

KS3 CURRICULUM INFORMATION

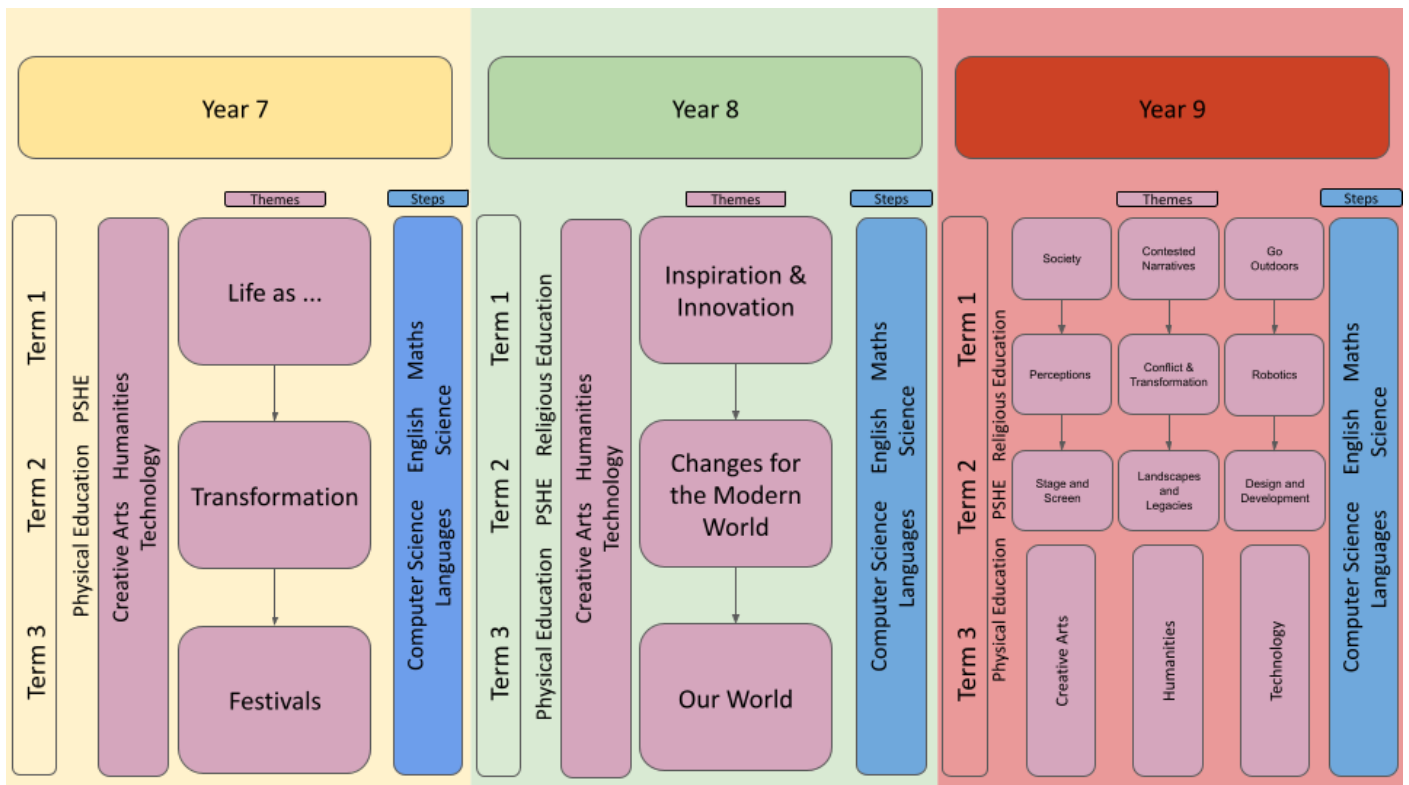
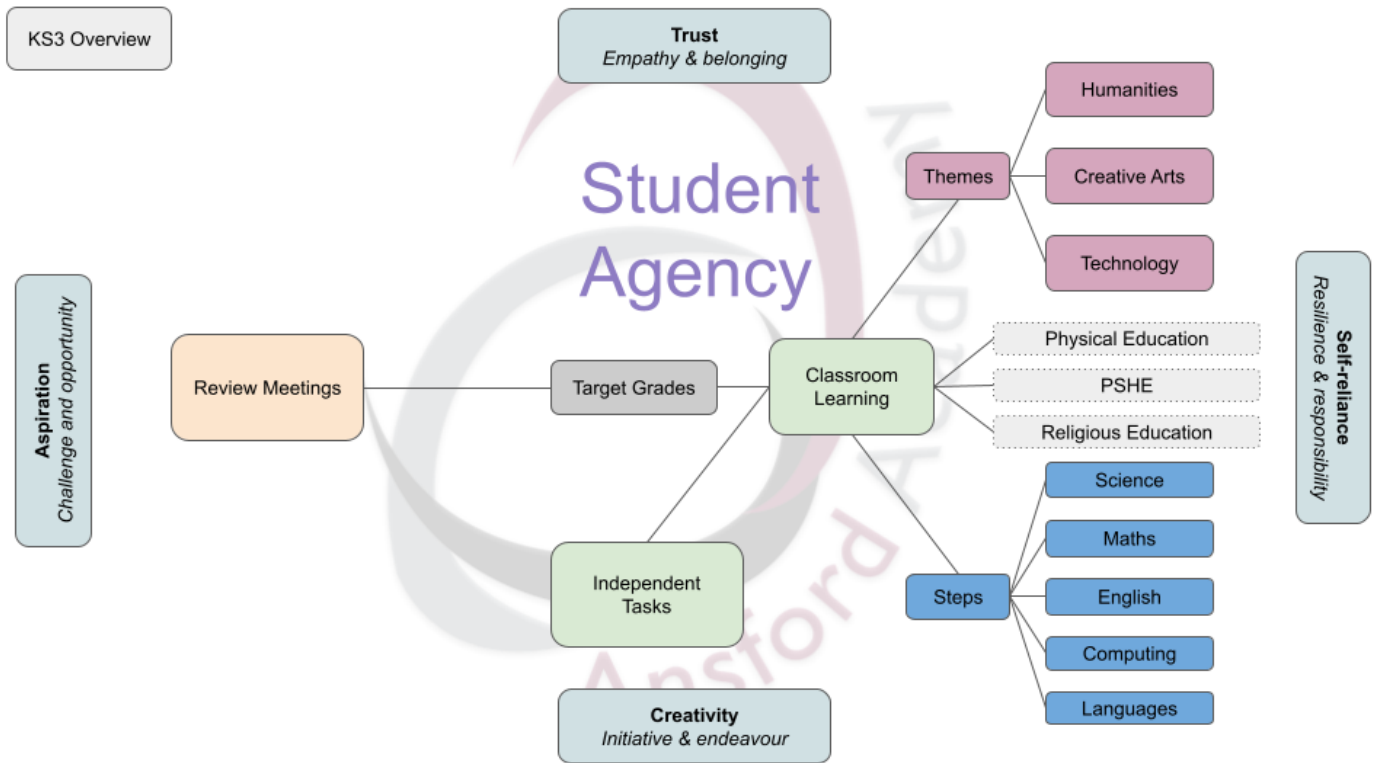
FOR FAMILIES



