

Key Stage 3

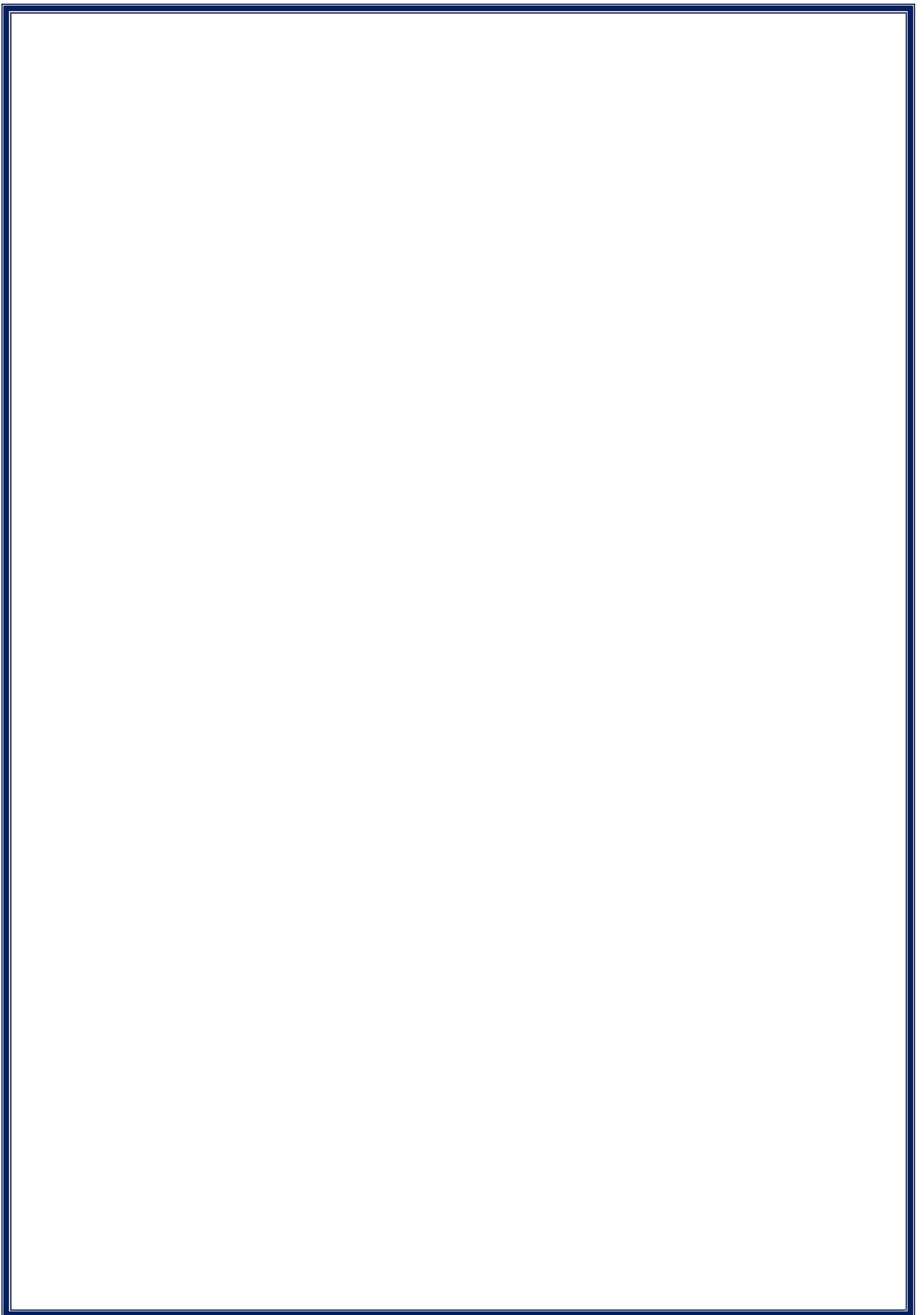
Curriculum Information



Bradfields Academy

Churchill Avenue
Chatham
Kent ME5 0LB





WELCOME TO BRADFIELDS ACADEMY

We are an innovative and forward-looking Academy which provides education for students who primarily experience complex learning difficulties and disabilities which may include speech, language, emotional, sensory, physical or autistic spectrum disorder. The Academy includes a split site 4-14 Lower Site and 14-19 Upper Site on a large campus.

Our curriculum...

The curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. This team of teachers is supported by equally experienced Teaching Assistants and support staff. Bradfields Academy is aspirational and ambitious for all its students.

The curriculum is designed to inspire our students to achieve their very best, to take risks, to develop the skills to tackle new challenges, and raise future aspirations and ambitions. We are committed to providing a curriculum that:

- supports the development of life skills and social skills
- is broad and balanced
- is challenging and relevant
- provides progression to opportunities in college and employment
- provides recognised accreditation

The curriculum delivered at Bradfields is similar to that of any primary and secondary academy with the exception that class groups are smaller (4 to 14) and the curriculum is differentiated to meet the particular and special needs of the students. The PSHCE, Citizenship and Life Skills courses all include a focus on developing the Social and Emotional Aspects of Learning targeting these skills through 'real-life' scenarios.

Students are fully supported through their time at Bradfields as they progress through KS3 and into KS4 and KS5 and beyond. Clear pathways to ensure each student is challenged to achieve their very best whilst feeling confident and safe in their environment.

In Key Stage 3 students are placed in Bands according to their ability. Students with more profound needs may be placed within the KS3 Programme 1 group where they follow a curriculum that is differentiated further still.

In addition to offering all students a full curriculum, there are also a number of opportunities to learn away from the classroom. Individual subjects will use trips and extracurricular activities when they are available to enhance the curriculum.

Should you require any further information, please do not hesitate to contact us and we will guide you through the decisions ahead.

Miss M Sweetlove
Principal

ENGLISH

Students focus on the skills of literacy and communication.

ASSESSMENTS

Assessments are set each term for reading and writing. These assessments are tasks which are designed to complement the unit of study and are completed as a part of our class work.

HOW CAN PARENTS HELP

Students should bring a reading book home each week and encouraging them to read in the home environment is a very positive contribution to their learning. It is also encouraged, where possible, for families to support students with their home learning and help them to check their answers.

TRIPS AND EXPERIENCES

We try to arrange author visits, English themed competitions and charity events such as readathon each year, to boost student engagement and enthusiasm for reading. We also have a storyteller who has visited the Academy and enthralled the students with his performance and will definitely be returning again this year.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Me, Myself and I Myths and Legends (Robin Hood/Christmas)	Fairy Tales Roald Dahl/Revolting Rhymes	Shakespeare Introduction Class Reader (author visit)
Year 8	Storytelling and Superheroes Dickens/Christmas Carol	Myths – gods and monsters Poetry – syllables, structure and similes	Shakespeare's stories – A Midsummer Night's Dream Class Reader (author visit)
Year 9	Character, genre and events in stories Myths and Legends (around the world)	Science Fiction Poetry – ballads and imagery	Shakespeare KS4 preparation. Class Reader (author visit)

DRAMA

Students will focus on speaking and listening, communicating, moving and improvisation.

ASSESSMENTS

Students are assessed using the Drama criteria on the Bradfield Steps.

HOW CAN PARENTS HELP

Encourage your son/daughter to participate and practise turn taking/social skills through playing games. Reading around the topics being studied in class and providing support with practising and reading lines.

TRIPS AND EXPERIENCES

It is expected that students in KS3 will be given the opportunity to work with students of drama from other schools or with professional actors. During the Christmas term, students may also watch a pantomime.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Social skills and communication games. Drama games	Skills for moving. Improvisational skills	Preparation for a short dramatic play Performance of play
Year 8	Social skills and communication games. Superheroes	Skills for moving. Improvisational skills	Preparation for film of Superheroes written and directed by students. Recording and editing of film
Year 9	Social skills and communication games. Superheroes	Skills for moving. Improvisational skills	Students will look at areas of stage and theatre craft. They will be taught how to use the body and voice in a dramatic context

MATHS

Using and applying maths skills: knowledge of number, algebra, geometry, statistics and measure. Development of an understanding of Functional Maths using real world examples.

ASSESSMENTS

On-going teacher assessment and a series of informal classroom based tests to establish individual student progress. Students are also encouraged to self-assess at the end of each topic to establish next steps and areas for development. Stretch and challenge tasks to ensure a depth of understanding is established.

HOW CAN PARENTS HELP

Parents can support the use of numeracy in the real world using real life examples such as time, money, timetables, calendar involving days of week, months of year and seasons. We also run a parent/carer maths workshop on a bi-weekly basis which provides support and strategies for helping your son or daughter with maths at home.

