



Mayfield School

# Key Stage 3

Curriculum Overview 2017/18

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# Introduction

The KS3 curriculum offer begins before the students start at Mayfield Secondary School. We believe that pupils move successfully to the secondary phase if they have an opportunity to make visits to the site during the last term of year 6 , building on the visits to the secondary site that are planned as part of the key Stage 2 curriculum offer. Specific transition days are planned in advance so that the students have the opportunity to meet their new teacher and become familiar with their new learning environments through tours of the school and learning sessions in the secondary specialist rooms. We also provide personalised transition books and social story books for students to help with this process.

In KS3 pupils will be taught through a thematic approach. Pupils will be introduced to a new topic each half term and this is linked to all core and foundation subjects to ensure a breadth of learning. A typical KS3 timetable will include the following subjects: English, Maths, Science, Art and Design, Design Technology, Computing, Geography and History, RE, Music PHSE and PE. Enhanced personal timetables will also be developed for students to ensure that EHCP targets are worked towards. This often includes working in some of our specialist spaces including a Hydrotherapy pool, Sensory room, Rebound Therapy bed and Drama studio.

We cover MFL through a range of themed days where pupils have the opportunity to experience communication in French, Spanish and German and learn about the culture and lifestyle of different countries. British values are supported by the delivery of celebration events and days including, Diwali, EID and Chinese new year. We also hold weekly assemblies where core values are explored and promoted to enhance the ethos of the school.

English and Mathematics are taught through streamed sets, dependant on pupil ability. This ensures that teachers are able to plan for the best possible outcomes that are specific to the needs and abilities of students. For example; students that require sensory approaches to learning or a specific focus on communication.

## **Assessment of learning at M4 and above**

In response to the National Curriculum Review (2015) and the recommendations from the Rochford Review (2016) the school has developed M.A.P. (Mayfield Assessment Pathways) a tool that enables us to effectively measure and plan for progress against all of personalised learning routes. This applies to students working at M4 and above. This approach is quality assured on a termly basis using learning walks, lesson observations and book scrutiny. Pupils who are not making at least expected levels of progress will have identified interventions to secure an accelerated rate of progress.

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## **Assessment of learning at M1 to M3.ii**

In Key Stage 3, learners working between M1i and M3ii will follow ImPACTS. (Individualised profile assessment curriculum target setting). This curriculum secures learning within the routines of the day for pupils who will require specific positioning to support physical needs, interventions to stimulate the senses and enhanced support to meet their personal care needs. The curriculum enables the unique profile of each learner to inform their targets which can then be delivered largely within their daily routines.

Learning is assessed from the moment the child gets off the school bus and the individual descriptors support the early signposting of any regression. Where skills need to be maintained, opportunities for lateral development, such as skills transfer when supported by different adults, or using a wider range of resources, may still be assessed to show progress.

The areas of learning which are assessed include:

