

Key Stage 3 Curriculum Map for Core 2025-2026							
TERM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LITERACY	CORE	Novel Study		Read all about it: Non-fiction & Newspapers	Peotry in Motion: Performing Poems	Lights camera action - films	The Great Outdoors
		Students will explore a novel through reading, discussion and activities, developing their understanding of characters and story at their own level. Possible Skills/Coverage: • Reading and understanding the text • Tracking how characters change • Identifying key themes (e.g. friendship, conflict) • Understanding when and where the story is set • Comparing characters and events • Sequencing events in chronological order • Answering who, what, where, when questions • Character identification and basic description • Using colourful semantics for sentence structure • Vocabulary building through context	Continuing exploration of the novel with focus on understanding how writers create meaning and exploring the world of the story. Possible Skills/Coverage: • Understanding how writers use language • Understanding how stories are structured • Spotting symbols and repeated ideas • Writing creatively based on the novel • Making judgments about characters and events • Understanding different types of stories • Investigating different points of view • Finding information to support ideas • Retelling story events in correct order • Identifying main character feelings and actions • Simple cause and effect understanding • Creating structured sentences using templates • Basic comprehension through visual aids	Exploring different types of texts including newspapers and online media, learning how to find and understand information. Possible Skills/Coverage: • Understanding how texts are organised • Finding information • Comparing information from different sources • Understanding who the text is written for • Writing newspaper-style articles • Asking questions in interviews • Checking if information is accurate • Writing attention-grabbing headlines • Understanding how images and text work together • Finding who, what, where, when in news articles • Distinguishing between pictures and text • Reading headlines and simple captions • Using colourful semantics for basic sentences • Organising information using graphic organisers	Exploring poetry through reading, listening and performance, building confidence in speaking and understanding rhythm and meaning. Possible Skills/Coverage: • Learning how to perform confidently • Speaking loudly and clearly with confidence, giving and recieving feedback • Using gestures and movement effectively • Understanding rhythm and beat in poems • Showing feelings through voice and actions • Writing simple poems using a variety of structures • Listening carefully to others perform • Exploring poems from different cultures • Recognising rhyming words and patterns • Building confidence through repetition Costume and prop design to help enhance performance	Understanding how stories work in films and scripts, exploring different ways stories can be told through moving images and dialogue. Possible Skills/Coverage: • Understanding how scripts are laid out • Writing instructions for actors • Understanding different camera shots • Comparing books and film versions • Understanding how pictures tell stories • Writing short scenes, filming and performing these. • Understanding plot and story structure • Character construction • Writing simple dialogue between characters • Using colourful semantics for script writing • Following visual cues and picture prompts • Speaking clearly, taking direction, listening and turn-taking.	Exploring outdoor activities and adventures through non-fiction texts, learning to create practical information about the outdoors. Possible Skills/Coverage: • Reading and creating factsheets • Following step-by-step instructions • Reading maps and directions • Creating outdoor activity guides • Understanding weather reports • Writing equipment lists and checklists • Reading information from leaflets • Writing instructional texts and importance of chronological ordering • Creating outdoor adventure booklets • Reading simple outdoor signs and symbols • Following basic instructions in correct order • Answering who, what, where, when about outdoor activities • Using colourful semantics for instruction writing • Creating simple outdoor word banks and lists
NUMERACY	Core	Number pattens, investigating factors of numbers, times tables to 12, multiples, inceasing understanding of prime numbers and finding them up to 100 and square numbers and roots.	Shape & construction - looking at 2d & 3d shapes, identifying their properties eg number of vertices. Learning about nets and how to form them and experience forming from scratch.	Measuring - increasing skills to measure accurately when finding length, weight and capacity in both practical and written situations.	Time - increasing knowledge of telling the time in hours, minutes to individual minutes, accruately reading timetables and answering time related word problems.	Symmetry and congrunece - adding to this area of understanding and being more accurate when finding lines of symmetry in basic shapes to more complex ones.	Increasing understanding of how to find area and perimeter with increasing complexity. Complete baseline assessments covering a wide range of topics and addressing any issues that this brings.
SCIENCE (Y1)	Core	experiments	Animals	Light and Shadow	Materials	Plants	Environment
		Rules for experiments Exploring cause and effect S1, S4, S9, S10	Sorting Animals Habitats for animals Caring for animals S1, S2, S9, S10	Using torches to make light and shadows recognising day and night Timekeeping- morning, afternoon and evening Recognising shadows at different times of the day (long/ short)	Identifying what things are made of Strong materials vs weak materials Exploring the uses of different materials S1, S2, S5, S8, S9	Exploring changes in plants as they grow Recognising what plants need to help them to grow Naming parts of a plant (stem, roots, flower, leaf) S1, S6, S7	Helping animals: building shelters, feeders and cleaning up their habitats. S2, S3, S6, S9, S1
PSHCE (Y1)	Core	Please refer to the 'Secondary Core Scheme of Work to know more about the references'.					