TRIPS AND EXPERIENCES

Students experience a variety of learning styles, practical tasks, textbook work, worksheets, outdoor maths and numeracy across the curriculum links.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Four rules of number Place Value Coin Recognition Number Patterns Shape Carroll Diagrams Symmetry Volume	Time Measure Bar Charts Fractions Money	Odds/Evens Probability Measure Revision of 4 basic rules of operation
Year 8	Place Value Addition, Multiplication Division Area, Shape, Symmetry Algebra Word Problems Bar Charts Rounding Angles	Number Machines Coordinates Tessellation Number Patterns Calendar Weight Angles Addition	Money Volume, Area Fractions, Division Decimals Compass points Pictograms Bar Charts Probability

Year 9	Rounding Money Prime Numbers Fractions Shape/measure Angles Place Value Problem Solving Time	Algebra Fractions Time Money Numeracy Language Negative Numbers Geometry Bar Charts Shape, Area, Symmetry	Addition Subtraction Division Multiplication Averages Probability Decimals

SCIENCE

The KS3 Science curriculum allows students to learn about a wide variety of scientific topics and techniques.

ASSESSMENTS

Students are continually assessed throughout the year over four strands: Biology, Chemistry, Physics and Practical Skills. The students are assessed against the criteria as set out in the science curriculum. Assessment occurs after each topic or when student work or achievement provides suitable opportunity.

HOW CAN PARENTS HELP

Visits to science museums, environmental centres, exploratory centres etc.
Watching and discussing Science programmes on TV
Discussing with students the learning from their weekly lessons

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	The Chemistry Lab Cells, Organs, Life	Light Acids and Alkalis	Magnetism Habitats
Year 8	Forces Microbes & Healthy Living	Mixtures in Chemistry Our senses	Materials Space
Year 9	Reproduction Reaction Chemistry	Heat Solids, Liquids & Gases	Variation & Classification Electricity

WOODLANDS

Students will learn about the seasonal impact on plants and trees, along with the impact woodlands have on the plants and animals that live in them. Students will learn how to safely work within the woodland environment.

Please note Technology lessons are held on a rotation and move around on a termly basis between Design Technology, Food, Textiles, Woodlands, Control Technology and Art.

ASSESSMENTS

Each activity in Woodlands is practical based and the students will be assessed throughout.

HOW CAN PARENTS HELP

Students can help carry out gardening activities with friends and family. Another good way to develop skills is to try and identify plants and trees in your local environment.

TRIPS AND EXPERIENCES

Students will take part in woodland based enterprise tasks that are designed to raise money for the academy, in order to develop the outside spaces.

TOPICS

Throughout Key Stage 3 students will study		
Introduction to Woodland Health and Safety. The importance of trees. The structure of a tree Identifying trees Introduction to groundsmanship and woodland enterprise	Identification of plants and animals. Identifying wild flowers Identifying and cultivating edible plants Identification of woodland animals	Woodland Maintenance. Safe use of a range tools Maintenance of plants and their environment Basic business skills for the woodland project work.

PHYSICAL EDUCATION

Students build on and embed the physical development and skills learned in Key Stages 1 and 2. They become more competent, confident and expert in their techniques. Students improve their understanding of what makes a performance effective. They develop the confidence and interest to get involved in exercise and sports out of school and in later life.

ASSESSMENTS

Students are continually assessed throughout the year during each activity studied. Assessments are collated three times a year to monitor progress.

HOW CAN PARENTS HELP

By supporting the tasks for home learning and by asking questions students extend their learning. You can reinforce the importance of staying healthy by being active as a family. This could be by encouraging students to take part in extracurricular clubs.

TRIPS AND EXPERIENCES

There are many opportunities to experience competitions and festivals throughout the year. Students visit schools and leisure facilities across Kent to take part in sports events including: athletics, swimming, football, archery, boccia and tag rugby.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Introduction to PE through multi-skills Gymnastics – making bridges Games - how to outwit an opponent	Dance & Gymnastics – exploring movement Games – catching, throwing and moving	Athletics – how can we run, jump and throw? Games – introduction to striking and fielding
Year 8	Gymnastics – balancing on points and patches Games & Athletics – fundamentals of catching, throwing and moving	Gymnastics & Dance – matching and mirroring Games – small sided tag rugby and handball games	Athletics – developing techniques Games – small sided striking and fielding games

Year 9	Gymnastics – flight and working within a group Games – invasion type activities	Fitness – how to exercise safely Games – devising own games	Cycling & Athletics – performing at maximum levels Games – developing tactics in striking and fielding games

COMPUTING

Students will develop the ability to use a variety of key tools that appear in a range of programs to present information in differing ways.

