

Key Stage 3 Semi-Formal	Autumn 1 Private Peaceful by Michael Morpurgo	Autumn 2 The Rabbits by John Marsden and Shaun Tan	Spring 1 Mama Miti. Wangari Maathai and the Trees of Kenya Written by Donna Jo Napoli and Illustrated by Kadir Nelson (Simon & Schuster, USA)	Spring 2 Pig Heart Boy by Malorie Blackman	Summer 1 Eye of the Wolf by Daniel Pennac, illustrated by Max Graffe	Summer 2 Under the Moon & Over the Sea, edited by John Agard Grace Nichols
Literary Form	Historical Fiction	Fiction	Information/prose	Scientific Narrative	Literature	Poetry
Link to Main NC Area of Learning	History: WW1	Ancient Civilisation Black History Invaders and settlers	Around the World Black History Environmental Issues Plants and trees Women’s History	Science	Science Humanities Transport & Journeys	Humanities
Reading: Experience, Knowledge, Skills and Strategies	To explore the themes of a historical novel. • To explore complex relationships within a novel.	To explore a powerful visual narrative • To explore different perspectives of the same events	To engage and inspire children to engage with literature. • To explore global, political, socio-economic and environmental issues through a narrative text • To develop creative responses to the text through drama, storytelling and artwork • To write with confidence for real purposes and audiences	<ul style="list-style-type: none"> To explore a novel which covers contentious issues. To explore complex characterisation 	Pupils will understand the development of a complex narrative, with multiple plot strands. • Pupils will explore and understand the use of different viewpoints within a novel. • Pupils will develop an appreciation of how novels can explore ideas, as well as characters and actions. • Pupils will be able to identify and explore, through a wide range of techniques, key themes within a complex narrative.	To read and enjoy a wide range of poetry, and gain experience of a range of poetic forms. • To experiment writing different forms of poetry. • To explore the differences and similarities between written and oral forms of poetry. • To discuss ideas and themes raised within a text • To encourage pupils to see texts as potential sources of ideas and language on which they can draw for their own writing.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. · Using the passive to affect the presentation of information in a sentence, the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. · Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using lay devices. · Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. · Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					
Writing Outcomes	Letter Writing Notes writing for debates. Short form text for persuasive poster Recounts Play script	Note-taking. Information leaflet Diary entries Poetry Narrative writing Writing dialogue	Note taking. Booklet PowerPoint Presentation Poster Dictionary of Idioms Letter of Advice Cookery Book Science Investigation Summative Report Construction Instruction Manual Free Verse Poem Book of Proverbs Aspirations Speeches Biography	Diary entries Notes and scripts for debates scripts for short plays and books trailers Persuasive texts. Letters (both formal and informal) Poetry Newspaper Articles Emails	Playscripts Notes for Debate Annotated story maps •Family Trees Letters	Notes for oral presentation • Poems (written as shared texts, as group texts and individually) • Liner notes • Research notes • Annotations

