



# ARCHBISHOP SENTAMU ACADEMY

*Church of England*

## CURRICULUM GUIDES

The purpose of this guide is to give parents/carers and students an overview of the curriculum on offer in Year 7/8.

Sentamu Academy offers a broad and balanced curriculum which is tailored to the needs of the individual. It offers opportunities both within lessons and during extra curricular time for every student to develop their key skills in communication and numeracy. The development of spiritual, moral, social and cultural understanding also features across the curriculum. Students are encouraged to fully participate in our extra curricular and collective worship programme which includes a diverse range of sporting, cultural and academic enrichment opportunities.

At Sentamu Academy we firmly believe that a strong partnership approach between parents/carers and our staff will ensure academic excellence, which is what we strive for as outcomes for every young person that attends the academy.

Attendance is a key ingredient to academic excellence and we expect every student to be committed to attending the Academy every day.

The student's planner is a key tool for home/school communication. We encourage parents/carers to check their son/daughter's planner daily to ensure home learning tasks are completed. It is also encouraging for the young people when their reward stamps are discussed and praised.

# Physical Education

## Rationale for design of KS3 Curriculum:

At KS3 we do the following:

### Y7 : Core PE

Key Stage 3 - Key Focuses

#### Half Term 1

Invasion games : netball, football, hockey, rugby, tchoukball, handball;

#### Half Term 2

Aesthetic and Net/ Wall : badminton; table tennis; gym, dance and fitness;

#### Half Term 3

Fitness and Problem- Solving: fitness, cross country and middle distance running, orienteering;

#### Half Term 4

Invasion games: basketball, dodgeball, benchball;

#### Half Term 5

Athletics; and tennis, rounders, golf, cricket;

#### Half Term 6

Athletics; and tennis, rounders, golf, cricket;

### Y8 : Core PE

Key Stage 3 - Key Focuses

#### Half Term 1

Invasion games : netball, football, hockey, rugby, tchoukball, handball;

#### Half Term 2

Aesthetic and Net/ Wall : badminton; table tennis; gym, dance and fitness;

#### Half Term 3

Fitness and Problem- Solving: fitness, cross country and middle distance running, orienteering;

#### Half Term 4

Invasion games: basketball, dodgeball, benchball;

#### Half Term 5

Athletics; and tennis, rounders, golf, cricket;

#### Half Term 6

Athletics; and tennis, rounders, golf, cricket;

## Assessment details:

Students are baseline tested at the start of the academic year fundamental skills - catching, throwing, running, coordination. Fitness levels and general PE ability are assessed through activities such as fitness tests : strength, endurance, agility, speed, power, flexibility and coordination.

Students are ability set with flexibility of movement between groups depending on progress.

Students are assessed and RAG at each DC based on performance and knowledge tests and attitudes to learning

# Motor Vehicle Technology

## **Rationale for design of KS3 Curriculum:**

Enables the learner to develop an understanding of routine maintenance and cleaning of the automotive environment and using resources economically and health and safety legislation and duties of everyone in the motor vehicle environment. It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.

Enables the learner to develop an understanding of the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment, the correct preparation and use of common automotive environment equipment, the correct selection and fabrication of materials used when modifying and repairing and the correct application of automotive engineering fabrication and fitting principles

## **At KS3 we do the following:**

### **Y7**

#### **Key Stage 3 - Key Focuses**

Half Term 1 - Health & Safety in the Workplace

Half Term 2 - Safe Use of Tools & Equipment

Half Term 3 - Identification of Engine Components

Half Term 4 - Identification of Chassis Systems

Half Term 5 - Identification of Wheels & Tyres

Half Term 6 - Practical Tasks of supporting a vehicle

### **Y8**

#### **Key Stage 3 - Key Focuses**

Half Term 1 - Health & Safety in the Workplace

Half Term 2 - Safe Use of Tools & Equipment

Half Term 3 - Identification of Engine Components

Half Term 4 - Identification of Chassis Systems

Half Term 5 - Basic Principles of Electrical Systems

Half Term 6 - Practical Tasks of supporting a vehicle

## **Assessment details:**

C = Combination Assessments

W = Written Assessments

P = Practical Assessments

# French

## **Rationale for design of KS3 Curriculum:**

Being able to communicate with and understand other people in a different language is a life skill which serves our students well. With students coming to Secondary school with a greater understanding of their own language, our curriculum aims to build on this knowledge whilst engaging students to find out more about other countries and cultures.

Changes to the new GCSE examination mean that students are now required to be able to write and speak spontaneously and understand key language produced in a variety of settings. It is therefore vital that students understand and learn to manipulate language from the beginning of their language learning. Over the Key Stage 3 course, students encounter the three different time frames alongside important pieces of grammar which form the cornerstone of French.