ASSESSMENTS

Most tasks are project based, as in the real world ICT industry and students are assessed on their final product. They are given a set of objectives and are assessed on how well they can meet those objectives and their level of independence when working.

HOW CAN PARENTS HELP

Access to a computer and office type programs such as Word, Excel and PowerPoint or the free Open Office versions would be helpful. Students should be supported with their access to the internet.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Skills building Using computer hardware	Communicating safely on the Internet Working with data	Finding information online Multimedia
Year 8	Exploring computer networks including the Internet Sharing experiences and opinions	Public Information Systems Collecting and analysing data	Editing and writing HTML Image editing
Year 9	Creating a website about cyber safety Developing a simple educational game	Looking at real life programming Exploring weather data	Investigating hardware and software

CONTROL TECHNOLOGY

Students will develop the skills to enable them to eventually write programs in a range of packages.

ASSESSMENTS

Students complete several skills building tasks and are then assessed on how well they can use these skills to produce a program.

HOW CAN PARENTS HELP

Students need to be able to identify different technology in the home that they can control; talking to them about how to give instructions to washing machines, DVD players alarm systems etc. will be of benefit to them.
If students have access to a home computer then downloading the free program Scratch would allow them to extend on their learning.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

	Students will study
Year 7	Following instructions Giving instructions Being able to identify controllable technology in the home Looking at how robots move Controlling robots with hardware Writing programs to control robots
Year 8	Using different types of directions Being able to identify controllable technology outside of the home Writing efficient programs Looking at how computer games are made Making computer games Raspberry Pi
Year 9	Looking at the similarities and differences between humans, computers and robots Identifying technology/places that use sensors Program using sensors Designing your own control systems

ART

Students will understand and use visual elements in creating their own work. They will investigate the work of others and use the findings to create their own ideas. They will then review and evaluate their own work and that of others.

ASSESSMENTS

Students are assessed using the Art criteria on the Bradfield Steps.

HOW CAN PARENTS HELP

Encourage students to visit art galleries and museums. They should also practise observational drawing at home and junk modelling.

TRIPS AND EXPERIENCES

All students will take part in activities such as 'The Big Draw', this will allow them to express themselves in creative ways.

TOPICS

	Students will study
Year 7	Introduction to Art & the visual elements
Year 8	Portraits & Masks
Year 9	Realism to Abstraction

MUSIC

Students will follow a course where they listen to music, compose their own pieces, and evaluate differing styles of music.

ASSESSMENTS

Students are assessed in listening and appraising, performance and composition using the Bradfields Steps.

HOW CAN PARENTS HELP

Parents/Carers can talk to students about the music that they like and saying what they like about it.

TRIPS AND EXPERIENCES

Students are given the opportunity to take part in a range of performances, including the Christmas concert, afternoon tea and assemblies.

There are also opportunities to join in workshops given by visiting performers. Lunchtime guitar and ukulele clubs run each week for all age ranges and abilities.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	What keeps music moving? Me and my voice	Folk music	Telling a story
Year 8	From Africa to America	Jamaica and Reggae	Indian Music Indonesia and Gamelan
Year 9	Minimalism What makes a hit and a Christmas number one?	British Pop music	Dance music

CREATIVITY

Students will be encouraged to develop personal interests in the arts through practical experiences. They will develop arts skills and share information through structured activities.

ASSESSMENTS

Students work will be assessed against the following levels and criteria:

Discover:

- A – Identify and take part in different arts activities
- B – Find out about artists and their work
- C – Share your experiences with others

Explore:

- A – Take part in different arts activities and record what inspires you
- B – Explore arts organisations and artists
- C – Create artworks to demonstrate skills developed and creative thinking
- D – Present information, achievements and enjoyments with others

HOW CAN PARENTS HELP

Encourage students to visit art galleries, theatres, museums, music performances, and the cinema. Discussing opinions and thoughts about arts activities, e.g. talking about a film they have watched.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

Throughout Key Stage 3 students will study

Students will take part in a wide range of arts workshops including drawing, painting, photography, drama and music.

Students will develop their knowledge of artists and their work by creating pieces using similar techniques and processes.

DESIGN TECHNOLOGY

Students will learn how to design, make and evaluate a range of projects covering a range of different materials (wood, metal and plastic)

ASSESSMENTS

Each activity in Design Technology is practical based and the students will be assessed throughout the activity.

