



THE KS3 CURRICULUM REFERENCE GUIDE

We have made every attempt to ensure that images and text in activities, etc., are copyright-free, or we have appropriate permissions and attributions. However, we would ask that no part of this work be uploaded to the internet, (excluding work that your pupils produce.)

Literacy

Spoken language 6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Speaking + Listening

- Demonstrating Presentation Skills in a Formal Setting, (**Debate**)
- Listening and Responding Appropriately to Spoken Language,
- Answering Questions and Giving Feedback,
- Using Spoken, Standard English Effectively

Reading

Pupils should be taught to:

- recognising a range of **poetic conventions** and understanding how these have been used (**Sestinas, Ekphrastic poetry, narrative poetry**)

Spoken English Pupils should be taught to:

- **speak confidently and effectively**, including through:
 - using Standard English confidently in a range of formal and informal contexts, including **classroom discussion**
 - **giving short speeches and presentations, expressing their own ideas and keeping to the point**
 - participating in formal **debates** and structured discussions, summarising and/or building on what has been said
 - improvising, rehearsing and performing play scripts and **poetry** in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact (Role play)
- **Writing**

Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information through:

- stories, scripts, **poetry** and other imaginative writing



- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters (**Writing letters to MP concerning wildlife crime. Writing newspaper articles about badger baiting.**)
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail (**debate**)
- plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended (**debate**)

ICT

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

PowerPoint:

- Use the 'PowerPoint' unit to introduce students to Powerpoints. Students work to produce their own powerpoint presentation on what they have learned about wildlife crime.

Publisher: This unit is based around the creation of a newspaper. Students work in groups to create one cohesive newspaper article for a desired target audience. The focus is on specific publisher skills, and being able to design for a specific audience and purpose.

- Students work together or separately to produce a **newspaper article** about the problems of wildlife crime.

Data Search: **Search the internet** on a number of website addresses provided to further their knowledge on the problems of wildlife crime. Use this information in a **debate** on the subject.

Mathematics

Statistics Pupils should be taught to: **(At the discretion of the teacher). Work from data from Durham Police, concerning wildlife crime across the county.**

- describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (**mean, mode, median**) and spread (**range, consideration of outliers**) **construct and interpret appropriate tables, charts, and diagrams**, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data



- describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.

The Arts: Drama

Developing pupils' Knowledge, Understanding and Skills:

Young people should have opportunities, through the contexts opposite, to use dramatic skills appropriate to audience, context, purpose and task. They should have opportunities to:

- engage with a range of stimuli to develop critical and creative thinking skills;
 - **adopt a role;**
 - **take part in improvisation;**
 - **devise scripts and use drama forms and strategies effectively to explore and present ideas;**
 - employ sign, symbol, metaphor and image;
 - engage in movement and/or dance;
 - experience live and recorded drama, and respond to a variety of texts;
 - begin to develop an appreciation of theatre styles, genres and vocabulary;
 - explore characterisation through use of masks, costume, props, puppets and electronic media;
 - **evaluate their own and others' work.**
1. Explore and respond to the views and **feelings of others**, for example, act out scenarios involving **multiple viewpoints, differences of opinion, sensitive issues** etc. (Key Element: Mutual Understanding) – **The problems of wildlife crime/badger baiting.**
 2. Explore issues related to **Moral Character** Demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive informed and balanced responses and take responsibility for choices and actions etc. (Key Element: Moral Character)
 3. Explore how drama is used to educate about and resolve **issues of social concern**, (for example, compose an anti-racist rap for a football club; **compose a protest song about the wildlife crime issues in our area**; use appropriate strategies to challenge stereotypical views about diverse local/global groups etc.) (Key Element: Citizenship)
 4. Explore issues related to **Ethical Awareness**: Explore **ethical issues** through the medium of drama, by improvising a scene involving decision making that requires weighing up and making difficult choices, for example, allocating limited resources; **campaigning on a controversial issue**; balancing different rights etc. (Key Element: Ethical Awareness)

Art and Design:

Purpose of study:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge



and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also **know how art and design** both reflect and shape our history, and **contribute to the culture**, creativity and wealth of our nation. **(Protest banners concerning wildlife crime.)**

Aims: The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- **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.

Subject content:

Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught:

- to use a range of techniques to record their 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 **(Analyse the work of the Society of Wildlife Artists)**
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Music

Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims: The national curriculum for music aims to ensure that all pupils:

- perform, **listen to, review and evaluate music across a range of historical periods, genres, styles and traditions**, including the works of the great composers and musicians
- learn to sing and to use their voices, **to create and compose music on their own and with others**, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- **improvise and compose**; and extend and develop musical ideas by drawing on a range of musical structures, styles, **genres** and traditions (**Protest songs**)
- use staff and other relevant notations appropriately and accurately in a range of musical styles, **genres** and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.
- **Put your work together and produce a song to sing to your peer-group**

© Durham Badger Group 2018