Rationale

At Ansford we believe that students are most successful when they are autonomous learners who are able to take responsibility for their learning. Our ambition to enable students to develop more resilience and become independent, curious learners can only happen if we give them the tools to do that. With this in mind, we have organised the way that students learn into a number of key components.

Overview



Key Components

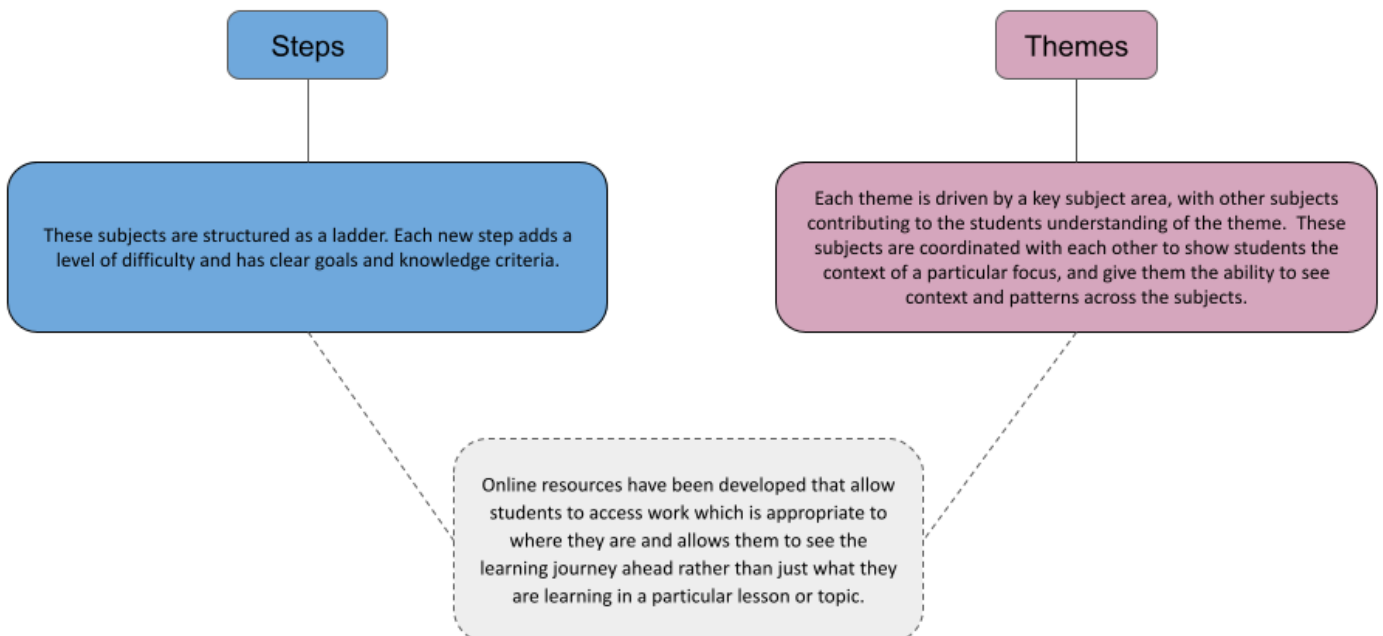
The key components to the organisation of learning are:

Themes

- There are **3 themes** per year, each lasting a term. Each theme subject will teach and learn around the given theme which will be led by one subject area. Themes subjects include:
 - **Humanities** (Geography, History and RE)
 - **Creative Arts** (Art, Drama and Music)
 - **Technology** (Design Technology and Food Technology)
- Each theme will follow a similar format in Years 7 and 8:
 - **Taught lessons in subjects:** Teacher directed lessons covering subject content.
 - **Independent project based tasks:** Students will be set independent tasks. Independent learning tasks are completed at home.
 - **Assessment & Review:** The final week of term will allow time for students and coaches to review assessment grades and make improvements where required. This should allow students to meet and exceed their learning goals.

Steps

- There are **5 step subjects** taught as distinct subjects **English, Maths, Science, Computer Science** and **Languages**
- Online resources have been developed that allow students to access work which is appropriate to where they are and allows them to see the learning journey ahead rather than just what they are learning in a particular lesson or topic.
- Independent Learning (homework) is set weekly except for computer science which is set every two weeks.



Independent Learning (Homework)

Theme Subjects

Project based Independent Tasks

Tasks completed over a longer period of time

Step Subjects

Regular Independent Learning

A minimum of 48 hours period given to complete

What is the purpose?

- To consolidate your learning
- To look at an area of learning in more depth
- To practise a skill you have been working on in class
- To allow you the chance to focus on an area of learning that has interested you
- To develop the independent skills require to access the curriculum throughout your time at Ansford

How will my teacher know if I have completed it successfully?

- If you have achieved the task at or above your learning goal it will help to ensure you meet your learning goal in that subject's assessment and in the mission.
- Your teacher will monitor and support you in the completion of your independent learning

How will the independent tasks be marked?

Assessment will depend on the type of task and could be assessed by:

- marking tasks in class
- sharing your work in a lesson
- your teacher marking and giving feedback
- using it as part of an assessment
- needing it to complete the mission

Students will be set no more than 6 pieces of independent learning per week. The amount of time students are expected to spend on their independent learning depends on which year group they are in.

| Year Groups | Time per independent learning activity (approximate) | Number per fortnight | Total per week (approximate) |
|-------------|--|----------------------|------------------------------|
| 7 - 8 | 30 | 12 | 3 hours |
| 9 | 40 | 12 | 4 hours |

Each student is provided with a log book where they can record their independent learning, when it is set and the date it is due. Students will be given time in lessons to record the work set and the opportunity to record detail if required. Google classroom will be used to give details by the class teacher.