HOW CAN PARENTS HELP

Students can gain experience in a number of different ways, such as using Lego to design and create their own products and helping family members carry out DIY tasks.

TRIPS AND EXPERIENCES

We aim to take part in competitions during the year depending on the competitions that are being run.

TOPICS

	Students will study
Year 7	Introduction to DT Students will look at health and safety dangers in the workshop. They then design and make key rings. This is followed by making coat hooks out of wood, metal and plastic.
Year 8	Joining different materials Students will aim to work on three different projects in the term. Each of these projects will cover different skills such as: <ul style="list-style-type: none">• Marking and cutting wood joints.• Painting work• Bending plastic.
Year 9	Clock Design During the rotation in Year 9 the students will get the chance to design and make their own clock. This will allow them to research a chosen theme before they start making their product out of materials of their choosing.

FOOD TECHNOLOGY

Students will learn to select the ingredients and methods to prepare food and drinks for themselves. This will equip them with a variety of techniques in handling food preparation. Students will also gain knowledge about foods, nutrition and hygiene.

ASSESSMENTS

Each activity in Food Technology is practical based and the students will be assessed throughout the activity.

HOW CAN PARENTS HELP

Encourage students to get involved with preparing meals at home, this will give them confidence in the kitchen and improve their practical skills.

TRIPS AND EXPERIENCES

All students will take part in producing food for different events throughout the year whether this is for a charity sale, seasonal event or the tuck shop.

TOPICS

	Students will study
Year 7	Introduction to Food Technology & Healthy Eating Students will familiarise themselves with the Food Technology room. We will explore basic food preparation focusing on healthy eating, safety and hygiene in the kitchen. All recipes we prepare follow The BNF Eat Well Plate.
Year 8	Healthy Eating Students will build on the skills they have gained in year 7. All students will use a range of different skills to produce a variety of different types of foods, again placing emphasis on healthy eating.
Year 9	Food from different cultures During the rotation in Year 9 the students will focus on preparing a variety of different main meals. We look at food from different cultures and reproduce them as a healthier option. Students will have more freedom in this rotation to experiment with different flavours and techniques.

TEXTILES

Students will learn how to design, make and evaluate a range of projects covering different materials and skills (felt, cotton, wool, and plastic).

ASSESSMENTS

Each activity in textiles is practical based and the students will be assessed throughout.

HOW CAN PARENTS HELP

Students can gain experience in different ways. They can design and make their own projects at home, as well as helping family members with simple repair tasks such as sewing on a button.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

	Students will study
Year 7	<p>Introduction to Textiles part 1 During Year 7 students will look at health and safety dangers in the textile room.</p> <p>They then design and make a felt book mark and a felt mini bag. Basic hand stitching is introduced and the origin of fibres and fabric is covered in felt making and weaving.</p>
Year 8	<p>Introduction to Textiles part 2 During Year 8 the students will aim to work on two different projects in the term. Each of these projects will cover different skills such as:</p> <ul style="list-style-type: none">• Cutting fabric• Using a pattern• Joining fabric by hand or machine• Colouring fabric <p>The skills build on those already introduced and we also take a look at textiles in fashion and the home.</p>

Year 9	<p>Bag Design and Hot Textiles</p> <p>During Year 9 the students will design and make their own environmentally friendly bag. This will allow them to research a chosen theme in more depth.</p> <p>Sewing machine skills and hand stitching are further developed. In hot textiles some of the more unusual aspects are introduced such as using plastic, Bondaweb and the iron safely to create interesting surfaces for mixed media work.</p>

GEOGRAPHY

Throughout Key Stage 3 students will build upon their use of map skills, thinking skills and analytical skills as these are important components of every topic, and will help prepare students for Key Stage 4. This subject will enable students to develop an awareness of their local area and places beyond, how places can be linked together, and our role in supporting our local & global communities.

ASSESSMENTS

Students will complete a range of assessment tasks throughout the units they study. These range from practical, experiential, written and an end of unit test.

HOW CAN PARENTS HELP

Practising basic map reading skills (i.e. map symbols and directions).
Investigating local environment and further if possible.
Watching geographical TV programmes about wildlife, environments, or natural disasters.
Playing geography games on the Internet, using a smart phone or a tablet e.g.
www.mapzone.com

TRIPS AND EXPERIENCES

The Geography curriculum will involve making things (e.g. Volcanoes), exploring news articles, watching video clips and playing games.

