

KS3 CITIZENSHIP – PROGRAMME OF STUDY

March, 2018

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Years 7/8 Opportunities for personal reflection and understanding different points of view and opinions.</p> <p>Year 9 To understand that we can express thoughts and emotions in different ways.</p>	<p>Years 7/8 To understand that there are different ways to communicate.</p> <p>Year 9 To explore relationships using speaking and listening (social) skills.</p>	<p>Years 7/8 To understand that we have individual liberty that can be expressed in different ways.</p> <p>Year 9 To learn about taking turns and different ways and cooperation.</p>	<p>Years 7/8 To explore how English fits into the wider world's contexts.</p> <p>Year 9 To be able to think critically about moral decision making and its impact.</p>	<p>Years 7/8 To understand how we can use language to explore characters' feelings and emotions.</p> <p>Year 9 Enjoying the right to evaluate the personal reflections of others.</p>	<p>Years 7/8/9 To understand how to use different forms of English to promote a sense of community.</p>
Maths	<p>Years 7/8/9 Terms 1-6</p> <p>To enable pupils to manage their money on a day-to-day basis and plan for future financial needs. Understanding the purpose of money. Value of coins, calculating using money in different contexts. To estimate, compare and calculate different measures, including money in pounds and pence. Including understanding decimal numbers.</p> <p>Pocket money, earning and spending money, calculating change using subtraction.</p> <p>Solving problems involving money, role play, team work developing social skills in scenarios.</p>					
Science			<p>Year 7 Opportunities to investigate the physical make-up</p>		<p>Year 7 Opportunities to show how mankind is an</p>	<p>Years 7/9 Opportunities to understand how our actions have</p>

			<p>of the Kent area to ensure understanding of how underlying rocks lead to variations in where we live and what agriculture can be sustained. How this impacts on the social and economic impact in Kent.</p>		<p>evolved animal and how the development of the brain has led to co-operative work, settlement and civilisation Years 8/9 How habitats around the world lead to adaptation of lifestyle. Investigating how our habitat is rich with variation but is under continual attack from human activity.</p>	<p>a very significant impact on the world, including global warming and acid rain. Opportunities to make a difference as a citizen of the world with global responsibility Year 8 The place of the human race within the cosmos. How humans have altered their position and importance over time and the effect of this knowledge on their psyche.</p>
Computing			<p>Years 7/8/9 Digital Literacy – Rules and Laws:- Privacy Policies, Copyright, Age restrictions for games and</p>			<p>Years 7/8/9 Digital Literacy – Good digital citizens:- positive digital footprints, posting online, cyberbullying,</p>

			websites, illegal downloading, Report abuse CEOP, School internet rules.			don't talk to strangers online, keep information private.
PSHE	Years 7/8/9 Understanding how to deal with change, discussing friendships and learning about the role of law in society.	Years 7/8/9 Consider what a community is, our rights and liberties and how we can participate as active citizens in a democracy.	Years 7/8/9 Explore the functions and uses of money, learning about wants, needs, value and budgeting.	Years 7/8/9 Setting and achieving goals, working together to improve our community, considering the feelings of others.	Years 7/8/9 Knowing our rights, the justice system, how to care for the environment, taking part in activities as a responsible citizen.	Years 7/8/9 Learn about our political system, voting, parliament and the monarch, understanding choices and responsibilities.
Geography	GEOGRAPHY IS NOT TAUGHT IN THESE TERMS			Year 7 To use team work, cooperation and develop social skills when using an atlas to carry out map and research work. Year 8 Understand the role of government in assisting with natural disasters.	Year 7 To use team work, cooperation and develop social skills when using an atlas to carry out map and research work. Year 9 Analysing the movement of people and the effects on the development of	Year 7 To use team work, cooperation and develop social skills when using an atlas to carry out map and research work. Year 9 Identifying how government decisions are made in relation to land use and