Supporting Students' Learning

In school

- Log book
 - Students are given a log book at the start of the academic year to record their independent learning tasks.
- Tutor
 - Tutors will support students in organising their work and help reflect on what has gone well and next steps.

At home

- All independent work will be set on google classroom by class teachers. Students access these materials at home using the internet. They can use the materials to consolidate what they have learnt, finish any work not completed, ensure work is completed to their learning goal and access their independent learning tasks.

Ansford Journey

Students in KS3 work towards individual learning goals which are negotiated between the coach, students and their parents using prior data to inform discussions. These are then communicated in the language of Bronze, Silver, Gold and Platinum.

The table below illustrates how the KS3 metals link to KS4 GCSE Grade ranges. Movement between metals is fluid and so students are not restricted to one metal. Students are able to set their own learning goals that inspire them to achieve the best grades they can. At Ansford, there are no limits for students. We continue to review students' learning goals and are eager, through discussions with students and parents, to raise these when appropriate to ensure that both students' potential and the positive mindset of students is considered at all times.

| KS3 Learning Goal | | KS4 Learning Goal |
|-------------------|-----------------------|-------------------|
| Platinum | <i>progression to</i> | GCSE Grade 8 - 9 |
| Gold | <i>progression to</i> | GCSE Grade 6 - 7 |
| Silver | <i>progression to</i> | GCSE Grade 4 - 5 |
| Bronze | <i>progression to</i> | GCSE Grade 1 - 3 |

Reporting

Parents will receive information of their child's progress at 3 points in the year (interim report, parents' evening and end of year report).

The following data will be reported to parents:

- Attitude to Learning
- Independent Learning
- Current expected grade
- Oracy
- Attendance %
- Achievement points
- Behaviour points

Student Groups for Teaching

Within a school situation, we need to group students according to our ability to accommodate them, our ability to teach them and their ability to learn. Students are taught in the following groups at key stage 3.

| | Mixed ability groups (Tutor Groups in Year 7) | Setted according to ability profile | Smaller mixed ability groups for practical subjects |
|---|--|--|---|
| 7 | All subjects except | Maths | Design Technology (DT) and Food Technology (Food) |
| 8 | All subjects except | Maths | Design Technology (DT) and Food Technology (Food) |
| 9 | All subjects except | Maths, Science | Design Technology (DT) and Food Technology (Food) |

Year 7 Information

During your time at Ansford, you will study many subjects and topics to prepare you as best as possible for the future. Remember – you might be learning now and preparing to do a job in the future that doesn't even exist yet!

By the end of year 7 you will:

- Learn how and why you are working in themes
- Know how to improve your work
- Develop the skills to become a more effective learner
- Understand that intelligence can be grown
- Complete and present your missions
- Set and review your individual long term goals in every theme and step subjects

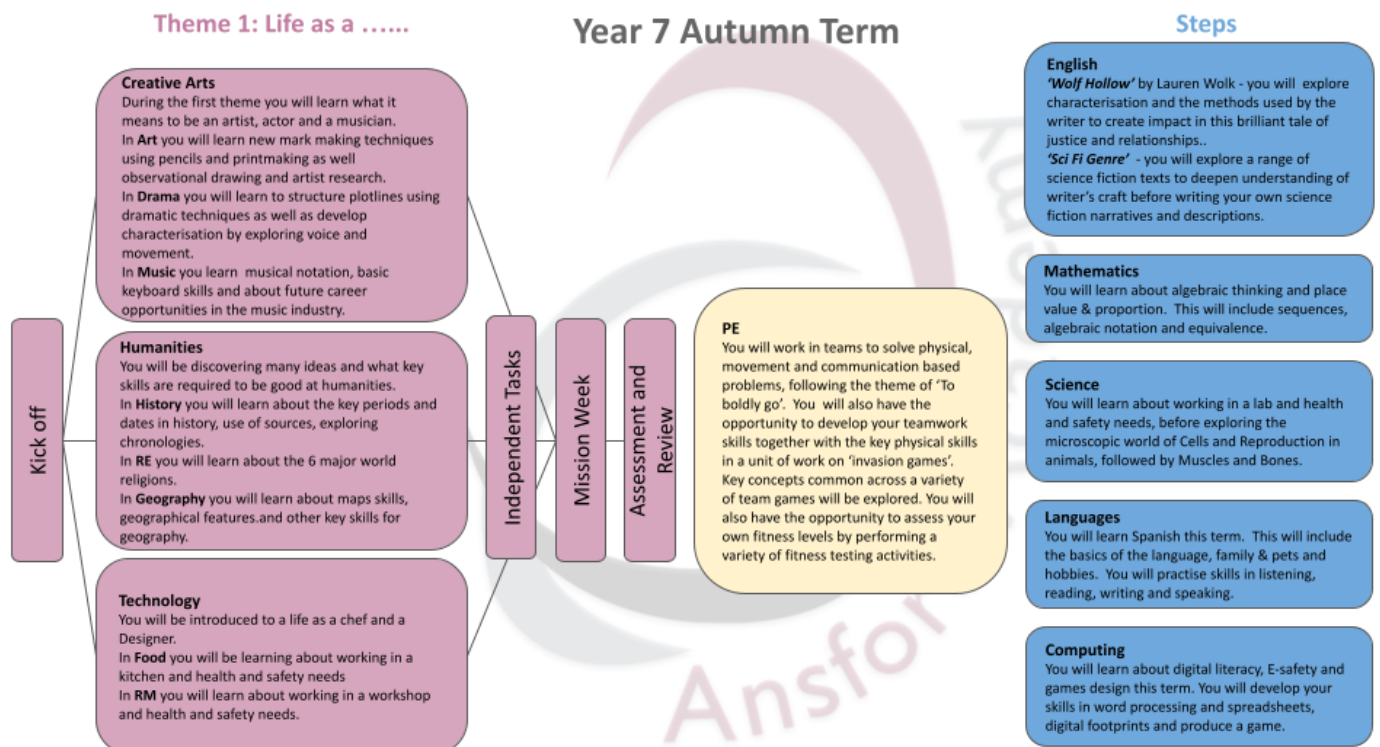
Year 7 Theme 1: Life as a

Aim: for new year 7 students to understand the various new secondary subjects, be aware of key skills and knowledge within and across these subjects and be inspired to understand possible career paths in these subjects.