There will also be trips to places such as Rochester and the Kent coast.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Map skills	One world, different places	Settlements
Year 8	Natural disasters	Ecosystems	Weather and climate
Year 9	Coasts	World development	Crime and community

HISTORY

Throughout Key Stage 3 students will develop their literacy skills, ability to understand causation, and chronology. They will learn to use and interpret evidence (sources – paintings, photo's, etc.) in order to develop a greater understanding of key events.

ASSESSMENTS

Each topic ends with the completion of an assessment booklet as well as student work being marked and levelled throughout the year.

HOW CAN PARENTS HELP

By visiting Museums and places of historical interest.
Talking with your son/daughter about their history classwork.
Watching relevant programmes on TV – on the historical topics detailed above.
Exploring history books from the local library.
Playing history games on the Internet, using a smart phone or a tablet e.g.
www.bbc.co.uk/cbbc/shows/horrible-histories

TRIPS AND EXPERIENCES

The History curriculum will involve role plays, making things (e.g. models of Motte and Bailey castles), dressing up and re-enactments of battles, eating things (e.g. for a pirates dinner), playing games (e.g. pass the parcel to learn about the feudal system).

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	The Romans	The Norman Conquest	The Tudors
Year 8	Era of the English Civil War	Industrial Revolution Local history	Slavery
Year 9	Titanic and era of WW1	Holocaust and Nazi Germany	WW2 to Vietnam

RELIGIOUS EDUCATION

Students will develop a range of key skills including literacy, discussion, listening, problem solving and decision making. The course is designed to develop an understanding of six world religions and beliefs and develop students confidence in self-expression.

ASSESSMENTS

Each topic ends with the completion of an assessment booklet as well as student work being marked and levelled throughout the year.

HOW CAN PARENTS HELP

You can help further your child's understanding and appreciation of religion and culture by visiting places with religious features, watching relevant programmes on TV and talking about their home learning booklets.

TRIPS AND EXPERIENCES

All students will have the opportunity to make things e.g. to develop ideas of Creation, take part in Chinese new year activities, have opportunities to taste different foods and experience different customs. There may also be trips to local churches/places of worship and visits from guest speakers.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Sikhism and Christianity	Chinese New Year and Easter	Judaism and Hinduism
Year 8	Christianity and denominations. Hinduism and Diwali	Islam and Sikhism Gurdwaras	Buddhism and the Design Argument
Year 9	Islam and Judaism	Christianity, Buddhism, Justine and Suffering	Humanism and the Cosmological Argument

MANDARIN CHINESE

Year 7 students will develop their Speaking and Listening Skills in Mandarin Chinese. This is taught as part of a 2 term carousel. In Year 8 and 9 students can opt to study Chinese full time.

ASSESSMENTS

On-going assessing students via listening, speaking, reading and writing exercise within the lesson.

HOW CAN PARENTS HELP

Encourage your son/daughter to practice their speaking with you.

TRIPS AND EXPERIENCES

Chinese New Year celebration for students to experience Mandarin Chinese culture, food and games.

TOPICS

	Students will study
Year 7	Culture, greetings, family members, animals, I like..., numbers, and facial parts
Year 8	Happy birthday, phrases, animals, facial parts, numbers and weeks, I like, yes and no, How are you? I am fine, Thank you.
Year 9	Animals, phrases, facial parts, numbers and weeks, I like, yes and no, What's your name? My name is... How old are you? How are you? I am fine, Thank you.

POLISH

Offers students a 'taster' of Polish. Students will develop skills in speaking, listening, and reading. They will also develop basic writing of words and simple phrases. In Year 8 and 9 students can opt to study Polish full time.

ASSESSMENTS

Speaking and listening activities (answer/respond/initiate).
Spelling tests at the end of each 6 week block.

HOW CAN PARENTS HELP

Encourage your son/daughter to practice their key words and phrases with you.

TRIPS AND EXPERIENCES

Extracurricular experiences will be used as and when available.

TOPICS

	Students will study
Year 7	Greetings Colours I have, you have Making choices Fun with pronunciation
Year 8	Directions Family Mine and yours Answering questions Giving basic information
Year 9	Asking questions Basic grammar Likes / dislikes Talk about your interests

PSHCE

Students will develop social, emotional and life skills, now and in the future. These skills will equip them with mutual respect for themselves and others.

ASSESSMENTS

Regular assessment will take place throughout the year, this may take the form of the following: research, surveys, watching the news, worksheets, persuasive posters, costing items, food labels, finding newspaper articles.