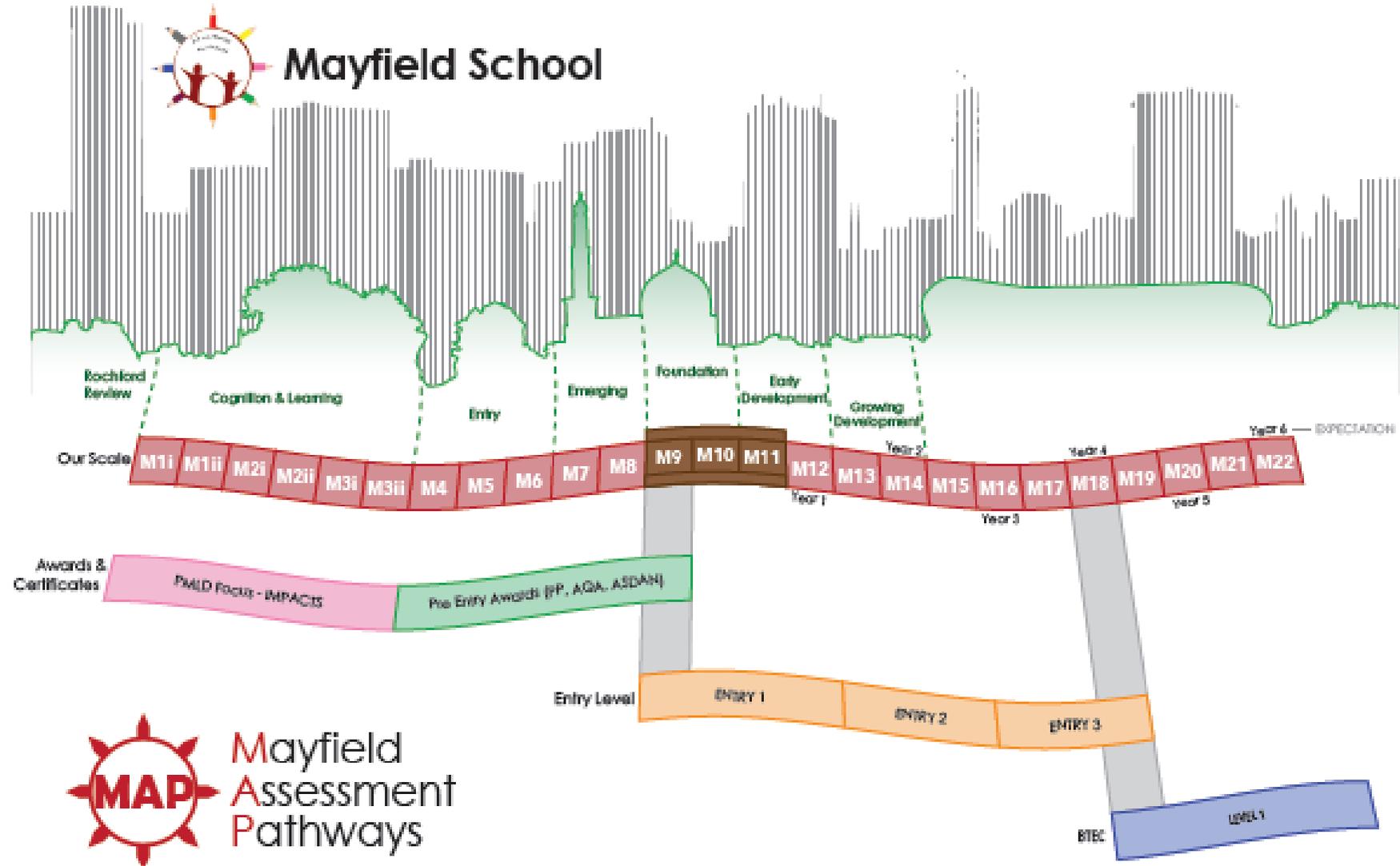
- Cognitive skills
- Early communication
- Environmental control technology
- Physical (gross motor)
- Physical (fine motor)
- Social and emotional well-being

The scores achieved in pre-operational learning, operational learning and functional learning can then be aligned to the M levels, dependent on the size of the total score.

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# Mayfield School



## Mayfield Assessment Pathways

# Subjects

## English

Currently English in KS3, is taught following a three year curriculum map that covers a range of text types including statutory reading requirements as published in the KS3 National Curriculum:

- Wide range of fiction and non-fiction –whole books, short stories, poems and persuasive text
- Pre 1914 and contemporary literature including prose, poetry, drama
- 2 Shakespeare plays
- Seminal world literature
- Study at least 2 authors in depth yearly