				Year 9 Understand the role of government in assisting with natural disasters.	multicultural communities in the UK.	the development of cities.
History	Year 7 Learning about the development of the Shang Dynasty Year 8 Learning about the development of the Monarchy in the UK. Year 9 Comparing the freedoms and liberties we have today with those who were denied these during the slave trade.	Year 7 Understanding the creation of the Roman Empire & Law and how it impacts on our laws and parliament today. Year 8 Understanding the creation of the Magna Carta and how it impacts on our laws and parliament today. Year 9 Understanding the development of our communities and how the liberties we enjoyed today were developed	Year 7 Understanding how the UK helped fight for the liberties of others during The Battle of Britain. Year 8 Learning about the development of the Monarchy in the UK. Year 9 Understanding how the UK helped fight for the liberties of others during WW1 and WW2.	HISTORY IS NOT TAUGHT IN THESE TERMS		

		due to the poor conditions of industrial revolution.				
RE	<p>Year 7 Understanding the role of the Synagogue within the community.</p> <p>Year 8 Identifying rules and values of other religions and how this affects communities within the UK.</p> <p>Year 9 Comparing own lives with those who have their liberties threatened.</p>	<p>Year 7 Identifying how the Jewish Community live by the values/rules of their faith during different life events.</p> <p>Year 8 Identifying how different communities come together for special events.</p> <p>Year 9 Understanding the church's roles within the community.</p>	<p>Year 7 same as Term 2.</p> <p>Year 8 Identifying where some of the UK's laws and values come from in Christianity.</p>	<p>Year 7 Identifying where some of the UK's laws and values come from in the Bible.</p> <p>Year 9 Identifying why we have certain public holidays in the UK to celebrate events in the Christian calendar (Easter).</p>	<p>Year 7 Understanding the role of the Church within the community.</p> <p>Year 8 Understand the role of Christian volunteer and charity groups from the UK.</p> <p>Year 9 Understanding the role of the Gurdwara within the community.</p>	<p>Year 7 Understanding the importance of respect when working together to improve our relationships in a community, through considering the feelings of others.</p> <p>Year 8 Identifying where some of the UK's laws and values come from in the old testament.</p> <p>Year 9 Identifying some of the rules governing religious communities in the UK.</p>

Art	Years 7/8/9 Learning to discuss opinions and meanings behind artwork understand the individual's right to have an opinion.	Years 7/8/9 Understand that there are rules in art that need to be followed to enable success	Years 7/8/9 Understanding Artists role in society and how they use politics as a source for inspiration.	Years 7/8/9 To be able to think critically about art work.	Years 7/8/9 Enjoying the right to individual liberty through art work.	Years 7/8/9 Understand that artwork can be used to encourage team work and community spirit.
Arts Award	Years 7/8/9 Understanding Artists role in society and how they use politics as a source for inspiration.	Years 7/8/9 Enjoying the right to individual liberty through art work.	Years 7/8/9 To be able to think critically about art work.	Years 7/8/9 Learning to discuss opinions and meanings behind artwork understand the individual's right to have an opinion.	Years 7/8/9 Understand that there are rules in art that need to be followed to enable success	Years 7/8/9 Understand that artwork can be used to encourage team work and community spirit.
Music Year 7	To think critically about the musical elements and 'debate' performances and work of others. To enjoy the individual liberty through the creation of music.	To be able to learn the rules of notation and how this can be interpreted. To use their critical thinking skills to come to an opinion. To enjoy the individual liberty	To think critically about the musical elements, keywords of the African music and 'debate' the success of performances and compositions of their own and others' work.	To think critically about the musical elements, keywords of the music from China and 'debate' the success of performances and compositions of their own and others' work.	To think critically about the musical elements, keywords from Minimalist music and 'debate' the success of performances and compositions of their own and others' work.	To think critically about the musical elements, keywords from Brazil (Samba Music) and 'debate' the success of performances and compositions of their own and others' work.

		through the creation of music.	To enjoy the individual liberty through the creation of music.	To enjoy the individual liberty through the creation of music.	To enjoy the individual liberty through the creation of music.	To enjoy the individual liberty through the creation of music.
Music Year 8	<p>To think critically about the musical elements, keywords associated with Ground Bass and 'debate' the success of performances and compositions of their own and others' work.</p> <p>Understand that music can be used to encourage team work and community spirit.</p>	<p>To think critically about the musical elements, keywords associated with Gamelan music and 'debate' the success of performances and compositions of their own and others' work.</p> <p>Understand that music can be used to encourage team work and community spirit.</p>	<p>To think critically about the musical elements, keywords from Irish Folk music and 'debate' the success of performances and compositions of their own and others' work.</p> <p>To enjoy the individual liberty through the creation of music.</p>	<p>To think critically about the musical elements, keywords associated with the blues and 'debate' the success of their own performance and of others' work.</p> <p>To enjoy the individual liberty through the creation of music.</p>	<p>To think critically about the musical elements, keywords associated with the blues and 'debate' the success of their own composition and of others' work.</p> <p>To enjoy the individual liberty through the creation of music.</p>	<p>To think critically about the musical elements, keywords associated with popular music and 'debate' the success of their own and others' work.</p> <p>Understand that music can be used to encourage team work and community spirit.</p>
Music Year 9	<p>Understand that music can be used to encourage team work and community spirit.</p>	<p>Understand that music can be used to encourage team work and community spirit.</p>	<p>Understand that music can be used to encourage team work and community spirit.</p>	<p>Understand that music can be used to encourage team work and community spirit.</p>	<p>To enjoy the individual liberty through the creation of music.</p>	<p>To be able to work democratically to make decisions as a group to</p>