			Art Gallery Captions			
Maths White Rose	Place Value (2 weeks) Addition, subtraction, multiplication & division (4 weeks)	Fractions A (2 weeks) Fraction B (2 weeks) Measurement (converting units -1 week)	Ratio (2 weeks) Algebra (2 weeks) Decimals (2 weeks)	Fractions, Decimals & percentages (2 weeks) Measurement (2 weeks) Area, Perimeter & volume (2 weeks)	Statistics (2 weeks) Shape (2 weeks) Geometry Position & direction 1 week)	Consolidation and re visit topics needed.
Humanities	<p>History</p> <ul style="list-style-type: none"> Key Stage 3 curriculum link: to investigate challenges for Britain, Europe and the wider world 1901 to the present day, including the First World War. The novel could be used as the basis for investigating historical artifacts, such as letters to and from the trenches and could form part of a much larger investigation into the First World War. The fictional account of Tommo Peaceful could be used as the basis for an investigation into bias in historical reporting. <p>As the reader’s understanding of the events comes mainly from one source (Tommo himself), the novel could be used as part of a discussion into the importance of using a wide range of sources, and of different types (primary, secondary, tertiary sources) in building an accurate and unbiased view of events of the past.</p> <p>The Great war</p> <ul style="list-style-type: none"> Awareness of dates and duration of WW1 To have some understanding of trench life To identify ways horses were used. To have some understanding of key battles e.g The Somme To know about Remembrance Day minute silence How the role of women changed <p>Wider learning:</p> <p>Significance of Remembrance Day and observe the 2</p>	<p>History</p> <ul style="list-style-type: none"> National Curriculum link – Pupils should be taught about ideas, political power, industry and empire: Britain, 1745-1901 While this sequence touches on the historical events around colonisation, <p>The Rabbits could be used as the basis for a much larger investigation of emigration and colonisation in different parts of the world. It could be used as part of an exploration of empire and of the role Britain played in shaping and affecting the international landscape from the 18th to the 20th Century.</p> <p>Freedom and Justice</p> <ul style="list-style-type: none"> To examine the concept of freedom To examine the concept of justice To compare different concepts of justice. To describe the influence of religious and non-religious world views on the human rights movement. To describe the influence of religious views on non-violent protest movements. <p>To consider which Is More Important: Freedom or Justice?</p> <p>Geography</p> <p>National Curriculum link – Pupils should understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <ul style="list-style-type: none"> The Rabbits could be used as the basis for a wider investigation of man’s impact on the environment, and the colonisation of Australia provides a case study for ways in which human processes change landscapes and environments and affect the lives of other people and animals in a region. <p>The Environment and Climate Change</p> <ul style="list-style-type: none"> The need to reduce, reuse and recycle How to save energy-eco-friendly products To understand the water cycle How & why we need to protect against global warming 	<p>Projects linked to the text: select area children study covers:</p> <ul style="list-style-type: none"> Around the World Black History Environmental Issues Plants and Trees Women’s History <p>Through Donna Jo Napoli’s lyrical prose and Kadir Nelson’s strikingly beautiful illustrations, the true story of Wangari Muta Maathai, known as “Mama Miti,” is told. In 1977 Mama Miti founded the Green Belt Movement, an African grassroots organisation that has empowered many people to mobilise and combat deforestation, soil erosion and environmental degradation. Today more than 30 million trees have been planted throughout Mama Miti’s native Kenya, and in 2004 she became the first African woman to win the Nobel Peace Prize. Wangari Muta Maathai has changed Kenya tree by tree—and with each page turned, children are invited to realise their own ability to positively contribute to society and impact the future.</p> <p>There are plenty of opportunities to inspire authentic pieces of writing for a range of purposes and audience. The content will also enable teachers to support children in developing their knowledge and understanding of the challenges faced by different communities around the world.</p> <p>Identity and Diversity</p> <ul style="list-style-type: none"> To define the words “Identity” and “diversity” To identify different types of stereotypes and the disadvantages To describe different types of prejudice Describe the difference between prejudice and discrimination Consider what protections have been put in place to stop discrimination and if they ae effective Consider the impact of discrimination on individuals and communities 	<p>Geography • Pupils should be taught to extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on countries (including Africa). Eye of The Wolf with its references to Grey Africa, Green Africa and Yellow Africa could form the basis for a study of different climates within the continent. It could also form the basis for a comparative study of Africa and the Arctic, and lead into the study of human geography and migration.</p> <p>Citizenship • As the reader learns about the conflict from which the boy emerges, and his subsequent enslavement to a variety of different people, the novel could form the basis of a study of the ‘precious liberties enjoyed by the citizens of the United Kingdom’ and ‘the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals’.</p> <p>Map skills</p> <ul style="list-style-type: none"> Study of local area using OS map To be able to recognise symbols and features on a map To be able to use 4 fig grid references To be able to use a variety of maps including google maps. To be able to journeys locally Identify features of village, town and city Population distribution-urban/rural <p>Case study: M25-pros and cons</p> <p>Field Trip: Visit beauty spots in conservation area</p>	<p>Six main religions in Britain</p> <ul style="list-style-type: none"> What is Religion- Breakdown of religions in Britain. Key characteristics of Christianity Key characteristics of Islam Key characteristics of Hinduism Key characteristics of Buddhism Key characteristics of Sikhism Key characteristics of Judaism Compare differences and similarities between the six major religions <p>Visits to two different places of worship</p>	<p>Geography • Under the Moon & Over the Sea, with its links to the poetry of the Caribbean, links with the National Curriculum guidance that pupils should ‘extend their locational knowledge and deepen their spatial awareness of the world’s countries’. The section Windrush Child, which explores ideas of difference and similarity between two contrasting locations, as well as ideas of immigration and emigration, could form the basis for a broader comparative geographical study, which would link with the human geography strand, which states pupils should ‘understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America’.</p> <p>Music: • As part of the sequence, the pupils will be composing their own performances, which links with the National Curriculum strand for Key Stage 3 that states pupils should ‘play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression’ and ‘improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions’.</p>

- Prevention -who are the biggest culprits?