|   |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
| <b>Year 1 Authors for Focus</b><br>R.L. Stevenson<br><br>Anthony Browne | <b>Autumn 1: Focus on Author – R. L. Stevenson</b><br><br>Treasure Island   | <b>Autumn 2: Non – Fiction</b><br><br>Information books<br><br>Extension:<br>Research a topical issue and construct an argument (For/against) | <b>Spring 1: Poetry</b><br><br><b>Suggested Titles:</b><br><br>Examples from:<br><br>John Agard<br><br>Grace Nichols<br><br>Carol Ann Duffy  | <b>Spring 2: Focus on the Author</b><br><br><b>Anthony Browne</b><br><br>Gorilla/The Tunnel/any other Anthony Browne texts | <b>Summer 1: Seminal World Literature</b><br><br><b>Text Examples:</b><br><b>Authors:</b><br>A is for Africa<br><br>The Hunter<br><br>Mufaro's Beautiful Daughters<br><br>The Brocaded Slipper | <b>Summer 2: Non-fiction:</b><br>Information and Persuasive (Commercial ) texts such as brochures, adverts, leaflets, magazines |
| <b>Year 2 Authors for Focus</b><br>Charles Dickens<br><br>Roald Dahl    | <b>Autumn 1: Non – fiction: adverts, magazines and newspaper</b><br><br>To include: formal letter writing (to the Editor) | <b>Autumn 2: Pre 1914</b><br><br><b>Charles Dickens texts:</b><br>Oliver Twist<br><br>A Christmas Carol                                       | <b>Spring 1: Contemporary texts: Mystery/Adventure</b><br><br><b>Suggestions:</b><br>Monkey and Me (LA learners)<br><br>Trash by Andy Mulligan<br><br>The Girl who Walked on Air by Emma Carroll | <b>Spring 2: Contemporary: Roald Dahl</b><br><br>Charlie and the Chocolate Factory<br><br>The Twits                        | <b>Summer 1: Autobiography:</b><br><br>Boy by Roald Dahl   | <b>Summer 2: Short Stories</b><br><br><b>Examples: Author</b><br><br>Point Danger<br><br>Liam<br><br>Lone Wolf<br><br>Gladiator |

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| <b>Year 3</b>  | <b>Autumn 1:<br/>Shakespeare</b>   | <b>Autumn 2: Non-fiction</b>  | <b>Spring 1:<br/>Contemporary:<br/>Comedy</b> | <b>Spring 2:<br/>Drama</b>   | <b>Summer 1:<br/>Contemporary stories: Jack Gantos</b> | <b>Summer 2:<br/>Shakespeare</b>   |
| <b>Authors for Focus</b><br>Jack Gantos<br><br>William Shakespeare | Shakespeare's biography, history of the theatre<br><br>The Midsummer Night's Dream | <b>Instructional/explanation texts</b><br><br><b>Cross-curricular</b> | Diary of a Wimpy Kid series                   | <b>Examples:</b><br>Stick Man<br><br>Gangsta Granny<br><br>The Importance of Being Earnest | Joey Pigza or other Jack Gantos text                   | Twelfth Night:Shakespeare stories for Children<br><br>Graphic Shakespeare Series |

These texts are used as the stimulus to develop skills in Reading, Writing and Communication. English is taught in streamed group's dependant on pupil ability and taking into account their preferred mode of communication; as we believe communication is the forefront of all learning.

For some pupils the core texts will be used to promote discussion about key principles and values, as well as to look at the specific English skills. For example, when studying Charles Dickens and examining Oliver Twist, some groups may focus on discussions around homelessness and the ethics of helping each other to stop bad habits and become a valued member of society.

As pupils move through Key Stage 3 the resources used to support key skills will need to be age appropriate and relevant to the learner.

Teachers demonstrate progress made in English by using SOLAR to record progress made against M.A.P (Mayfield Assessment Pathways). Learning across all strands should be demonstrated.

## **Mathematics**

Mathematics is taught in streamed groups, dependant on the ability of each child to ensure a personalised approach to learning can be applied.

The curriculum has been developed by the Core Curriculum team in partnership with Prince Albert Primary school consortium and informed by special schools looking at the Bridging the Gap work. The planning tools and assessment statements were informed by the following documents:

- The Rotchford review
- National Association of Headteachers
- At
- The Northamptonshire document
- DAPA

Our Mathematics curriculum covers:

- Number
- Geometry
- Measurement & Statistics.

