Undershaw Education Trust

Curriculum overview
Academic year 2023-24

KEY STAGE 3

The Undershaw Key Stage 3 Curriculum

At Undershaw we believe that students are entitled to experience a wide range of high-quality learning experiences, through the National Curriculum subjects and beyond. In addition to the core subjects of English, maths, science, history and geography, our students have lessons in the full range of arts disciplines, forest school and computer science. In addition, PSHE, sport, employability and life skills are explicitly taught throughout key stage 3. The key stage 3 curriculum is complimented further through the varied enrichment activities that students can choose to participate in on Discovery Days, embedding essential skills and working towards a recognised certificate or award.

Project based learning runs through year 7 and 8, providing the students with exciting opportunities for cross-curricular and collaborative work. Project Based Learning engages students in solving 'real-world' problems and exploring their responses to a question, developing their creativity and communication skills. Each project ends with a presentation of a public product, where students share their responses with families and peers

In year 9, each subject focuses on laying the foundations for progression to key stage 4 and ensures that students develop the skills, knowledge, and confidence to access the subjects that they wish to opt to continue in year 10 and 11. In the Spring term of year 9, students are supported through the options process which draws on our wide range of knowledge about the individual needs and goals of each student when making the decisions about which level 2 courses they would like to continue studying at GCSE/BTEC level.

For further information about the employability and life-skills curriculum, please contact Leilah. For further information about the key stage 3 curriculum and the options process, please contact Victoria, Deputy Headteacher.

Year 7

	English	Maths	Science	History	Geography
Autumn 1	PBL: What would a 'Cabinet of Curiosities' of Undershaw have in it? 'All about me'	PBL: What would a 'Cabinet of Curiosities' of Undershaw have in it? 'All about me'	Safety in the lab and curiosity of science (PBL)	PBL: What would a 'Cabinet of Curiosities' of Undershaw have in it?	PBL: What would a 'Cabinet of Curiosities' of Undershaw have in it?
Autumn 2	Discovery & Journeys	Algebraic Thinking	Cell biology	PBL: How has migration changed music?	PBL: How has migration changed music?
Spring 1	Myths and Legends	PBL: Where does our breakfast come from?	States of matter Separating mixtures	Norman Conquest EQ: How did William, the Duke of Normandy, become a 'conqueror'?	PBL: Where does our breakfast come from?
Spring 2	Project based learning Save the turtles	Application of number	Project based learning Save the turtles	The Abrahamic Religions and the Crusades	PBL: How can we save the turtles?
Summer 1	Sporting Legends	Sequences and Place Value	Space	PBL: How do we plan an Undershaw Olympics?	Weather
Summer 2	Action and Adventure	Probability	Communicable disease	PBL: How do we plan an Undershaw Olympics?	Faith and Beliefs: Festivals

Year 7

	Personal Growth	Physical Activity	Computing	Art	Music	Drama
Autumn 1	Transition & Health	Team games and hand eye coordination	Collaborating Online Respectfully	This is Us: Mixed media self-portrait project	This is Us: Music Transition Project: Cabinet of Curiosities	This is Us: Drama Transition Getting to Know You The 5C's Scripted vs Improvisation
Autumn 2	Developing Skills & Aspiration	Target sports	Data Representation	PBL: How has migration changed music? Creating album covers	PBL: How has migration changed Music?	Character 1: Creating a role. Human v/s Monster
Spring 1	Relationships	Swimming	Programming: Scratch/Python	PBL: Where does our Breakfast come from? Creating cereal boxes	PBL: Where does our Breakfast come from?	PBL: Where does our Breakfast come from? Create a Breakfast Advert
Spring 2	Personal Health	Fun Fitness	Using Media – Gaining Support for a Cause	PBL: How can we save the turtles? Group recycled sculpture	The Roots of Popular Music: Soul/'Lean on Me'	Page to Stage 1: Working from scripts Character 2 Developing a role
Summer 1	Identity	Summer Sports	Modelling Data – Spreadsheets	Zetangle bugs	Bands and Groups Musical Futures Project	Devising 1: Picture Stimuli – Mystery Pictures
Summer 2	Financial decision making	Summer Sports	Programming: Scratch/ Python (part 2)	Clay Bugs	Rhythms of the World	Arts Award 1: Artist Research

