



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

KEY STAGE 3 CURRICULUM 2022/23: The 'How and the 'Why'

Subject	Curriculum Intent/Objective of studying subject	Skills development		Implementation [Teaching, learning & assessment approaches]	Interleaving [skills & content] How do knowledge & skills build over time?	Enrichment	Impact on learners of studying the subject
		Subject specific	Transferable				
Art	<p>Develop creative and visual thinkers</p> <p>Promote freedom of expression</p> <p>Develop observation whether of an object or the world around us</p> <p>Develop confidence</p> <p>Promote spiritual and cultural awareness and reflection</p>	<p>Artistic techniques</p> <p>Materials based skills</p>	<p>Resilience</p> <p>Communication, e.g., visual and verbal</p> <p>Critical thinking</p> <p>Teamwork, working with others</p> <p>Self-discipline and time management</p> <p>Problem-solving</p> <p>Analytical skills</p>	<p>Building depth and expertise through KS3</p> <p>Practical and active learning</p> <p>Regular feedback and improvement cycle</p>	<p>Building similar skills over course</p> <p>Developing more complex skills in using materials and techniques.</p> <p>Skills required to be successful at GCSE are interleaved.</p>	<p>Art clubs</p>	<p>Those with a wide skill set have an advantage in any career</p> <p>Students develop in confidence</p> <p>Students develop skills to be successful lifelong learners</p>

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Computing and ICT	Digital literacy	Programming	Problem Solving and abstraction	Each year contains 5 modules and one project which enables the students to use and further develop all of their computing skills.	The core concepts are used throughout though there is no direct interleaving possible for many modules.	Computing/Electronics club runs for two terms each year	At the end of three years all students should be aware of how computing and ICT fit into the STEM sphere. Students should have sufficient digital literacy to support them in all other subjects. Students should know if Computing is a suitable options choice at GCSE and the careers it can lead to. Problem solving skills which are transferable to all subjects.
	Problem Solving and abstraction	Databases	Creativity				
	Computational thinking	Media manipulation	ICT Application skills	Carousel used to teach programming and logic. In addition, this emphasises problem solving, deconstruction and abstraction.	Each year a different/more challenging aspect of programming will be tackled as the students	Digi-girlz Bebras	
	ICT application skills.	Spreadsheets	Digital literacy				
	Develop futureproof STEM skills	E-Safety					
	Understanding of computer science	Web skills and development					
		Networking					
		Theory of computation					
	Basic knowledge of hardware and data theory.						

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Design and Technology	<p>To develop creativity</p> <p>To develop precision and accuracy of practical skills</p> <p>To develop an awareness of why/what/how of the design process</p> <p>To develop knowledge of nutrition and health</p>	<p>Use of hand tools and machinery</p> <p>CAD/CAM</p> <p>Drawing skills</p> <p>Design process and evaluation</p>	<p>Problem-solving skills</p> <p>Communication of ideas, written and verbal</p> <p>Evaluative skills</p> <p>Working safely</p> <p>Awareness of global issues</p>	<p>Exposure to a variety of material areas, e.g., wood, metal, acrylic, food, textile, etc.</p> <p>Design tasks and development</p> <p>Making tasks</p> <p>Evaluating tasks</p> <p>Research tasks</p>	<p>Introduction to new tools/ machinery in Year 7 and then revisited/re-used in later years</p> <p>Processes in designing, making and evaluating revisited each project in each year</p> <p>Application of process and design to different materials</p>	<p>Knit and natter club</p> <p>Bake Off Club</p>	<p>Students will develop their creativity</p> <p>Students will develop resilience and problem-solving skills</p> <p>Students will develop their practical skills in design and manufacture</p>