HOW CAN PARENTS HELP

Encouraging students to watch or read the news, on television, in a newspaper or on the internet. Respond to survey work

TRIPS AND EXPERIENCES

Life Skills trips e.g. shopping and handling money.

TOPICS

	In Key stage 3 students will study	
Year 7, 8 & 9	Introduction to PSHCE Feelings Medicines and Health Conflict Resolution Safety Families Healthy Living Puberty Careers Project - topic	Safety and Risk Healthy Lifestyles Money Project - Topic Healthy Living Sex Relationship Education Project – Topic Choices Preparation for AQA PSE Course

CITIZENSHIP

Students will begin to understand key areas such as the law, the media, democracy and diversity. They will be empowered to participate in their school and communities which help them become active citizens locally, nationally and globally.

ASSESSMENTS

Regular assessment will take place throughout the year; this may take the form of the following: research, surveys, watching the news, worksheets, locating fair trade products, persuasive posters, costing items, food labels, finding appropriate newspaper articles.

HOW CAN PARENTS HELP

Encouraging students to watch or read the news, on television, in a newspaper or on the internet. Respond to survey work

TRIPS AND EXPERIENCES

Trips may be arranged which are suitable to the topics studied.

TOPICS

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 7	Introduction to Citizenship Rights and Responsibilities	Rules and the Law	Careers Project – Topic Choice
Year 8	Citizenship - Key Topics Human Rights	Respecting others Prejudice, equality and diversity	Environmental issues Project – Topic Choice
Year 9	Crime and Law	Money & Finance Careers Education	Democracy and Media Environmental Responsibilities Project – Topic of Choice Preparation for AQA PSE Course

LIFE SKILLS

Students will begin to develop social, personal and emotional skills and learn how to be safe and independent in everyday life.

ASSESSMENTS

Regular assessment will take place throughout the year; this may take the form of the following: research, surveys, watching the news, worksheets, persuasive posters, costing items, food labels and finding appropriate newspaper articles.

HOW CAN PARENTS HELP

Encouraging students to watch or read the news, on television, in a newspaper or on the internet. Respond to survey work

TRIPS AND EXPERIENCES

Students will visit a range of local places to develop personal, social, financial and independence skills.

TOPICS

	Students will study the following topics
Year 7, 8 & 9	First Aid Safety Skills Health and Safety in the Workplace General life skills such as social, financial and travel skills Healthy Living Emotional Life Skills Health Lifestyle Social and Work Skills Body Confidence

SIGNALONG

This lesson offers students a 'taster' of Signing. Students will develop skills to make the signs, listen and read signs. They will also learn to combine signs to make simple phrases.

ASSESSMENTS

Speaking and listening activities (answer/respond/initiate).
Signing test at the beginning of each session