Learning outcomes:

- I have been introduced to the new KS3 subjects, skills and terminology and how subjects work together.
- I understand what key skills I will be learning about and the learning journey and how they tie in to my Ansford learning journey.
- I am aware of possible future career paths.

Mission: I am an expert in..., showing my skills and knowledge from at least one subject area by improving a piece of work, helping another person improve their work, creating resources to show my experience and to start to consider my future career.



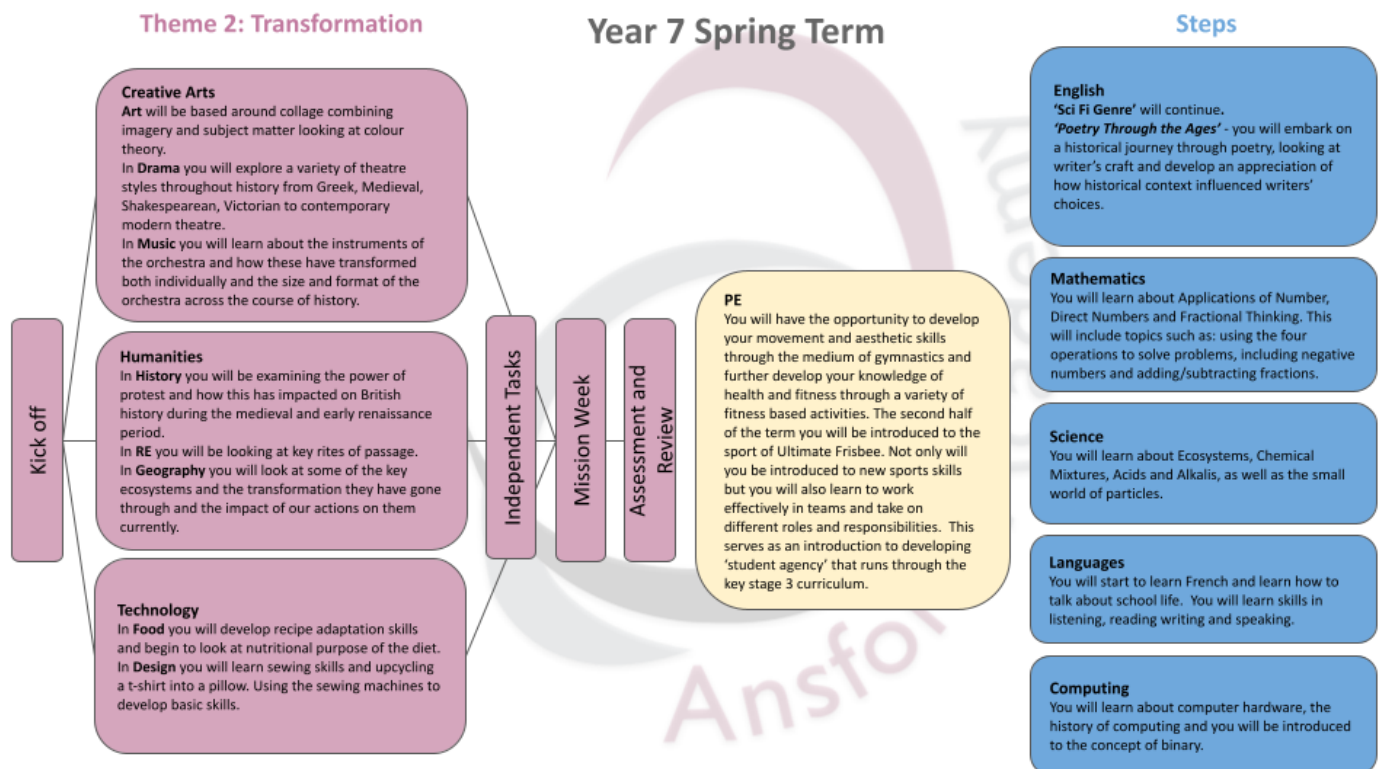
Year 7 Theme 2: Transformation

Aim: for students to understand the power that humans have and the impact they can have on the world through looking at transformation. Students will look at changes over time in each theme subject, exploring how transformation in one area, impacts on others, including how religious practices can be transformative in one's life, how power or protest can change society, how the ecosystem has changed over time and the impact we have had and are having on it, how we use natural resources to transform our lives and how recycling and upcycling can help halt the impact we are having on ecosystems, how we represent transformation and change in our leisure areas.

Learning outcomes:

- I know how we have impacted on various aspects of life
- I understand how transformations in one area can have profound impacts on other areas
- I understand the importance of an individual and a society

Mission: To prepare a charity event in order to raise money and awareness of that charity and for students to see the impact of their actions.