Year 8

	English	Maths	Science	History	Geography
Autumn 1	Gothic environments	Number sense	Acids and Alkalis	PBL: Why is Waverley Abbey in Ruins?	Development
Autumn 2	Project based learning: How to build a zoo	Graphs and sequences	Project based learning: How to build a zoo	English Civil Wars EQ: Why did the British go to war with themselves in 1642?	PBL: How do you run a zoo?
Spring 1	Private Peaceful' Michael Morpurgo	PBL: What does food tell us about a country's culture?	Electricity	The Kingdom of Benin EQ: How did the strength of the Kingdom of Benin change over time?	PBL: What does food tell us about a country's culture?
Spring 2	PBL: Can we ever trust the news?	Algebraic Techniques	Inheritance	PBL: What does the Sailor's Stone teach us about Hindhead?	PBL: What does the Sailor's Stone teach us about Hindhead?
Summer 1	Exploring Poetry from other Cultures	PBL- What role does STEM play in theme parks.	Chemical reactions	Industrial Revolution EQ: How have Historians argued about the Industrial Revolution?	Coasts
Summer 2	Science Fiction 'War of the Worlds'	Developing Geometry	Project based learning STEM in relation to theme parks.	Industrial Revolution EQ: How significant were Black people in the radical political movements of the nineteenth century?	Faiths and Beliefs: Christianity

Year 8

	Personal Growth	Physical Activity	Computing	Art	Music	Drama
Autumn 1	Personal Development & Health	Team games and hand eye coordination	Image Editing	PBL- Why is Waverley Abbey in Ruins?	Evolution of Music	Page to Stage 2:Charlie and the Chocolate Factory Character 3 Directing
Autumn 2	Prejudice	Target sports	3D Design	Indian Textiles	Evolution of Music 2	Theatre Style/history Greek Theatre – Chorus/Mask Theatre style/history Musical Theatre
Spring 1	Sex, Relationships & Conflict	Team sports	Programming: Python Turtle	Henry Moore Sculptures	Atmospheric Music: Creating musical stories.	Musical Theatre continued.
Spring 2	Looking After our Health	Fun Fitness	Mobile App Development	PBL: What does the Sailor's Stone teach us about Hindhead?	PBL: What does the Sailor's Stone teach us about Hindhead?	PBL: Sailors Stone. Produce Drama/Music and Programme Performance
Summer 1	Discrimination & Challenges	Summer Sports	Spreadsheets	Pop Art Self-portraits	Bands and Groups: Musical Futures Project 1	Theatre style/history Melodrama
Summer 2	Careers & Finance	Summer Sports	Python Programming (Text-Based)	Pop Art self-portraits	Bands & Groups 2: Musical Futures Project leading to Sundial	Arts Award Organisation Sundial Rehearsal

Year 9

	English	Maths	Science	History	Geography
Autumn 1	Crime and Punishment	Reasoning with Algebra	Atomic structure	British Empire EQ: How should we remember the British Empire?	Tectonics
Autumn 2	'Holes' analysis of text	Constructing in 2 and 3 Dimensions	Forces and waves	WWI EQ: How can a study of the 'forgotten soldiers of Empire' broaden our understanding of the Western front?	Population
Spring 1	The Boy in the Striped Pyjamas	Reasoning with number	Reproduction	Inter-wars years EQ: How did Nazi rule change the lives of ordinary Germans?	Climate change
Spring 2	Don't get me started: giving a point of view	Reasoning with Geometry	Earth Chemistry	WWII EQ: What was the most significant turning-point of WWII?	Coasts
Summer 1	Shakespeare research and presentation Introduction to 'Romeo and Juliet'	Reasoning with Proportion	Cell biology	The Holocaust EQ: How did the escalation of antisemitism lead to the Holocaust?	Faiths and Beliefs: World Religions
Summer 2	Reading a Shakespeare play	Representation, Real-World maths and Revision	Organisation	EQ: How did the lives of LGBTQ+ people change in post-war Britain?	Ecosystems: Rainforests