At Key Stage 3, mathematics skills are taught both discretely in the classroom and also across the full range of subjects. There are lots of opportunities to use real life resources, as some skills may have been introduced in the primary school and require a range of approaches to embed them. Resources will take on a more functional role and may include clothing, kitchen utensils and personal independence products such as toothbrushes etc rather than counters and worksheets.

Teachers will demonstrate progress made in English by using SOLAR to record progress made against M.A.P (Mayfield Assessment Pathways). Learning across all strands should be demonstrated.

## Foundation Subjects

Foundation subjects are taught through a thematic approach. We currently follow a three year rolling programme following a different topic each half term. Subject planning is then built around the theme.

### Year one

| Topic                    | Autumn One<br>London   | Autumn Two<br>World War One   | Spring One<br>Connecting<br>Classrooms  | Spring Two<br>The Sea   | Summer One<br>Green Fingers   | Summer Two<br>Adventure   |
|--------------------------|--|---|---|---|---|---|
| <b>Science</b>           | Physics-Waves-light and Sound  | Chemistry-Chemical Reactors   | Physics – energy  | Biology – Interactors and Interdependence   | Biology-Energy Flow and Material Cycles- Photosynthesis.  | Chemistry – Pure and Impure substances  |
| <b>Computing</b>         | Computer Science & IT - Let's Collect: Data analysis                                       | IT & Digital Literacy - Let's Present: Finding information and presenting                   | Computer Science & Digital Literacy - Let's Connect: Emailing and Video links   | IT & Digital Literacy - Let's Write: Creating a digital book e.g. talking                           | Digital Literacy - Let's Be Safe: E-safety  | Computer Science - Let's Create: Design, create and evaluate a game                       |
| <b>Art and Design</b>    | Heiner Meyer - Mixed media studies of iconic London landscapes/peary kings & queens/pigeon | Michelle Chapman - Mixed media pupil designs based on imagery inspired by WW1 poetry.       | Cultural Mosaic Patterns - Design and production of an individual pattern that will be sewn together to make a KS3 patchwork wall hanging | Daniel Jean-Baptiste - Individual design and production of a relief, stuffed fabric fish.           | Giuseppe Arcimboldo - Experimental self-portraits using vegetables and group made ceramic busts painted | Aztec Culture - Individually designed and group made Aztec Mask using cardboard, mod roc. |
| <b>Design Technology</b> | London Appelle- Produce Traditional London based food. Eg. Chips in Gravy                  | Raffens- Make food dishes using the limited ingredients that were available during the war. | Sharing- using skills learnt in food to make a dish to share with other classes.  | Food from the sea. Explore what food comes from the sea and what dishes can be made.                | Growing food-Making a vegetable garden. Make a dish using products that would be grown.                 | Experimenting- explore with different ingredients to create a new dish.                   |
| <b>Geography</b>         | Major Cities - Extend knowledge of London  |   | Using Maps - In the classroom and beyond - maps to find both classrooms in the school and other schools around the world                  |   | Environment in world countries - growing things in different climates                                   |   |
| <b>History</b>           |  | Study of significant issues in world history - WW1  |   | Britain at Sea - early ships/Navy   |   | Medieval Britain - knights and the crusades   |
| <b>Music</b>             | Instrumental Exploring a range of instruments through expression                           | Music Halls Exploring the work of musicians from the music halls during world war 1         | African drums Playing a range of percussion instruments and identifying where they come from  | Improvisation Using the voice and instruments to compose music that reproduces the sound of the sea | Vocal Developing fluency and expression when singing  | Performance Performing in ensemble contexts to audiences                                  |
| <b>P.E.</b>              | Dance - Advanced Movement Patterns   | Dance - Developing Techniques and Improving Performance                                     | Competitive Sports - Cricket - Tactics and Strategies - Team Games  | Yoga - Developing Competency, Confidence and Expertise in Techniques                                | Athletics - Comparing Performances  | OAA - Mental and Physical Challenge   |
| <b>R.E.</b>              | Religious Figures - Exploring the way religious figures are portrayed in Poetry and music  | Christianity- Understanding the beliefs- Father, son and the holy spirit.                   | Hinduism- Exploring questions related to life and death. Linking to Christ's resurrection   | Judaism- exploring rituals that mark changes in life- bar mitzvah                                   | Buildings- Visit to religious buildings- Synagogue, temple and a Mosque.                                | Explore the ideas of mas of passage-  |