## **Y7**

In year 7 students cover three main topic areas and encounter key structures and understanding which will form the basis of their studies

### **Key Stage 3 - Key Foci**

HalfTerm 1 - All about me: Introduction to the basics

HalfTerm 2 - All about me

HalfTerm 3 - My school (1)

HalfTerm 4 - My school (2)

HalfTerm 5 - My hobbies (1)

HalfTerm 6 - My hobbies (2)

## **Y8**

### **Key Stage 3 - Key Foci**

HalfTerm 1 - Where I live

HalfTerm 2 - My town (Preparation for 90 word task)

HalfTerm 3 - A visit to Paris (1)

HalfTerm 4 - A visit to Paris (2) (Preparation for 90 word task)

HalfTerm 5 - Am I fit and healthy (1)

HalfTerm 6 - Am I fit and healthy (2)

### **Assessment details:**

In addition to half termly Knowledge Organiser quizzes, students start to become familiar with GCSE style assessments which develop key skills.

In year 7: The first term continually assesses understanding of new concepts, vocabulary and grammatical rules as well as students completing informal speaking assessments alongside a longer piece of written work about themselves.

In the second and third terms, students start to develop basic GCSE skills in their speaking and writing as well as completing end of unit reading and listening tasks

In Year 8 students complete 90 word writing tasks without support each term based on the topic covered. They also encounter GCSE style translations. This complements key tasks completed in listening and reading and informal speaking assessments which take place throughout the year.

# Maths

## Rationale for design of KS3 Curriculum:

Maths is examined across a broad range of topics (219) that can be assessed in a variety of ways that aren't necessarily replicated. As such the curriculum needs to be broad to replicate this as well as providing opportunities for consolidation and practise.

## At KS3 we do the following:

### Y7

#### Key Stage 3 - Key Focuses

HalfTerm 1 - June 2009 NC

HalfTerm 2 - June 2009 C

HalfTerm 3 - June 2011 NC

HalfTerm 4 - June 2011 C

HalfTerm 5 - June 2012 NC

HalfTerm 6 - June 2012 C

### Y8

#### Key Stage 3 - Key Focuses

HalfTerm 1 - June 2012 NC

HalfTerm 2 - June 2012 C

HalfTerm 3 - Methods 1 NC

HalfTerm 4 - Methods 1 C

HalfTerm 5 - Specimen 1 NC

HalfTerm 6 - Specimen 2 C

## All exam papers are split into three tiers:

Catch up - All students can access this material and the expectation is that most students can do this independently from prior learning.

Key - Material that is key to being successful across the GCSE and has important links across many topics both higher and lower. Some of this will have to be taught or looked at in a variety of alternate contexts.

Bonus - The most challenging material on the exam paper. This needs to be taught and includes a variety of presentation of material.

Class teachers determine what they teach to their groups with an aim for students making progress from assessment to assessment. High volume topics are expected to be well understood and are a priority. These topics are highlighted between each half term.

A KQ booklet is used, alongside the assessment, each half term to assess understanding and progress made.

# Art

## **At KS3 we do the following:**

The aim of the Year 7 KS3 Art curriculum is to introduce the students to the skills, knowledge and understand that they will need in order to succeed at GCSE Art, Craft & Design. Students will explore the basics of drawing through a range of practical activities and gain an understanding of the Formal Elements of Art by analysing and responding to a range of sources.

The aim of the Year 8 KS3 Art curriculum is to revisit the key skills that were covered during Year 7 and build upon them through a series of practical activities. Students will be given the opportunity to deepen their understanding of both the practical and theoretical aspects of Art.

## **Assessment:**

KS3 Art curriculum is assessed in a similar way to the GCSE course. This allows the students to become familiar with key terms and a simple grid allows them to see how the level they achieve at KS3 would translate as GCSE grade.

# Graphic Communication

Throughout the course in Year 7 KS3 Graphic Communication we aim to introduce the students to the skills, knowledge and understand that they will need in order to succeed at GCSE. Links are drawn to those visited in Art, Craft and Design where pupils will be given the opportunity to build on basic techniques of drawing through a range of practical activities. Pupils will also gain an understanding of the Formal Elements of Graphic Communication by analysing and responding to a range of sources, then applying them to a product.

The Year 8 KS3 Graphic Communication curriculum enables the pupils to deepen their understanding of both the practical and theoretical aspects of the subject. Through revisiting key skills and knowledge studied throughout Year 7, pupils have the opportunity to practise and apply their understanding in different ways.

## **Assessment:**

KS3 Graphic Communication curriculum is assessed in a similar way to the GCSE course. This allows the students to become familiar with key terms and a simple grid allows them to see how the level they achieve at KS3 would translate as GCSE grade.