Year 9

	Personal Growth	Physical Activity	Computing	Art	Music	Drama
Autumn 1	Achieving Good Mental Health	Team games and hand eye coordination	Networks	Still Life	Bands and Groups: Musical Futures 1	Improvisation Arts Award Identifying areas to include – creating Log Book Theatre style/history: Pantomime
Autumn 2	Careers & Enterprise	Target sports	Game Lab	Photography and painting- Reflections	Bands and Groups: Musical Futures 2	Theatre style/history continued: Pantomime Staging Arts Award Recording
Spring 1	Healthy Relationships with Others & Ourselves	Team sports	Cyber Security	Giacometti Sculpture	Song writing	Theatre styles/history Musical Theatre
Spring 2	Our Health & Personal Safety	Fun Fitness	Impact of Technology	Angie Lewin	Song writing 2	Devising original drama/script writing (A picture Paints a Thousand Words)
Summer 1	Intimate Relationships	Summer Sports	Physical Computing	Architecture and Abstraction	Atmospheric Music; film and programme music	Page to Stage Shakespeare: R + J Monologues and Duologues
Summer 2	Rights & Responsibilities	Summer Sports	Creating Media	Lucy McLauchlan tribal art.	Atmospheric Music; film and programme music 2 (own films)	Monologue and Duologue Performance Arts Award Completion Sundial Rehearsals

NOAH lessons at Undershaw

At Undershaw, students have a weekly NOAH (nature, outdoors and health) session throughout key stage 2 and 3. NOAH sessions are led by a qualifiedLevel 3 Forest School Leader, usually in our forest school outdoors learning area.

What is Forest School?

Forest School is a child- centred inspirational learning process that offers all learners regular opportunities to achieve and develop confidence and self-esteem via hands-on learning experiences in a woodland or natural environment with trees. It is a long-term program that supports play, exploration and supported risk taking. Children who may struggle to learn in the classroom are enabledto develop new ways of learning and coping with the world and the indoor classroom environment. The process helps and facilitatesmore than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically, and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try new opportunities and try things out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. The opportunity to experience risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. To believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and wegrow by overcoming them. Forest School, therefore, helps participants to become, healthy, resilient, creative, and independent learners. Forest School provides the opportunity to succeed in an alternative environment, making it a great place for children of all ages, abilities, and backgrounds.

Forest School at Undershaw

Each session is carefully planned, implemented, and evaluated considering the needs of the individual learners. Sessions always start and finish as a class group and will on most occasions involve a group activity such as a game or creation e.g., bird feeder. All resources are made available each session these include tools, firefighting, den building materials, art and craft materials, bug finding equipment,mud kitchen, hammock and relevant books and ID charts. There are Health and Safety rules that must be abided by and some goldenrules that are part and parcel of every session the key one is kindness and respect for each other, adults, and nature. Students can learn about nature and the changing seasons, wildlife, conservation, and care for the environment. They will learn and acquire manypractical skills such as tool use, fire lighting and cooking, and construction working collaboratively with their peers, experiencing leadership, learning about risk assessment and take risks, problem solve, empathise, encourage, and teach each other.

Through the Forest School lessons, students will be able to meet their sensory needs through play and activities on offer, with the opportunity for time and space to self-regulate if necessary. Through child led play and having fun these are some of the benefits andskills that will take place in sessions for individual children, through observation, assessment, and planning these are built on and developed, the list is not exhaustive.