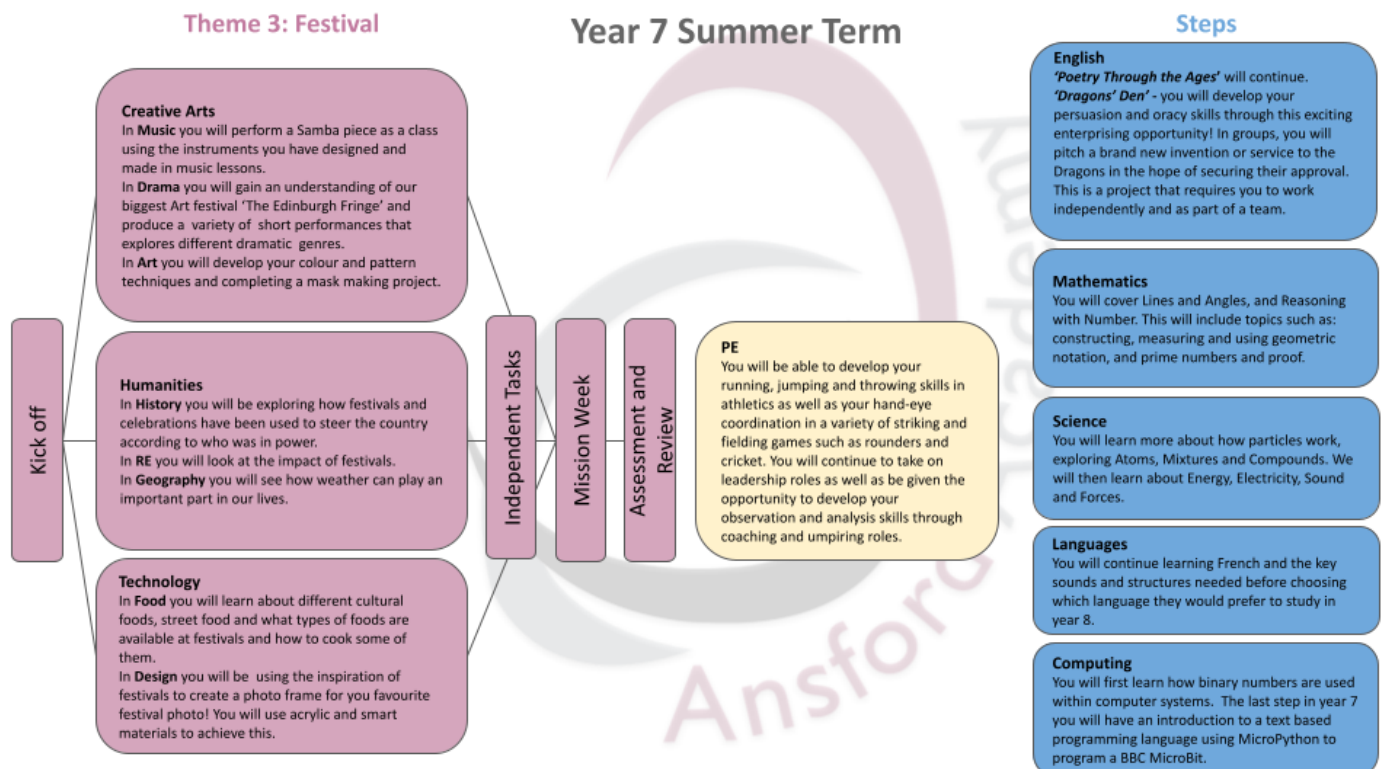
Year 7 Theme 3: Festivals

Aim: for students to understand the key role that festivals, whether they are religious, cultural or traditions play in our life.

Learning outcomes:

- I am aware of some key religious festivals
- I understand the role that festivals and celebrations have played in British history and why we still celebrate some of these today
- I understand the economic, cultural and social importance of festivals

Mission: to help to create, organise and then attend a festival at Ansford Academy



Year 8 Information

During your time at Ansford, you will study many subjects and topics to prepare you as best as possible for the future. Remember – you might be learning now and preparing to do a job in the future that doesn't even exist yet!

By the end of year 8 you will:

- Learn how and why you are working in themes
- Continue to develop the skills you have learnt in year 7
 - how to improve your work
 - how to become a more effective learner
- Develop your understanding that intelligence can be grown
- Complete and present your missions
- Set and review your individual long term goals in every theme and step subjects

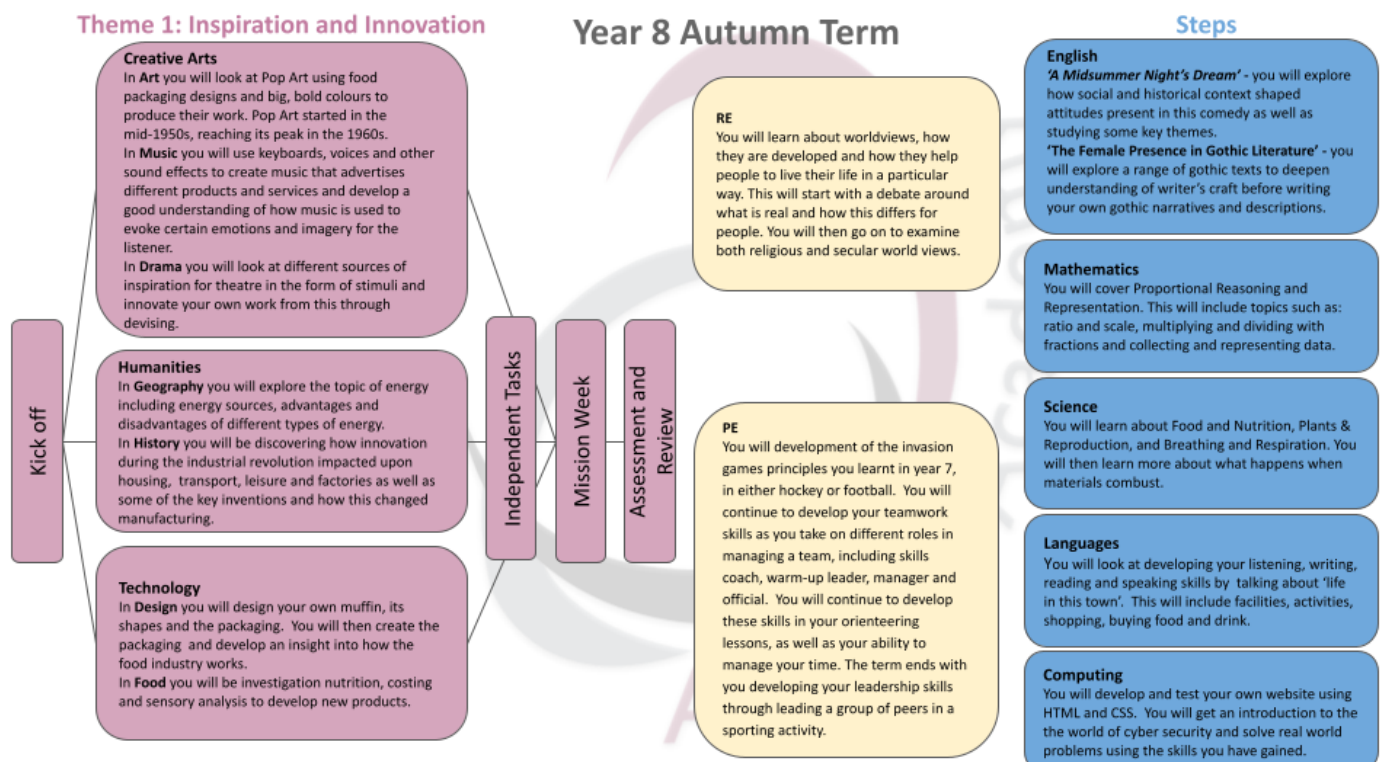
Year 8 Theme 1: Innovation and Inspiration

Aim: for students to understand the importance of innovation and how inspiration from various sources can lead to amazing innovation in all aspects of life.