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Drama	<p>To recognise drama as an art form that requires seriousness of approach Integration of the imagination, thinking and feeling through drama helps to develop self-esteem</p> <p>To encourage students to explore their personal values and to appreciate the values and attitudes of their own and other communities</p> <p>To develop an ability to analyse and assess social, moral, ethical and aesthetic values</p> <p>To process, understand, express and communicate present and past experiences and to</p>	<p>Performance skills</p> <p>Physical skills</p> <p>Leadership</p>	<p>Social and vocal</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Teamwork</p> <p>Independence and time management</p> <p>Resilience</p> <p>Organization and leadership</p> <p>Literacy and interpretation</p>	<p>Termly units of work exploring a range of topics, e.g., theatre history</p> <p>Active learning Cycle of peer review</p>	<p>Use of assessment objectives from GCSE and A-Level cascaded down</p> <p>Content revisited, e.g., script study</p>	<p>Productions</p> <p>Clubs</p> <p>Theatre visits</p>	<p>Students will be confident young people with good interpersonal skills</p> <p>Students will have developed their knowledge and understanding of Theatre</p> <p>Students will have developed understanding and appreciation for their place in society</p> <p>Students will have developed an appreciation for teamwork</p>

	<p>consider possible outcomes for the future</p> <p>To develop an appreciation for own cultural heritage and diversity</p> <p>To develop creativity</p> <p>To develop personal and social expression</p> <p>To develop use of intuition and imagination as a method of learning</p>						
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English	To be able to communicate in written and spoken form.	Analysis of texts	Debate	One Accelerated Reader lesson a fortnight	Interleaved curriculum plan where each big area is revisited in each year throughout KS3, e.g., non-fiction units are taught in all three years, e.g., non-fiction, prose, writing, novel, poetry, and Shakespeare.	PiXL Debate Highdown Herald	At the end of Key Stage 3, students will be able to write and speak fluently and accurately using a range of appropriate language and language techniques.
	To be able to interpret, analyse and evaluate texts written and spoken by others.	Creation of texts	Discussion	One writing challenge lesson per fortnight			
		Interpretation of texts	Extended writing	Home learning projects for Y7/8 each term to encourage an 'ethic of excellence' and working towards a 'big goal'.			
	To be exposed to a variety of texts, both fiction and nonfictions, which enable a better understanding of the world and people in it.	Evaluation of ideas	Interpretation of texts and ideas	Reading skills, reading for purpose			
		Analysis of language, structure and form	SPaG				
		Understanding of implicit and explicit meaning	Home learning booklets used for Y9 to support students being GCSE-ready				

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Geography	Challenge students' concepts of the world	GIS	Enquiry	Use of technology to investigate geographical patterns and trends	Variety of geographical skills are revisited throughout the key stage, e.g., decision-making, enquiry, use of maps and atlases, field sketches, analysis of data. Research projects revisit similar themes and skills Cultural and context revisited Synopticity of geographical themes and topics, e.g., players, actions, futures, sustainability. Place, space, geophysical processes and sustainability	Climate conference Local fieldwork studies, e.g., use of the academy estate	Students will have developed an understanding of the physical and human processes that shape our surroundings Students will have developed an appreciation for the interconnectedness of the world and the implications of this for people and the environment Students will have developed an understanding of the concepts of place, space and sustainability
	Improve their understanding of the natural environment	Map reading	Communication	Enquiry-based learning			
	Build a greater understanding of how humans interact with the natural world	Source evaluation	Critical Thinking Problem-solving and decision making	Development of extended writing			
	Promote sustainability	Image analysis	Discussion and debate	Independent and collaborative project work and research			
	Understand the impacts of globalisation on the world	Fieldwork	Extended writing	Resource analysis about unfamiliar contexts			
	Develop new skills	Data presentation	Collaborative work				
		Field sketches Atlas use	Independence Research skills				

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History	<p>To gain an in-depth overview of British history and its links to the wider world since 1066</p> <p>To develop critical thinking and understanding of why different interpretations develop</p> <p>To develop evaluation of source materials</p> <p>To develop a wider understanding and connection to British culture and its place in a global context over time</p>	<p>Applying detailed knowledge to answer historical questions and enquiries</p> <p>Analysing sources and interpretation of history in their historical context and using this analysis to evaluate different evidence</p>	<p>Extended writing</p> <p>Communication and debate – speaking, listening, writing</p> <p>Structuring an argument based on evidence</p> <p>Research skills</p> <p>Critical thinking and evaluation</p> <p>Use of technology</p>	<p>Context gathering and checking of understanding</p> <p>Applying knowledge to varying levels of questions</p> <p>Challenge through greater depth of knowledge</p> <p>Range of activities, e.g. exhibitions and museums, projects, debates and role play, games, use of graphic</p>	<p>Skills built from Y7 with revisiting skills and developing these further</p> <p>Context is revisited across the Key Stage Themes used to revisit context, e.g., technology, religion, economy, society, war</p> <p>Themes used to compare historical events and to consider continuity and changes over</p>	<p>Trips</p> <p>History club</p> <p>Resources in the Library, e.g., magazines and Horrible Histories series</p>	<p>Students will have an in-depth overview of British history</p> <p>Students will have developed a range of skills</p> <p>Students will develop as critical thinkers</p>