	Core	Health and well being. Peer influence, substance abuse and gangs. Healthy and unhelathy relationships, assertiveness, substance missuse and ganag exploitation. Pos refs, H24, H25, H27, H28, H29, R1, R 20, R37, R44, R46, R47	Living in the wider world. Setting goals, learning strengths, career options and goal setting as part of GCSE options. pos Refs, L2, L3, L4, L5, L6, L7, L8, L9, L11, L12, L13, L14.	Relationships. Respectful relationships, families and parenting, healthy relationships, conflict resolution and relationship changes. Pos refs, H2, R1, R6, R19, R21, R22, R23, R35, R36.	Health and wellbeing. Healthy lifestyles, diet exercise, lifestyle balance and healthy choices, and first aid. Pos refs, H3, H14, H16, H17, H18, H19, H21.	Living in the wider world. Eployability skills. Employability and online presence. Pos refs, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27.	
History	Core	The Stone Age	Ancient Greece	The Industrial Revolution	WW1	WW2	Britains Place in the wold after 1945
		Exploring the Stone Age - Stone Age Boy Book (Time travelling to the Stone Age) -PreHistory -Paleothic and Mesolithic -Bronze Age	Beliefs and Myths Daily Life incuding medicine Democracy Greek Theatre	Transport New technologies Engineering feats	Triggers Trench Warfare (The Somme) War Poetry Outcomes	Holocaust Dunkirk local history D-Day Landings Hitler's rise and fall	The end of the empire Modern day campaigns (Iraq, Afghanistan) The changing face of war

Geography	Core	Rocks and Geology	Weathering and Erosion	Environment and Climate Change	Map Work	Attractive/Unattractive landscapes	Energy Sources
		Varying types of rocks Basic Geology	Forecasting weather Weather measurement Water Cycle Weather experiments	Climate change Protecting the environment Recycling	Orienteering Reading a compass Local Routes Ordnance Surveys Creating maps	Compare landscapes Visit and photograph examples Visit to managed environment	Global Warming Renewable energy Energy insulation experiments Energy generation experiments
COMPUTING	Core	E-Safety	Creating a presentation	Improving Productivity using IT	Keyboard Skills	Computer Science - Coding	Using Mobile IT Devices
		E-safety- curriculum built to suit the needs of the group	using PowerPoint to create and give a presentation including transition, animations, timings, images, text and justifying choices.)	recognising how to use technology to solve a problem, identifying how it is more efficient to use IT and completing a relevant project (see the Key stage resources for ideas	inputting words and punctuation (at least 250 words), using keyboard shortcuts (CTRL keys) When to use shift and Caps Lock Working towards touch typing using correct finger position	block coding using Microbit, swift playground or scratch Test coding using Python where relevant	phones and tablets- changing a sim card, recognising Wi-Fi and knowing how to connect to this, downloading apps and images, communicating, finding information, trouble shooting.
R.E	Core	Caring for others	Creation Stories	Poverty and Wealth	War and Peace	Judaism	Charity
		Pay it forward Community Accessing support	Varying creation stories Comparing different creation stories Religion vs Science	Comparing various religious views on wealth Concern for others Material goods	Religious and non-religious attitudes towards fighting and warfare Recent and current events	Jewish festivals and traditions Jewish Faith Synagogue Persecution	Well known global charities Local charities Charity at home
ART	Core students will swap projects depeding on what they did last half term to ensure coverage of skills and	Autumn Term		Spring Term		Summer Term	
		Theme: Man-made (Groups to swap projects next half term- chosen appropriate for the group.) Robots- 2D, RELIEF, 3d Model making, clayline, shape, painting, Lynda Rakos. Musical Instruments- 2D, line, shape, colour. Shoes- Van Gogh, drawing, painting, tone, experimentation.		Theme: The Figure (Groups to swap projects next half term- chosen appropriate for the group) Drawing the figure- drawing, line, tone, shape, form, Edgar Degas, position of the figure, life drawing. Circus - drawing figures from the circus, shape, pattern, line, drawing, and painting. Giacometti- scale, proportion, 2D, 3D, Use of 3D materials, possible use of wire.		Theme: Environment (Groups to swap projects next half term- chosen appropriate for the group) Text in art- Graffiti, calligraphy, lettering styles, line, colour, use of names/ words, illustration. Buildings- 3D, futuristic, shape, colour, pattern, cultural, interior, exterior. Perspective- townscapes, drawing, 2D, shape, surrealism, Magritte.	
D&T	Core	Autumn Term- Focus on using paper.		Spring Term- focus on using fabric.		Summer Term- Focus on moving objects.	
		Paper Toys: Research, design and make and evaluate paper toys.	Delightful Decorations: Students follow on their research of using paper by researching, designing, making and evaluating paper decorations.	Pencil cases: Students will research, design, make and evaluate a pencil case.	Puppets: Students will research, design, make and evaluate different types of puppets.	Moving mini beasts: Students will look at researching, designing, making and evaluating moveable minibeasts.	Vehicles: Students will continue the theme of 'moving' when researching, designing, making and evaluating different vehicles.