Learning outcomes:

- I have learned about some of the key British innovations and innovators including their importance in the Industrial revolution and their importance in the 20th Century
- I have learned how one key innovation has impacted on many aspects of our current lives (e.g. factories and large scale production)
- I have learned how artwork and music can help make a product successful.

Mission: to create muffins and packaging, along with an advertising campaign to sell a product.



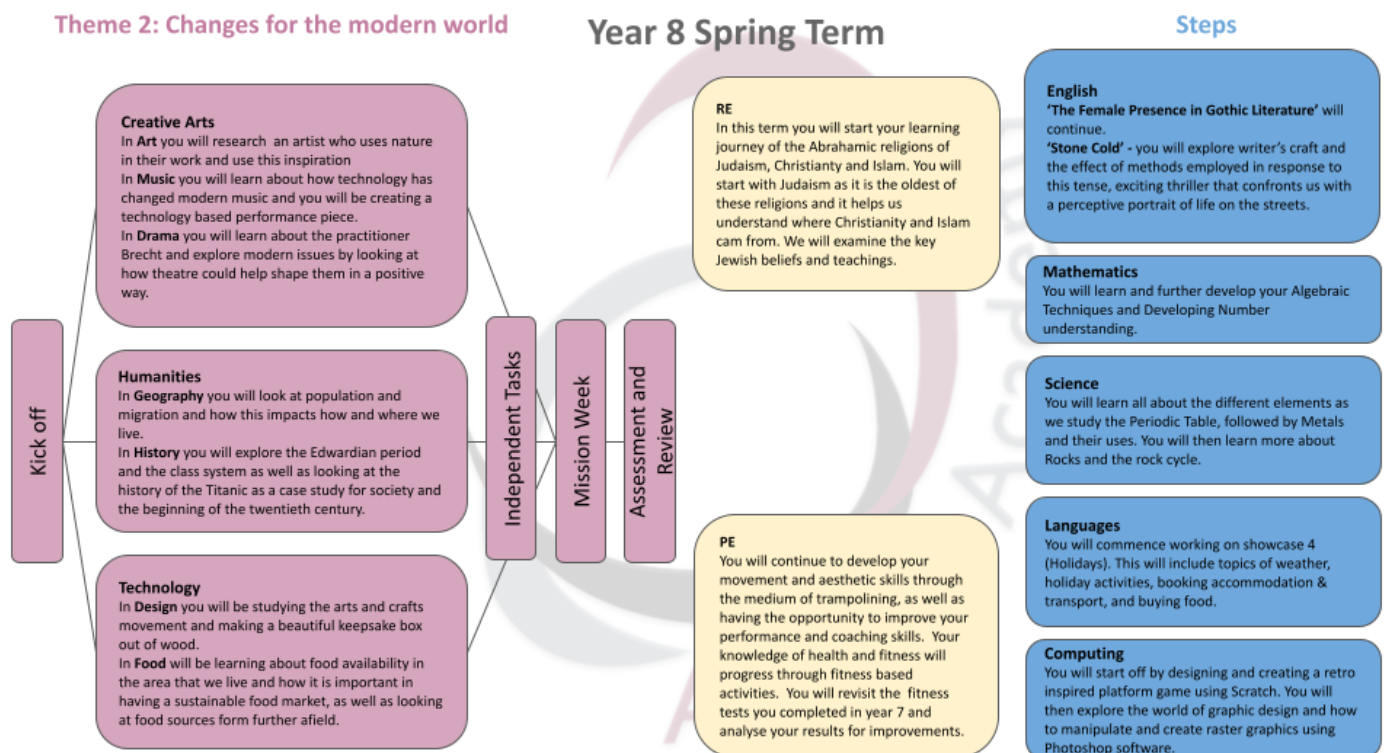
Year 8 Theme 2: Changes for the Modern World

Aim: for students to understand the current world we live in through understanding the changes moving into the modern world e.g. the class system and how society changed at the end of the nineteenth century.

Learning outcomes:

- I understand how society was not equal before the 20th Century
- I understand how the class system impacted on opportunities and lifestyle
- I have learned how inequalities impact on all aspects of life

Mission: to create a performance, showing an understanding of the inequalities that we have learned about and create some of the props for the performance.