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Mathematics	To develop students as numerate problem solvers, critical thinkers and effective communicators.	Arithmetic	Problem-solving	<p>All standard lessons follow a similar structure</p> <ul style="list-style-type: none"> • Do Now Activity • Talk Task • New Learning • Diagnostic Questions • Independent Work • Plenary/Exit tickets <p>Home learning used for practice and consolidation of skills as opposed to assessment</p> <p>Fortnightly knowledge checks assess and strengthen retention and recall of key learning</p> <p>Termly open-book problem solving</p>	<p>Teach it once. Teach it well. Use it often.</p> <p>Each half-term has a single focus to allow more time to study a topic in depth</p> <p>Topics are not then re-taught but revisited in the context of new learning to help students see connections and be able to apply prior learning in new contexts</p>	<p>Data visualisation competition</p> <p>Mathematical story writing competition for year 7</p> <p>UKMT individual and team maths challenges</p> <p>Core maths taster sessions</p> <p>Data persuasion task</p>	<p>Students are numerate problem solvers, critical thinkers and effective communicators</p> <p>Students can apply mathematical skills across the curriculum and to daily lives</p>
		Numeracy	Communication				
	To enjoy and develop patience and persistence when solving problems	Data analysis	Resilience				
	To develop the knowledge, skills and attitude to pursue further studies in STEM fields.	Measurement	Data handling				
		Algebraic Manipulation	Graphicacy				

				assessments bring focus specifically to problem solving skills and encourage students to review and consolidate their notes with exemplars from KS4 modelling good practice			
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MFL	<p>To improve understanding of different cultures</p> <p>To learn grammar and vocabulary to be able to converse, write, understand and read a foreign language confidently</p> <p>To develop an understanding and appreciation of multiple languages</p> <p>To communication effectively in a foreign language</p>	<p>Reading, writing, speaking and listening in a foreign language</p> <p>Translation Developing cultural appreciation and understanding</p>	<p>Literacy across the curriculum, e.g., grammar</p> <p>Communication in different forms</p> <p>Creative writing</p>	<p>Repetition of vocabulary</p> <p>Application of grammatical knowledge</p> <p>Reading comprehension</p> <p>Listening and translation</p> <p>Speaking work and use of role plays</p> <p>Creative writing in foreign language</p> <p>Use of / immersion in target language</p>	<p>Grammar and tenses introduced and then built upon and revisited in following years/topics</p> <p>Topics are based on GCSE topics enabling preparation for GCSE</p> <p>Four key skills are assessed each year within different topics</p>	<p>Year 8/9 French trip</p> <p>Year 8/9 Spanish trip</p> <p>Chinese trip</p> <p>Mandarin Excellence Programme</p> <p>European Day of Languages</p>	<p>Learners are more aware of different cultures</p> <p>Learners develop knowledge of language in four key skills</p> <p>Students will communicate effectively in a foreign language</p> <p>Students develop grammatical knowledge which can be applied in their other subjects</p>

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Music	<p>To foster a lifelong interest in music</p> <p>To develop performance, composition and listening skills to enable students to independently access music making</p> <p>To expose students to unfamiliar music styles</p>	Listening, performance and composition	<p>Analysis of set works</p> <p>Skills required for group work</p> <p>Listening and communication skills</p>	One or more of the core music skills are taught every lesson through a variety of performance, composition and listening tasks.	<p>Each year has a balance of performance, composition and listening skills.</p> <p>Modules the students take contain a mixed diet of activities and skills</p>	<p>Lunchtime and after school extra-curricular music clubs</p> <p>Concert programme spanning the year</p> <p>Peripatetic music lessons</p>	Music education contributes to cognitive development such as stronger connections between brain regions, great grey matter, improved brain structure and functioning, better memory and attention and higher IQ