## Year two

| Topic                    | Autumn One<br>TV and Film   | Autumn Two<br>Climate  | Spring One<br>Tudors   | Spring Two<br>Nature's Great<br>Events  | Summer One<br>Industry   | Summer Two<br>The Olympics   |
|--------------------------|---|--|--|---|--|--|
| <b>Science</b>           | <b>Physics</b> - waves  | <b>Biology</b> - Energy flow and material cycles   | <b>Chemistry</b> - Energetics  | <b>Biology</b> - genetics and evolution   | <b>Chemistry</b> - Materials and the periodic table  | <b>Physics</b> - Motion and forces   |
| <b>Computing</b>         | <b>Computer Science</b> - Let's Design - creating a virtual space   | <b>Computer Science &amp; IT</b> - Let's Become Environmentalists - Modelling climate change   | <b>IT &amp; Digital Literacy</b> - Let's Document - Finding and presenting information           | <b>IT &amp; Digital Literacy</b> - Let's Fundraise - Charity fundraiser   | <b>IT &amp; Digital Literacy</b> - Let's Photograph - Themed photography   | <b>Computer Science</b> - Let's Develop - Design, create and evaluate a game to a theme  |
| <b>Art and Design</b>    | <b>Andy Warhol</b> - Warhol (drawing and painting project) inspired portraits of actors and actresses from films. | <b>Nava Lubelski</b> - Newspaper recycling sculpture/art project, in the style of Nava Lubelski.   | <b>Textiles</b> - project that investigates the clothes and jewellery of famous Tudor portraits. | <b>Katsushika Hokusai</b> - Print based project based on the traditional Japanese imagery of tsunami.                             | <b>Rex Ray</b> - Mixed Media/collage work that illustrates the advances in industry since the industrial revolution - based in the style of Rex Ray. | <b>José Francisco Borges</b> - Exploring painting techniques through the traditional folk art of Brazil, focusing on the work of José Francisco Borges |
| <b>Design Technology</b> | <b>Celebrity</b> - Pupils to be filmed making products to demonstrate skills. Discuss/Evaluate / Improve          | <b>Environmental Issues</b> - Investigate impact of climate change on food products. Clothing industry. What would be available. The 6 R's | <b>Products</b> - explore and make products that reflect tutortimes. View/Visit Stratford.       | <b>History of Technology</b> . Research time line of available technology. What has most impact. What is used more today.         | <b>Design Technology in Society</b> . Connective. Exploring technology needed in DT. Computers/machines.   | <b>Designing for the Olympics</b> . Making themed food, textiles and badges.   |
| <b>Geography</b>         |   | <b>Different environments</b> - including polar and hot deserts  |  | <b>Earthquakes and Volcanoes</b> - plate tectonics  |  | <b>Develop knowledge of World's Countries</b> - focus on using maps  |
| <b>History</b>           | <b>Film sources of History</b> - from different cultural perspectives   |  | <b>Tudors</b> - development of Tudor rule and society  |   | <b>A local history study</b> - industry in Birmingham  |  |
| <b>Music</b>             | <b>Musicians</b> Research and produce a profile for a chosen musician.  | <b>St. Lucia Jazz Festival</b> Research and listen to festival music; identifying characteristics, styles, tones and pace.                 | <b>Instrumental</b> Play wood wind instruments following characterisic styles, tones and pace.   | <b>Composition</b> Use instruments and voice to compose music that tells the story of nature's great events i.e. storms/volcano's | <b>History of instruments</b> Research and explore a range of instruments from the ancient romans to present   | <b>Perform</b> Vocally perform in solo and ensemble contexts with confidence and expression  |
| <b>P.E.</b>              | <b>Competitive Sports</b> - Netball - Tactics and Strategies - Team Games   | <b>Dance</b> - Understanding what makes a Performance Effective  | <b>Competitive Sports</b> - Hockey - Tactics and Strategies - Team Games                         | <b>OAA</b> - Working as a Team  | <b>Competitive Sports</b> - Rounders - Tactics and Strategies - Team Games   | <b>Athletics</b> - Achieving Personal Bests  |
| <b>R.E.</b>              | <b>Buddhism</b> Consider material possessions and their values.   | <b>Sikhism</b> - Exploring the significance of religious stories in today's world. The Birthday of Guru.                                   | <b>Christianity and Judaism</b> -Exploring signs and symbols across two religions-               | <b>Hinduism</b> - understanding the significance of Holi.   | <b>Judaism and Christianity</b> . Consider rituals in own life and compare to religious rituals.   | <b>Islam</b> - Explore the concept of duty.  |