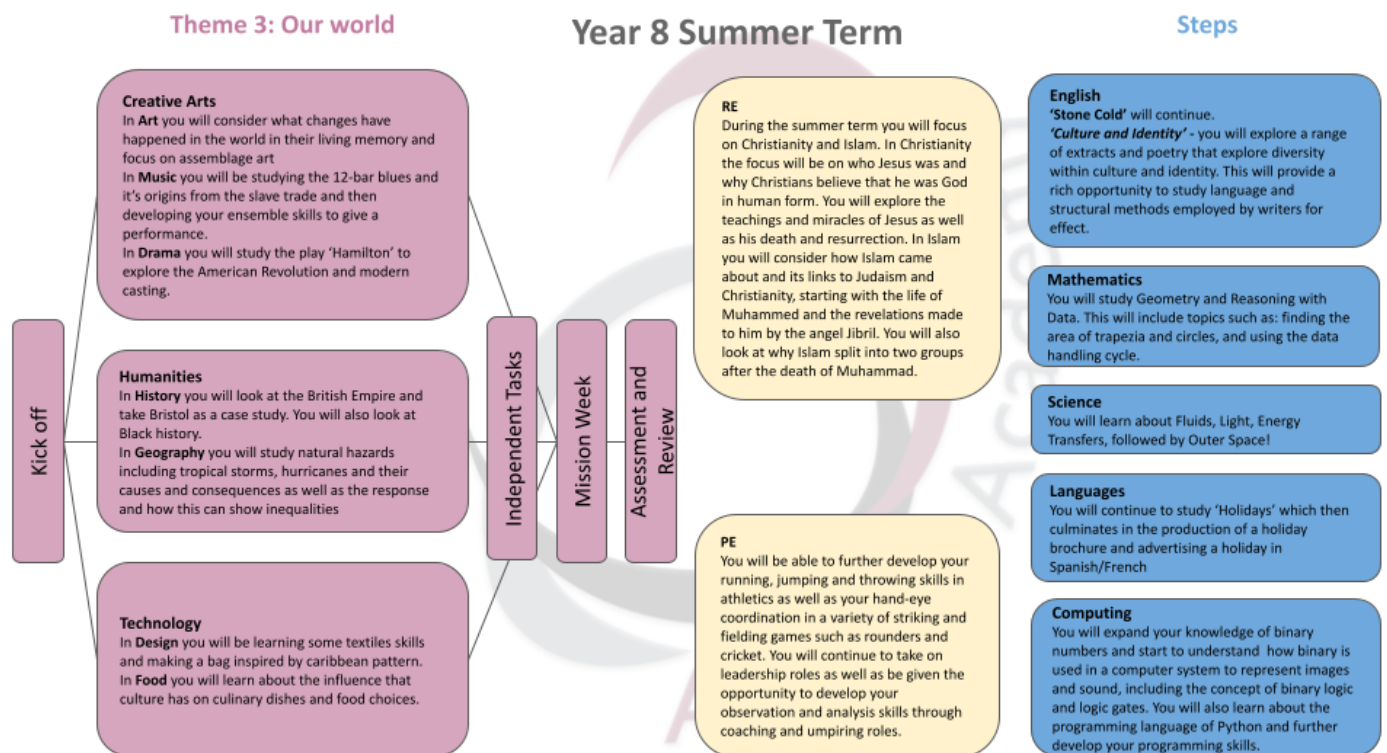
Year 8 Theme 3: Our World

Aim: To understand the current world we live in and how inequality is still prevalent in society as well as how diversity enriches our lives.

Learning outcomes:

- I have learned about the impact of the British Empire and how it helped to shape the Bristol of today
- I understand the importance of movements such as BLM on a global, national and local scale
- I understand that inequality still exists

Mission: To research and produce a documentary on an extreme weather event and the impact it had on different groups of people as well as the local area and the bigger impact.

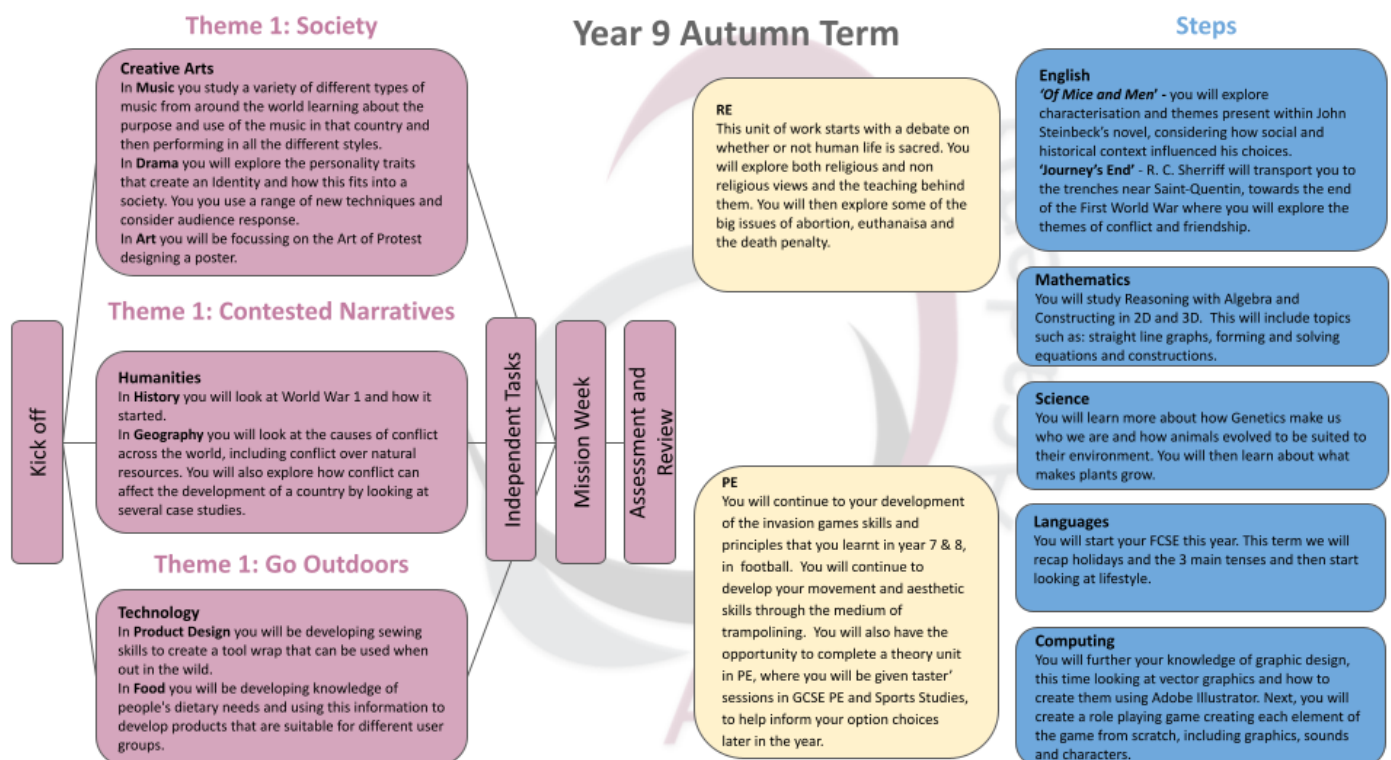


Year 9 Information

By the end of year 9 you will:

- Continue to develop the skills you have learnt in year 8
 - how to improve your work
 - how to become a more effective learner
- Continue to develop your understanding that intelligence can be grown
- Complete and present your missions
- Set and review your individual long term goals in every theme and step subjects
- have made an inform decision into which subjects you would like to study in year as part of the option process

In year 9 each suite of theme subjects are taught within their own theme as the content is more specific.