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PE	<p>Develop competence to excel in a broad range of physical activities</p> <p>To ensure students are physically active for sustained periods of time</p> <p>To engage in competitive sports and activities</p> <p>To promote healthy and active lifestyles</p>	<p>Sportsmanship</p> <p>Understanding and following rules and accepting decisions</p> <p>Safety</p> <p>Analysing situations and choosing appropriate strategies to overcome opponents</p> <p>Create dances and patterns of movement to express themes</p> <p>Analysing performances</p>	<p>Teamwork</p> <p>Organisation</p> <p>Leadership</p> <p>Communication</p> <p>Self-discipline</p> <p>Resilience and 'bouncebackability'</p> <p>Critical thinking</p> <p>Problem-solving</p>	<p>Practical active learning is key</p> <p>Feedback and time to improve in six-week blocks</p>	<p>Each sport is revisited each year group</p> <p>Each year group builds depth and level of skill</p>	<p>Comprehensive extracurricular programme of sporting clubs and competitions</p>	<p>Students will have developed a wide range of physical and mental skills that will help them work collaboratively and make decisions when under pressure.</p> <p>Students will have developed an understanding of how to maintain a healthy and fit lifestyle through physical exercise.</p>

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RE & Citizenship	Gaining a deeper understanding of the world and the people in it.	Empathy	Empathy	Extended writing in paragraphs	The nature of worship and prayer	Yr7-9: Media and current affairs club What is the place of religion in the modern world? Ethics Ambassadors	Becoming well rounded global citizens who can confidently express their own views about the world and respect the beliefs of others.
	Considering what influences people's beliefs and therefore shapes their behaviour.	Extended writing	Extended writing	Classroom discussion/debate	Religious symbols		
	Developing personal and tolerant attitudes towards the world and others.	Analysis skills	Analysis skills	Critically deconstructing quotes from sacred writings.	Religious leaders		
	Gaining a deeper understanding of rights, legal systems, government & politics, civil society, economics and international affairs.	Evaluation skills	Evaluation skills	Reading. Comparison, analysis and evaluation of beliefs.	Non-religious beliefs about the nature and origin of the world.		
	Considering and analysing what influences people	Critical thinking skills	Critical thinking skills		The media's influence on religion.		
		Knowledge and understanding about the world	Knowledge and understanding about the world		The nature of God.		
		Articulate personal views	Articulate personal views		Interrelationship between current events, civil society, politics and the legal system.		
	Compare different beliefs	Compare different beliefs					
	Tolerance and respect for a variety of opinions	Tolerance and respect for a variety of opinions					

	<p>views on the above and their interconnectivity.</p> <p>Evaluating case studies to develop deeper understanding.</p>						
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Science	<p>To build on skills developed at KS2</p> <p>To prepare students to be able to view and analyse the natural world and evaluate cause and effect</p> <p>To provide a route map to higher order thinking as a scientist preparing students for GCSE which commences at the start of Year 9</p>	<p>Planning and executing experiments / practical science</p> <p>Evaluation and analysis of experimental data</p> <p>Presentation and communication of data</p> <p>To draw conclusions based on scientific evidence</p> <p>Working safely</p>	<p>Use of graphical and mathematical skills</p> <p>Extended written work</p> <p>Objective analysis of information and data</p>	<p>Combination of taught subject matter, student research, practical work and working independently and with others</p> <p>Group presentation work, including feedback</p>	<p>Common approach to practical work developed and implemented across disciplines and year groups</p> <p>Application of mathematical skills</p> <p>Ability to interpret data is regularly revisited</p>	<p>Science Club to achieve a 'license to work in a lab'</p> <p>Science Fair</p> <p>Go4Set project through EDT</p> <p>Reptile club</p> <p>Gardening club</p>	<p>Students develop an understanding of the natural world</p> <p>Students develop an ability to view practical data from an unbiased viewpoint</p> <p>Students feel excited and confident in science grounding and ability to embark on GCSE work</p>