To encourage pupils to talk and form design opinions about products. This critical analysis and evaluation will help to broaden their thinking.</p>
Art	<ul style="list-style-type: none"> • To learn about the Day of the Dead festival and Mexican art and culture. • To recap and extend techniques using graphite pencil and tonal values range. • To develop observational drawing skills using pencil shading techniques using still life skulls and roses as a focus. • To draw a skull or rose from life. 	<p>Practise drawing objects at home using tonal values in pencil and coloured crayons. Set up a lamp to highlight the shadows.</p>
IT	<p>Pupils will be learning a new text based programming language ‘Python’. They will be developing computer programs and including in their programs:</p> <ul style="list-style-type: none"> • Variables & inputs 	<p>The pupils have access to different work books that they can take home. They can access an online python program to practise their programming skills:</p>

	<ul style="list-style-type: none"> • Arithmetic operators and numerical datatypes • Sequence and selection • Comparison operators and different types of loops 	Python
Music	<p>Electronic Dance Music (EDM)</p> <ul style="list-style-type: none"> • To learn the key characteristics of electronic dance music • To deepen their music technology skills using more advance effects and techniques • To improve on their compositional skills 	Pupils will have their own login details for the website YuStudio. Encourage them to access and explore the website.
PE	<p>Pupils will be learning about Volleyball, Basketball and Outdoor Adventurous Activity:</p> <ul style="list-style-type: none"> • What are the movements and skills? • What are basic court/pitch markings? • What are the rules to the game? • What strategies and ideas can be used to outwit opponents? • What is flight in gymnastics? • Pupils will learn to use maps and how to orienteer by using our brand-new orienteering resources. 	<p>Provide appropriate PE kit, for example: non slippy footwear for Basketball (trainers).</p> <p>Reinforce safe practice expectations – no jewellery and earrings must be taped up for PE lessons.</p> <p>Long hair must be tied up.</p> <p>Look up the rules to Volleyball - Volleyball scoring, rules and officials - Volleyball - factfile - GCSE Physical Education Revision - AQA - BBC Bitesize</p> <p>Look up the rules to Basketball - Basketball Simplified Rules - Download PDF The PE Hub</p>
PSHE	<p>Relationships- Stereotypes and expectations of gender roles, behaviour and intimacy. Consent in intimate situations: introduction to contraception and sexual health.</p>	