						<p>achieve a common aim.</p> <p>Understand that music can be used to encourage team work and community spirit.</p>
FT	<p>Years 7/8 Discussing the rights, we have regarding our food consumption and dietary choices.</p> <p>Year 9 Continue to develop knowledge and understanding of Health & Safety, food hygiene and storage in line with Health and Safety Executive and Government legislation and guidelines.</p>	<p>Years 7/8 Discuss fair trade, food miles and importing foods from different countries</p> <p>Year 9 Discuss their right to healthy balanced diets, and how they can make the right dietary choices to reflect Government and Public Health England (PHE) healthy eating guidelines.</p>	<p>Years 7/8 Develop understanding of health and hygiene in line with government policies.</p> <p>Year 9 Examine and evaluate the levels of sugar and calories in processed food and food products in line with the latest suggested health guidelines of Public Health England (PHE)</p>	<p>Years 7/8 Discussing the rights, we have regarding our food consumption and dietary choices.</p> <p>Year 9 Continue to develop knowledge and understanding of Health & Safety, food hygiene and storage in line with Health and Safety Executive and Government legislation and guidelines.</p>	<p>Years 7/8 Discuss fair trade, food miles and importing foods from different countries.</p> <p>Year 9 Discuss their right to a healthy balanced diet, and how they can make the right dietary choices to reflect Government and Public Health England (PHE) healthy eating guidelines.</p>	<p>Years 7/8 Develop understanding of health and hygiene in line with government policies.</p> <p>Year 9 Examine and evaluate the levels of sugar and calories in processed food and food products in line with the latest suggested health guidelines of Public Health England (PHE)</p>

			and the Government.			and the Government.
DT	<p>Years 7/8/9 (alternated with FT)</p> <p>Foster an awareness of social responsibility when designing and making and consider the impact to creatively improve the quality of life.</p> <p>Consider product sustainability and environmental consequences and take into account how products will be used and who will use them. Select materials and components that have reduced environmental impact in their own designing and making.</p> <p>Think about the needs and values of users and any economic and environmental considerations.</p> <p>Use discussion to debate their opinions and arguments and justify the decision they make and begin to take responsibility for their actions when making products.</p> <p>Opportunities to gather information, make choices and reflect on how technology affects society as pupils work co-operatively.</p>					
MFL	<p>Years 7/8/9</p> <p>To develop global citizenship and intercultural awareness through MFL Enrichment Day.</p>	<p>Years 7/8/9</p> <p>To appreciate similarities and differences between communities through discussing festive celebrations.</p>	<p>Years 7/8/9</p> <p>Learning to discuss opinions and understand the individual's right to have an opinion.</p>	<p>Years 7/8/9</p> <p>To appreciate similarities and differences between communities through discussing festive celebrations.</p>	<p>Years 7/8/9</p> <p>To be able to think critically about MFL work.</p>	<p>Years 7/8/9</p> <p>To develop global citizenship and intercultural awareness through developing knowledge of France</p>
PE	<p>Years 7/8/9 - every term unless otherwise stated</p> <ul style="list-style-type: none"> • Develop a sound knowledge and understanding of the role of law in sport and how laws are enforced • Think critically about decision making, the use of etiquette, sportsmanship and gamesmanship and their moral impact • Develop skills which equip children to think critically and debate changes within performance • Embrace opportunities for personal reflection • Exercise the right to evaluate the performance others using one's own opinions 					

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| | <ul style="list-style-type: none">• Listen to and consider the value of different people's viewpoints and opinions (terms 2 and 3)• To express thoughts and emotions in different ways (terms 2 and 3)• To solve problems and outwit opponents using individual creativity and team work• To use team work, cooperation, coordination and develop social skills• To communicate in a range of different ways |
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