## Year three

| Topic                    | Autumn One<br>Theatre   | Autumn Two<br>World War Two  | Spring One<br>Frozen Planet  | Spring Two<br>Asia   | Summer One<br>Gadgets   | Summer Two<br>Navigation  |
|--------------------------|---|--|--|--|---|---|
| <b>Science</b>           | <b>Biology</b> - Structure and function of living organisms; look at the skeletal and muscular system | <b>Biology</b> - Survival and function of living organisms; look at cells and organisation; look at the breathing (gas exchange) system. | <b>Physics</b> - Matter + Chemistry - The particulate nature of matter   | <b>Chemistry</b> - Earth Science   | <b>Physics</b> - Electricity and electromagnets   | <b>Biology</b> - Structure and function of living organisms; look at human nutrition and digestion; look at health.   |
| <b>Computing</b>         | <b>Digital Literacy</b> - Let's Be Safe - Safety  | <b>Computer Science &amp; IT</b> - Let's Animate - Design, create, share and evaluate, stop motion animation                             | <b>Digital Literacy &amp; IT</b> - Let's Explore - Creating <b>goggles</b>   | <b>IT</b> - Let's Design - Creating and evaluation digital art   | <b>Digital Literacy &amp; IT</b> - Let's Advanta - Creating an advert   | <b>Computer Science</b> - Let's Develop - Creating a mass style game  |
| <b>Art and Design</b>    | <b>Chinese Opera masks</b> - 3D Mask project based on Chinese Opera masks.                            | <b>Poster Project</b> - Graphic design project based on the topic: message/poster... "Keep calm and carry on".                           | <b>Temski Skulptie</b> - Abstract 3D gongchi vessels constructed from wire and mud rae - inspired by the artist <b>Temski Skulptie</b> | <b>Crill project</b> - creating and displaying ceramic tiles inspired by traditional Asian patterns.               | <b>Glass Oldenwig</b> - Gigantic 3D sculptures of life gadgets blown up and displayed publicly, in the style of <b>Glass Oldenwig</b> | <b>Gustav Klimt</b> -An Nouveau style mass media outcome based on the <b>Weeks</b> of the sea (mermaids stopped sailors being able to navigate)- in the style of the artist <b>Gustav Klimt</b> . |
| <b>Design Technology</b> | <b>Architecture</b> - Research Theatre design, theatre food, theatre costume.                         | <b>Availibility</b> - <b>masia</b> , products that reflect WW2 Food/Textiles   | <b>Inventors</b> - Make products that will be needed for a frozen planet.  | <b>Cultural Asia</b> - Creating food and textiles that are inspired by traditional Asian cultures.                 | <b>Gadget Show</b> - Making gadgets out of different materials.   | <b>Travel</b> - Look at food mile-how far things travel, how food travels around the body. Where materials come from  |
| <b>Geography</b>         |   |  | <b>Weather and climate</b> - including glaciers  | <b>Develop knowledge of Asia</b> - including population and landscapes   |   | <b>Maps</b> - Use a variety of maps, including satellite photographs, to navigate - local area  |
| <b>History</b>           | <b>Shakespearean theatre</b> - look at some parts of Shakespeare's plays                              | <b>WW2</b> - challenges people faced   |  |  | <b>Compare technology from the Viking age</b> - example: <b>relaxers</b> .  |   |
| <b>Music</b>             | <b>Musicals</b> Rehearsing and performing songs from a famous musical with confidence and expression  | <b>Jazz Music</b> Listening and identifying the characteristics of jazz music  | <b>Composers</b> Exploring and comparing the work of classical composers: Bach, Mozart & Beethoven                                     | <b>Bollywood</b> Developing a knowledge of the styles and characteristics (tones, gags, rhythm)                    | <b>Performance</b> Using tools to record and play back performances   | <b>Composition</b> Using a range of instruments to represent a journey  |
| <b>P.E.</b>              | <b>Dance</b> - Apply Understanding of Effective Performance to Own / Others' Work                     | <b>Competitive Sports</b> - Australian Rules Football - Tactics and Strategies - Team Games  | <b>Gymnastics</b> - Developing Competency, Confidence and Expertise in Techniques  | <b>Net and Wall Games</b> - Tactics and Strategies - Individual Games  | <b>Exercising Safely and Effectively</b> - Developing an Interest in Water Sport  | <b>Athletics</b> - Competitive Sports / Activities - Community Links Sports Day   |
| <b>R.E.</b>              | <b>Buddhism</b> - Explore readings from religious scripture.  | <b>Christmas</b> -Broad knowledge and understanding of Christianity.   | <b>Christianity</b> - Consider suffering and what Christianity tells us about the Christ's sacrifice.                                  | <b>Becoming more familiar</b> with the teachings and beliefs of major world religions: Chinese, Hindu and Islamic. | <b>Sikhism</b> - Reflect on opportunities to show love and kindness through acts- Charity work  | <b>Study</b> some of the guidelines for living in various religions: Judaism and Islam.   |