# Science

Rationale for design of KS3 Curriculum:

In Science, our KS3 Curriculum follows the AQA Activate KS3 Scheme of Work. This includes a series of practical activities for pupils to discover their own learning. It also includes knowledge and skills that are designed to prepare them for GCSE.

## At KS3 we do the following:

### Y7

#### Key Stage 3 - Key Focuses

Term 1 - Winter

Investigative Skills, Cells, The Universe, The Particle Model, Speed

Term 2 - Spring

Elements, Separating Mixtures, Movement and Breathing, Energy

Term 3 - Summer

Acids and Alkalis, Reproduction, Light and Sound, Metals and Non-Metals

### Y8

#### Key Stage 3 - Key Focuses

Term 1 - Winter

The Structure of the Earth, Ecosystems, Heating and Cooling, The Earth's Resources, Forces and Pressure

Term 2 - Spring

Elements, The Periodic Table, Digestion and Health, Magnetism, Waves

Term 3 - Summer

Further Chemical Reactions, Evolution, Inheritance, Electricity

#### Assessment details:

Students are given a knowledge organiser for each term which is a small booklet that has all the information they need to know for that term. They are expected to revise this information and are tested on their knowledge during the last week of every half term.

Students are also given small 20-minute-long end of unit assessments. They do these in lesson after finishing each of the topics shown above.

Knowledge test scores, end-of-unit scores, attitude to learning and attendance are combined to work out a predicted GCSE grade for each student. They get these grades at the end of each term, and these are also sent home.

# Drama

Rationale for design of KS3 Curriculum: Modelled on GCSE Drama Curriculum, initial skill building and introduction to Drama - condensed into 1 term per year group

At KS3 we do the following:

## Y7

### Key Stage 3 - Key Focuses

Half Term 1

Charlotte Dymond: Scheme of work which introduces students to the main skills and techniques used in Drama. These include: still image, thought track, creating character, freeze frame, role play, flash backs

Half Term 2

The Terrible Fate of Humpty Dumpty: Students will complete a text based unit where they will learn the underpinning elements of the study of a play text. Students will explore characters, learn how to use scripts effectively, understand stage directions and develop a piece of text for performance

## Y8

### Key Stage 3 - Key Focuses

Half Term 1

Physical Theatre: Students will be introduced to alternative methods of presenting information. Students will study repertoire and build on this knowledge to develop their own Physical Theatre performance

Half Term 2

Blood Brothers (GCSE set text): Students will explore the plot and key characters within Blood Brothers. They will investigate how the context of the play will affect the portrayal of character and will experiment with character development

### Assessment details:

Students will complete Knowledge Quizzes at the end of each half term and will also participate in a practical assessment for each unit

# Digital Studies (ICT)

Rationale for design of KS3 Curriculum:

At KS3 we do the following:

## Y7

### Key Stage 3 - Key Focuses

HalfTerm 1 - Dangers of social media & online bullying

HalfTerm 2 - Introduction to using spreadsheets

HalfTerm 3 - Using Flowcharts

HalfTerm 4 - Presentation software

HalfTerm 5 - Internal and external threats to data security

HalfTerm 6 - Impacts and prevention of threats to data security

## Y8

### Key Stage 3 - Key Focuses

HalfTerm 1 - ICT skills & E-safety

HalfTerm 2 - Basic and advanced uses of spreadsheets

HalfTerm 3 - Inputs, outputs and processing

HalfTerm 4 - Hardware, software and networking

HalfTerm 5 - Computer systems and User interface design

HalfTerm 6 - Digital 5-a-day & Digital footprints

### Assessment details:

Term 1 & 2: 5 questions quiz each lesson based on HW set from Knowledge Organiser

Christmas: 20 questions from Term 1 & 2

Term 3 & 4: 5 questions quiz each lesson based on HW set from Knowledge Organiser

Easter: 30 questions made up of 20 questions from Term 3 & 4 plus 10 questions from Term 1 & 2

Term 5 & 6: 5 questions quiz each lesson based on HW set from Knowledge Organiser

End of Year: 50 questions made up of 10 questions from Term 1 & 2, 20 questions from Term 3 & 4 plus 20 questions from Term 5 & 6.