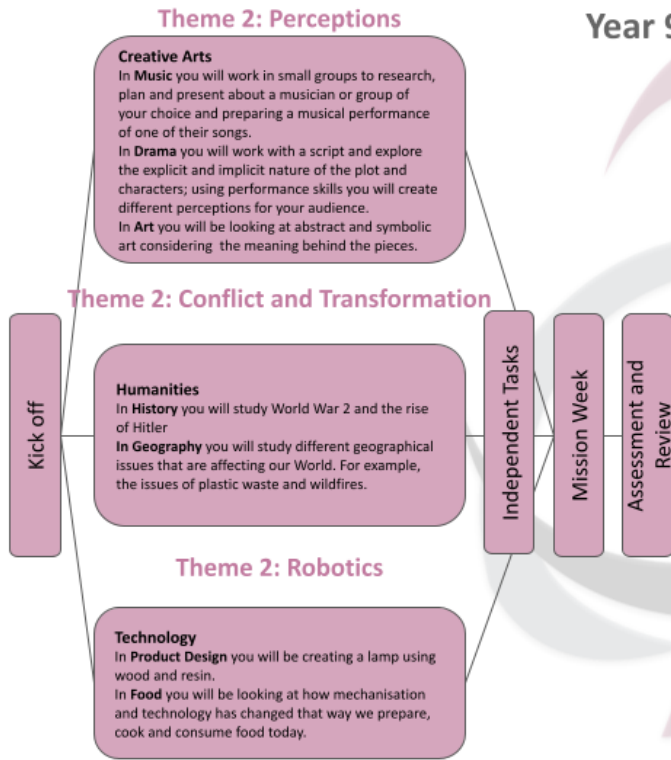


RE
This unit of work starts with a debate on whether or not human life is sacred. You will explore both religious and non religious views and the teaching behind them. You will then explore some of the big issues of abortion, euthanaisa and the death penalty.

PE
You will continue to your development of the invasion games skills and principles that you learnt in year 7 & 8, in football. You will continue to develop your movement and aesthetic skills through the medium of trampolining. You will also have the opportunity to complete a theory unit in PE, where you will be given taster' sessions in GCSE PE and Sports Studies, to help inform your option choices later in the year.

Year 9 Spring Term

Steps



RE
In this term you will start to examine the Eastern religions of Hinduism, Buddhism and Sikhism, starting with Hinduism as the oldest of the world religions. This will give a great insight into how human beliefs about the world around them developed. You will then examine the Hindu view of God and the effect this has on their daily lives.

English
'Journey's End' will continue.
'Romeo and Juliet' - Shakespeare will expose you to themes such as love, conflict and authority. You will explore how social and historical context shaped his writing in addition to how he presents the themes of love and violence.

Mathematics
You will study Reasoning with Number and Geometry. This will include topics such as: using percentages, Maths and Money, rotation and reflection and Pythagoras Theorem.

Science
You will learn about the properties of materials and how new ones are designed and made. You will then learn about Radioactivity.

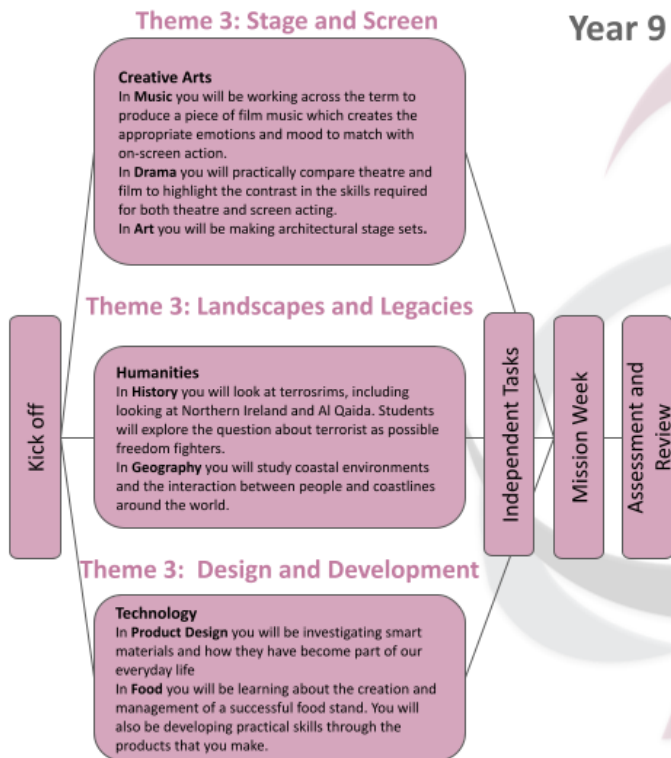
Languages
You will finish the topic of lifestyles and start to look at the world of work. You will continue to focus on the 3 main tenses and some students will look at 2 past tenses.

Computing
You will build upon your Python skills from Year 8. You will learn how to use the Python turtle module to create graphics, and how to use subprograms and modules to maintain a piece of code.

PE
You will return to more games based sports in the form of netball, handball and badminton, where you will get to apply the key skills and principles learnt previously, in a new context. You will be expected to show the leadership and autonomy skills that you have been developing since year 7 and become good 'self-managers'.

Year 9 Summer Term

Steps



RE
During this term you will look at Buddhism and Sikhism. For Buddhism you will start with the life of Siddhartha Guatama as it is his experiences and teachings that have shaped the Buddhist world. You will then examine how Sikhism came about and how the teaching of the Sewa helps Sikhs to lead their lives.

English
'Romeo and Juliet' will continue.
'Non-Fiction' - you will explore a range of non-fiction texts, considering purpose, audience and format in addition to the methods employed to affect the reader before writing a speech for an audience of students in which you explain your views on a topic, based on your specific research area.

Mathematics
You will study Reasoning with Proportion and Representations. This will include topics such as: solving problems with ratio and proportion, rates, probability and algebraic representation.

Science
You will study Forces and Motion, just like Sir Isaac Newton! We will then learn more about Force Fields and Electromagnets.

Languages
You will finish the GCSE and then start cultural work on where Spanish fits within the world and why Spanish is the 3rd most widely spoken Language. We will also look at the impact of Spanish and Latino culture on the world.

Computing
You will conduct two main projects, the first exploring the lesser known functions of Minecraft, learning how to 'mod' the game using Python. Next you will complete a 'final major project' that will allow you to design, develop, and evaluate a product of your choice from any of the areas that you have studied at KS3.

PE
You will be able to further develop your running, jumping and throwing skills in athletics as well as your hand-eye coordination in a variety of striking and fielding games such as rounders and cricket. You will continue to take on leadership roles as well as be given the opportunity to develop your observation and analysis skills through coaching and umpiring roles.