## Physical Education

All students are expected to take part in at least 2 hours of physical activity per week. This may be carried out through PE lessons, Swimming, Hydro therapy or

rebound. Teachers are expected to carefully link objectives to personal outcomes outlined in EHC Plans to ensure maximum progression and personal development.

At key stage 3, students follow a three year foundation curriculum map covering different areas of Physical development in the form of swimming, dance as well as sessions of physical exercise and games. Pupils practice their fine and gross motor skills as well as their spatial awareness, coordination, balance, body movement and position changes. Play and social skills are also developed by the means of structured activities; broken down in small manageable steps to assist with building up target skills. Our pupils enjoy using our hydrotherapy pool as water based activities have a therapeutic effect and allow pupils to relax and develop their confidence in water as well as build muscle tone and follow personal physio plans.

## **PSHE**

Mayfield School considers physical, social and health education to be a fundamental area of learning that promotes the well-being of our students.

In Key Stage 3, pupils will build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. Therefore teachers are expected to plan lessons that take in to account both whole-school and class issues by covering three core themes:

### **Health and wellbeing**

1. how to manage transition and change
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health\*
4. about parenthood and the consequences of teenage pregnancy\*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

\*Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

### **Relationships**

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters

4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

#### **Living in the wider world**

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

## Future development

After analysing the KS3 data for 2016/2017 we believe that the content of English themes are not successfully engaging learners. Because of this we are in consultation with subject leads and SLT to create a more robust and exciting curriculum; continuing with the thematic approach where appropriate.

We believe that updating the curriculum will excite and inspire the students and promote progress within the subject.

We are also currently reviewing the three year themes within the KS3 curriculum. We are keen to review and update these themes to ensure that they suit the needs and interests of the students to ensure that they continue to engage and make progress across all subjects.

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