COOKERY	Core	Exploring cookery equipment and safety rules Exploring cookery equipment and safety rules - skills hand whisk, electric whisk, waffle maker, toastie maker. Mini cakes, waffle sweet/savoury, toasties.	Christmas cooking Christmas cooking- Skills- rolling, cookie cutters,using ovens- short bread, gingerbread biscuits and decorating, mince pies, yule log	Hot desserts Hot desserts- skills- mixing, using weighing scales, using a food processor, microwave and ovens. Pear and chocolate pudding, apple crumble, lemon pudding	Easter celebrations foods Easter celebrations foods- skills- kneading dough, using a hob, hand whisk, using a wooden and metal spoon, grater. Pancakes, hotcross buns, mini carrot cakes	Picnic food Picnic food - skills- follow instructions, use a food processor to make pastry, use an oven. Cheese straws, mini pizza, mini quiche.	Summer foods Summer foods- skills- preparing food, clean down preperation station. Scones, burgers, hot dogs, hot dog roll ups.
P.E	Core	Table-Tennis Swimming	Fitness Swimming	Trampoline Swimming	Trampoline Swimming	Athletics Swimming	Boccia / Kwik Cricket / Swimming

Creative Arts	Core	Exploring feelings made from drama/music. Charanga- Y4, Unit 4 – Feelings Through Music - influence/scheme used as and where appropriate. Skills/coverage I can talk about the words of a song and explain why the music was written. I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary. I can find the pulse, identifying the first beat of the bar. I can confidently recognise and explore a range of musical styles and traditions. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo. I can sing as part of a choir I understand that phonetics create various sounds when singing. I can sing expressively, paying attention to articulation and phrasing. I can confidently follow the leader or conductor of a group. I can discuss how the song connects to the world.	Christmas songs. Traditional to Modern day. Pupils will have the opportunity to compose a short song with their friends and perform it. Charanga - Yr4 - Unit 3 - Compose with friends. Influence/scheme/skills from this unit used as and where appropriate. Skills/coverage Start to use simple structures within compositions, eg introduction, verse and chorus or AB form, Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note. Sing as part of a choir/group. Rehearse and learn songs from memory and/or with notation. Demonstrate good singing posture, Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.	Music Technology: Pupils will use Charanga platform to utilise YUMU music and video editing features.	Musical Theatre. Pupils will explore what a musical is and how it tells a story in the form of songs and dances. Pupils will have the opportunity to learn songs, actions and movements to a popular musical. Possible skills/coverage: Music Skills Singing in unison and simple harmonies Keeping steady beat and rhythm Using voice expressively for different characters Listening and responding to musical cues Drama Skills Character development and voice work Basic stage movement and positioning Improvisation and creative expression Understanding script and dialogue Movement/Dance Skills Simple choreographed sequences Expressive movement to represent characters/emotions Spatial awareness and group coordination Balance and body control Social and Communication Skills Turn-taking and sharing performance space Giving and receiving constructive feedback Collaborative problem-solving Building confidence in self-expression	Back Stage - Direct, set, stage, prop, costume, mask design: Pupils will focus on the team of people working backstage when creating a play/film/music video. This can be linked in to the English scheme of work depending on the pupils within the tutor group. Possible skills/coverage: Understand the role of a musical director and sound designer, Create layered soundscapes using digital tools and acoustic instruments, Explore how music enhances storytelling through leitmotifs and themes, Understand the hierarchy and responsibilities of a production team, Develop vocabulary related to theatre and film production, Communicate ideas clearly when discussing design choices, Design and make simple props using basic materials and tools, Understand how everyday materials can be transformed for theatrical use, Follow simple design processes from idea to finished product, Design and construct more complex sets, considering scale and perspective, Learn about different jobs and careers in the creative industries, Evaluate their creations and suggest	Creating a production: This could be in the form as a Summer production/Talent show preparation/creating a music video/advert/just dance/short play - Pupils will be involved with performing, propts, set production.
MFL	Year 7	Intro to German; they will how to greet each other in German then build on these within role play scenarios	German : 'All about Me' - they will learn how to discuss details about themselves including hobbies, family and their appearance	German culture: To find out details about the location, food, landmarks, culture and traditions. The pupils will create a booklet which will be part of their assessment		German TV show: The pupils will be given parts to play in a German TV show such as presenters, news, sport and weather presenter, interview and advert. They will create the propts then practice their scripts in preparation for their end of year assessment.	
	Year 8	Intro to Spanish; they will learn how to greet each other in Spanish then build on these within role play scenarios	Spanish : 'All about Me' - they will learn how to discuss details about themselves including hobbies, family and their appearance	Spanish culture: To find out details about the location, food, landmarks, culture and traditions. The pupils will produce a Powerpoint which they will present to the rest of the class for their assessment		Spanish TV show: The pupils will be given parts to play in a German TV show such as presenters, news, sport and weather presenter, interview and advert. They will create the propts then practice their scripts in preparation for their end of year assessment.	
Year 9		Market role play; the pupils will create a market stall (French / German / Spanish) They will practice buying and selling conversations in preparation for their final assessment	Chosen language cultural study: The pupils will choose a language of their choice and carry out a project on the language and culture of the country. They will present these to the rest of the class as part of their assessment.		Other ways of communicating: The pupils will be learning other ways of communicating such as using Makaton. They will practice the signs with a peer then build up to having a conversation.		