# Hospitality and Catering ( Food )

Rationale for design of KS3 Curriculum:

At KS3 we do the following:

## **Y7 At present**

Lesson 1 - Hygiene and safety

Lesson 2 - Knife skills

Lesson 3 - Eatwell Guide

Lesson 4 - Practical

Lesson 5 - Food services

Lesson 6 - Practical

Lesson 7 - Commercial/non-commercial. Residential/non-residential

Lesson 8 - Practical

Lesson 9 - The kitchen brigade

Lesson 10 - Practical

Lesson 11 - Job roles front of house and house keeping

Lesson 12 - Practical

Lesson 13 - Standard ratings

Lesson 14 - Practical

## **Y8 At present**

(However will change next academic year - more in depth Hospitality and Catering and Nutrition)

Lesson 1 - Hygiene and safety

Lesson 2 - Knife skills

Lesson 3 - Eatwell Guide

Lesson 4 - Practical

Lesson 5 - Food services

Lesson 6 - Practical

Lesson 7 - Commercial/non-commercial. Residential/non-residential

Lesson 8 - Practical

Lesson 9 - The kitchen brigade

Lesson 10 - Practical

Lesson 11 - Job roles front of house and house keeping

Lesson 12 - Practical

Lesson 13 - Standard ratings

Lesson 14 - Practical

This curriculum is taught so that the students are ready for KS4 EDUQAS Hospitality and Catering it also enables the students to make healthy eating choices and makes them more aware of the problems they may encounter later in life if their diets are unsatisfactory.

Assessment details:

Students are baseline tested then tested using their knowledge organisers, they are then tested half-way through the 12 week rotation and then tested again at the end of the rotation.

# English

## **Rationale for design of KS3 Curriculum:**

To bridge from KS2 to KS4 ensuring that there are no 'wasted years'. We merge the GCSE Assessment Objectives into our KS3 curriculum to allow skills to be developed and enhanced at an early stage.

## **At KS3 we do the following:**

### **Y7 - Fantasy and Other worlds**

#### **Key Stage 3 - Key Focuses**

Half Term 1 - Introduction to the world of English-travel writing

Half Term 2 - Chaucer

Half Term 3 - Exploring 20th century Non Fiction

Half Term 4 - Poetry Study

Half Term 5 - Paper 1 skills

Half Term 6 - Author study

### **Y8**

#### **Key Stage 3 - Key Focuses**

Half Term 1 - Shakespearean Comedy

Half Term 2 - The Gothic Genre

Half Term 3 - Exploring 19th and 21st Century Non Fiction

Half Term 4 - Poetry-Other Cultures

Half Term 5 - Paper 1 skills

Half Term 6 - Author Study

## **Assessment details:**

At Y7 and Y8 both cohorts have the opportunity to undertake GCSE style exam papers for Language (fiction and nonfiction)

Students also undertake Literature style assessments which are marked with a language focus, typically the assessment objectives highlighted as weaker areas from later cohorts such as AO2;AO3 and AO4. Students also undergo a robust series of Knowledge Organiser quizzes based on the curriculum and to help build their cultural capital.

# Careers

## **The CEIAG Programme 2018/19**

Year 7 – Self Awareness. The focus is on helping students consider why a career is important and understanding how they learn about themselves by identifying strengths and weaknesses.

These objectives are met by students completing various activities during three PSHE lessons.

## **Year 8 – Option Choice, LMI and STEM careers.**

This year the focus is on GCSE Option Choice and how to make effective decisions. Students will learn how to make an informed choice regarding their GCSEs and begin to see the link between GCSEs and their future career. Students will look at sources of labour market information which will help them with the decision making process. Students also explore STEM careers and consider what skills would be required to work in these jobs. These objectives are met by students taking part in various activities during three PSHE lessons. An Options Choice evening is held in March.

# PSHCEE

## **Rationale for design of KS3 Curriculum:**

The PSHCEE curriculum provides students with age and stage appropriate knowledge regarding their personal, social, health education, including sex and relationship education. The subject should emphasise the skill development in pupils in order to be able to think critically when facing challenges and choices in their personal, health and social lives as well as in the school context. The curriculum is also designed in order to help students develop a growth mindset, young people who are able to employ such practices as mindfulness to help them develop a range of techniques to help them in school and post KS3 education.

Throughout Y7 and Y8 pupils will be guided through 6 strands of the PSHCEE curriculum, each of these strands are the same though to Y11 but as pupils go through each year group these strands are explored in detail, each year looking at the topics through a more mature lens.

PSHCEE also includes provision for careers, citizenship and economic education.

The KS3 curriculum currently covers every area that the new SRE guidelines require us to cover. In the current climate the provision for enhanced media and online literacy could be improved, this would also extend to the use of mobile phones and sexting.

Pupils in KS3 have also advised that they would like to have financial education and careers in general.

## **Y7**

### **Key Stage 3 - Key Focuses**

- Half Term 1 - Being Me in My World
- Half Term 2 - Celebrating difference
- Half Term 3 - Dreams and Goals
- Half Term 4 - Healthy Me
- Half Term 5 - Relationships
- Half Term 6 - Changing Me

## **Y8**

### **Key Stage 3 - Key Focuses**

- Half Term 1 - Being Me in My World
- Half Term 2 - Celebrating Difference
- Half Term 3 - Dreams and Goals
- Half Term 4 - Healthy Me
- Half Term 5 - Relationships
- Half Term 6 - Changing Me

Assessment details: TBC