HOW CAN PARENTS HELP

Encourage your son/daughter to practice their signing with you

TRIPS AND EXPERIENCES

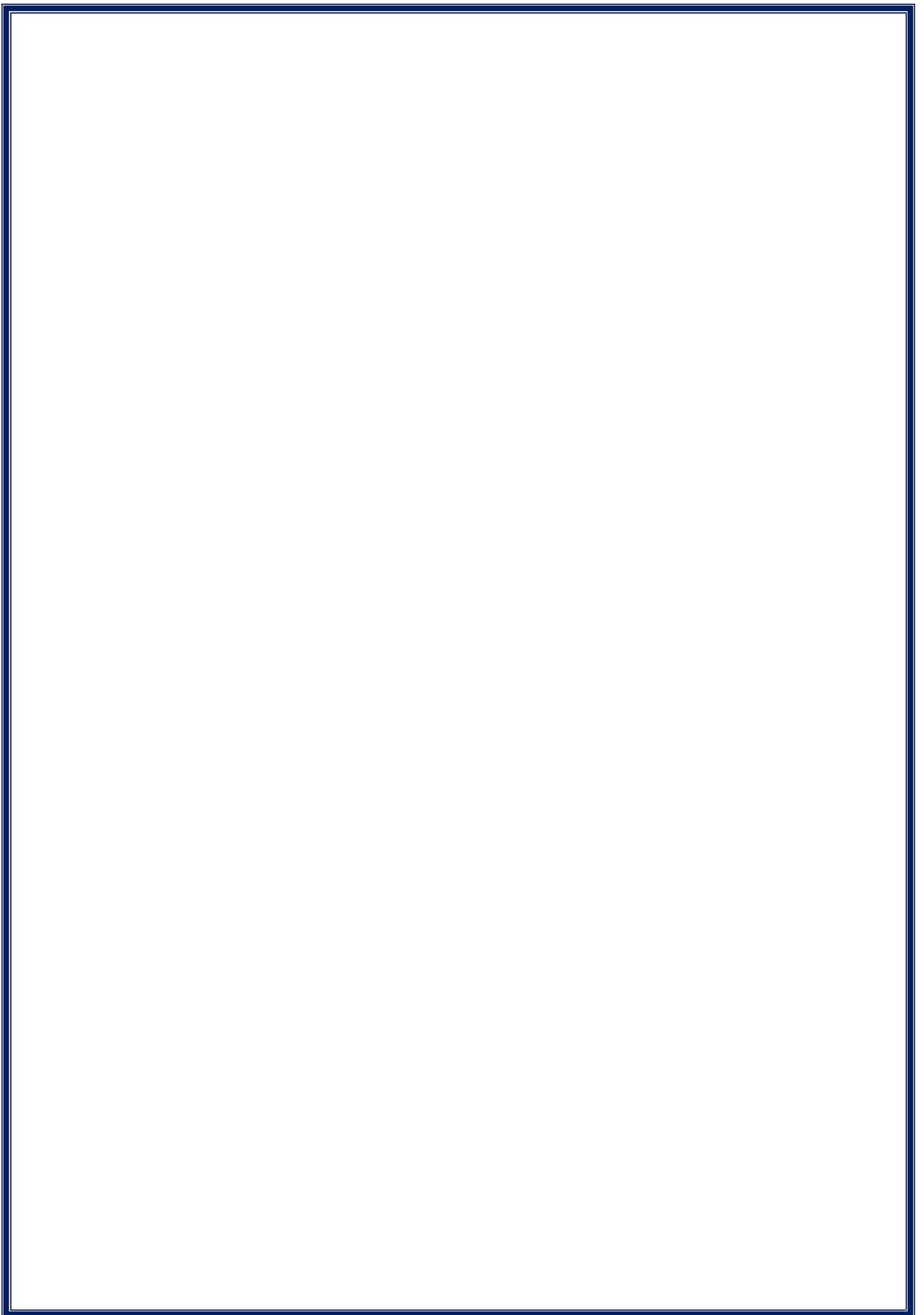
Extracurricular experiences will be used as and when available.

TOPICS

	Students will study
Year 7	Family members Days of the week Months of the year Greetings and common phrases Seasons Animals Food
Year 8	Directions Family Mine and yours Answering questions Giving basic information
Year 9	Asking questions Basic grammar Likes / dislikes Talk about your interests

BRADFIELDS STEPS

Bradfields Steps (BS)	Equivalencies		
	Levels	Pscale/NC	Level
1.1 to 1.9	P3i/P3ii		
2.1 to 2.9	P4		
3.1 to 3.9	P5		
4.1 to 4.9	P6		
5.1 to 5.9	P7		
6.1 to 6.9	P8		
7 S, P or C	1c		
8 S, P or C	1b		
9 S, P or C	1a		
10 S, P or C	2c		
11 S, P or C	2b		
12 S, P or C	2a		
13 S, P or C	3c		
14 S, P or C	3b		
15 S, P or C	3a		
16 S, P or C	4c	Entry Level	
17 S, P or C	4b		
18 S, P or C	4a		
19 S, P or C	5c	Level 1	1
20 S, P or C	5b		2
21 S, P or C	5a		3
22 S, P or C	6c	Level 2	4
23 S, P or C	6b		5
24 S, P or C	6a		6
25 S, P or C	7c		7
26 S, P or C	7b		8
27 S, P or C	7a		9
28 S, P or C	8c		Level 3
29 S, P or C	8b		
30 S, P or C	8a		
31 S, P or C			
32 S, P or C			
33 S, P or C			
34 S, P or C			
35 S, P or C			
36 S, P or C			
37 S, P or C			
38 S, P or C			
39 S, P or C			



All pupils make excellent progress from the different starting points. Consequently, any differences between pupils' achievements and those of other pupils nationally are diminishing.

Pupils flourish because they are extremely well looked after in a nurturing and enabling environment.

Ofsted – March 2017

Leaders are eager for pupils to continually improve their academic and personal outcomes. They know that there is always more scope to include parents in their children's learning, and to continue to raise parents aspirations for their children.