Wider Learning:

Save water-visit Bough Beech reservoir

Raise money for disaster appeal

Take an active part in recycling at home and in school

Books Inspired by Innovative Figures who have made Positive Contributions to Society • Twenty-Two Cents: The Story of Muhammad Yunus by Paula Yoo and Jamel Akib (Lee & Low, USA) • One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul (Millbrook Press, USA) • Nelson Mandela by Kadir Nelson (Katherine Tegen Books, USA) • Iqbal by Francesco D'Adamo, translated by Ann Leonori (Simon & Schuster) • Gandhi by Demi (Margaret K. McElderry Books, USA) • Malala Yousafzai: Warrior with Words by Karen Leggett Abouraya (Starwalk Kids Media, USA) • Ada's Ideas: The Story of Ada Lovelace, the World's First Computer Programmer by Fiona Robinson (Abrams) • One Hen: How One Small Loan Made a Big Difference by Katie Smith Milway and Eugenie Fernandes (A & C Black) Books to Support the Exploration of Themes Inspired by the Text • We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty International (Frances Lincoln) • A is for Activist by Innosanto Nagara (Seven Stories Press, USA) • If the World Were a Village by David J. Smith and Shelagh Armstrong (A & C Black) • Our Planet: Infographic How It Works by Jon Richards and Ed Simkins (Wayland) • How The World Works by Christiane Dorion and Beverley Young (Templar) Traditional Tales from Kenya and other Parts of the African Continent • Lila and the Secret of Rain by David Conway and Jude Daly (Frances Lincoln) • Nelson Mandela's Favourite African Folktales by Nelson Mandela (W W Norton & Co, USA) • Who is King? And other tales from Africa by Beverley Naidoo, illustrated by Piet Grobler (Frances Lincoln) Websites • Studying Trees grown in Kenya - <https://www.tentree.com/blog/types-of-trees-we-plant-inkenya/> • Leading charity that supports and funding tree planting in the UK <http://www.treecouncil.org.uk/> • Nobel Peace Prize Resource Bank - <http://www.nobelprize.org> • Model UN Starter Kit - <http://mun.bestdelegate.com/wp-content/uploads/2016/04/DiplomatMini-Guide-1-1.pdf> [All accessed 06/12/16]

The Slave trade/ The Industrial Revolution

- To know about the triangular route of slaves and conditions on boats.
- To know that it was abolished.
- Identify some inventions of the time
- Consider working life of children compared to today- coal mines etc
- To know about factories and conditions
- To know about modern day slavery

Wider learning:

How did new work regime affect lives?

Awareness of progress in technology

			Awareness of racial tolerance			
PSD	Families: Relationships and human happiness. Respectful relationships: Respect and friendship.	Online and media: Rights, responsibilities and keeping safe.	Mental wellbeing: Talking about emotions.	Healthy lifestyles: Physical fitness and healthy eating.	Changing adolescent body: Puberty and menstrual wellbeing.	Respectful relationships: Stereotypes and bullying.
Art & Design	War and conflict: those who cannot remember the past are condemned to repeat it. (See saved SOL) Art & Design lessons recommended for Key Stage 3 Teacher Hub Oak National Academy (thenational.academy)	Art & Design Project National Curriculum link - Pupils should be taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. <ul style="list-style-type: none"> Shaun Tan’s illustrations could be used as the basis for an investigation of Australian aboriginal art and the techniques used by aboriginal artists. Equally, the illustrations could be the basis for a study of contrast in art – the illustrations of the invading rabbits and their machines are in stark contrast to the techniques Tan uses for the land and creatures as they were before the rabbits. Design technology <ul style="list-style-type: none"> National Curriculum link – Pupils should work in industrial contexts Shaun Tan’s often schematic illustrations of machines and buildings could inspire a topic on the design of machines, an exploration of different materials and the development of industrialised technologies. 	Pop art: modern popular culture Art & Design lessons recommended for Key Stage 3 Teacher Hub Oak National Academy (thenational.academy)	Understanding fabrics: Art & Design lessons recommended for Key Stage 3 Teacher Hub Oak National Academy (thenational.academy)	The work within the sequence aligns with the guidance that ‘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’. Textiles technology and sustainability Unit: Textiles technology and sustainability Teacher Hub Oak National Academy (thenational.academy)	Art and Design • The artwork developed within the sequence is in line with the National Curriculum guidance that states pupils should be taught to ‘develop their creativity and ideas’ and ‘to use a range of techniques and media, including painting’, as they respond creatively to poetry and artwork in Under the Moon & Over the Sea Design in the natural world: Unit: Design in the natural world Teacher Hub Oak National Academy (thenational.academy)
Food TECH BTECH LEVEL 1	<ul style="list-style-type: none"> 1. I can identify recipe (1.1) 2. I can select the correct ingredients for given recipes (1.1) 3. I can demonstrate how to prepare ingredients for cooking (1.1) 4. I can select ingredients for given dishes (1.1) 5. I can outline cooking skills (1.2) 6. I can use the ingredients to make dishes (1.2) 	<ul style="list-style-type: none"> 7. I can review the completed dishes 8. I can demonstrate safe and hygienic working practices to prepare the cooking environment (1.3) 9. I can demonstrate how to prepare the environment for cooking 10. I can demonstrate safe and hygienic working practices to prepare self for cooking (1.3) 11. I can use equipment and utensils safely (1.3) 12. I can prepare food safely (1.3) 	<ul style="list-style-type: none"> 13. I can demonstrate how to cook food safely (1.3) 14. I can demonstrate safe cleaning of equipment and utensils (1.3) 15. I can demonstrate how to prepare the environment for cooking 16. I can give examples of the uses of cooking skills (1.2) 17. I can give examples of the uses of cooking skills (1.2) 18. I can identify the main food groups (1.1) 	<ul style="list-style-type: none"> 19. I can define what is meant by a balanced diet. 20. I can identify nutrients that make up a balanced diet 21. I can outline how food labels can inform healthy eating for different groups of people 22. I can identify the requirements of a set brief 23. I can identify a menu of dishes for the brief 24. I can identify a plan of action for making the dishes 	<ul style="list-style-type: none"> 25. I can identify ways from the cooking skills to be used to cook (1.1) 26. I can demonstrate how to prepare the environment for cooking 27. I can use ingredients to make dishes on the menu 28. I can demonstrate health and safety working practices throughout 29. I can give ways in which information about home cooking may be passed on to others (2.2) 30. I can give examples of foods from different sources (1.2) 	<ul style="list-style-type: none"> 31. I can identify the strengths and weaknesses of the completed dishes 32. I can give examples of how the brief has been met. 33. I can identify the strengths and weaknesses of the planning and preparation process
Computing	The Key Stage 3 curriculum link: to create re-use, revise and re-purpose digital artifacts for a given audience, with attention to trustworthiness, design and usability • Study of the novel could run alongside a study of online materials surrounding the First World War (of which there is a wealth including digitised written artefacts, first-hand accounts, video, photographs as well as commentary, essays and discussions).	Presentations	Digital literacy projects	Games programming in Scratch	Animation in Flash	Spreadsheets

	E-safety					
Science	Exploring Physics Atomic Structure and the Periodic Table	Exploring Chemistry Making a Chemical Product	Effects of human activity on the environment	National Curriculum link - Scientific attitudes - pupils should understand that scientific methods and theories develop as scientists modify earlier explanations to take account of new evidence and ideas, together with the importance of publishing results and peer review. Pupils should learn to evaluate risks. • Pig Heart Boy could be used as the introduction to a module on scientific attitudes, including the development of new treatments, the risks involved and how scientists evaluate risks. It could also be used to investigate the role of animals in developing treatments for humans, the different opinions people have of those practices, and treatments which have been developed by using animal testing. Exploring Biology Cells, Organs & Genes	Physics Energy and our Universe	Chemistry Substances and Chemical Reactions
Sports Leaders	Introduction to Leadership. Study the skills and behaviours needed to lead others.	Be able to use leadership skills and behaviours effectively.	Be able to take on the roles and responsibilities of an official in sport/physical activity. Know the leadership opportunities available to them.	Know how to plan structured and inclusive sport/physical activity.	Be able to plan structured and inclusive sport/physical activity. Know how to lead structured and inclusive sport/physical activity.	Be able to assist in leading structured and inclusive sport/physical activity.
ASDAN	Module 1: Communication	Module 3: Sports & Leisure	Module 5: My Environment	Module 7: Health & Wellbeing	Module 9 Science and technology	Module 11: Expressive Art