

# KEY STAGE 3 CURRICULUM

Guidance & Information on KS3 Subjects - 2019/2020





The information contained within this booklet shows the range of experiences offered to pupils in the various curriculum areas, and should give a good insight into the type of work undertaken by our pupils.

Teaching staff at Crofton pride themselves on their child-centred approach to teaching and on the range of learning experiences pupils are offered. Lessons are planned to allow children of all abilities to make progress. Learning materials and teaching approaches are differentiated with problem solving and active learning being key components in many lessons. Individualised learning is a developing area in all subject areas. Due emphasis is placed upon clear explanation and the need to develop skills in oration, reading and writing.

In **Key Stage 3** all pupils follow courses in English, Mathematics, Science, Modern Foreign Languages (French, Spanish or German), Humanities (History and Geography), Technology, Information Computing Technology (ICT), Physical Education (PE), Art, Music, Drama, Religious Education (RE) and Personal, Social, Health and Citizenship Education (PSHCE).

The timetable is a 10-day timetable consisting of 50 periods; 1 period at 55 minutes and 4 periods at 60 minutes in length.



## ART & DESIGN

Through this subject within the National Curriculum, pupils have an opportunity to explore, experiment and develop new skills in a wide variety of art design and craft activities. It is our intention to increase pupils' understanding of the principles and processes behind visual communication. Through co-operative ventures we promote respect for the ideas and contributions of other artists, designers and crafts people. The design process is the common theme behind all our activities and the quest for improvement in standards is continually encouraged. The experience within the art department is exciting, rewarding and definitely challenging. Pupils will learn how to record observations, express opinions both orally and in writing about artists work, design and make 3D sculptures, develop painting skills and the confidence to use a range of mixed media and produce their own individual design work.

This lays the groundwork for those pupils opting to take GCSE Art and Design in Years 10 and 11 as we continue to follow our broad multi-media approach. Pupils follow a broad Art and Design course by AQA and can continue to develop skills in 2D, 3D and mixed media practices. Year 11 pupils are expected to work more independently ensuring thorough research and preparation. They are given the opportunity for self-expression and the course demands a high level of awareness and self-discipline. The Art and Design department pride itself on the wide range of exciting work produced by our GCSE pupils and celebrate it annually in Crofton's Summer Art Exhibition as a pop up style show within the Ridings Centre in Wakefield.

### YEAR 7

#### Formal Elements

- Learn about all the formal elements of art including line, tone, colour & texture;
- Study artists such as Stuart Davies, Mark Hearld, Roy Lichtenstein, Helaina Sharpley, Henry Moore and Paul Cezanne;
- Experiment with collage, rubbings, wire drawings, print, paint and mixed media;
- Learn how to analyse artists work, write critiques and share opinions;
- Develop final design using any of the techniques covered; and
- Pupils will gain a clear understanding of the formal elements and are expected not only to recognise them but to apply them in their own work.

### YEAR 8

#### Topic 1 Nature

- To study artists such as Angie Lewin, Andy Goldsworthy, Georgia O'Keefe and William Morris;
- To experiment with a range of materials and techniques including drawing, painting, collage, printmaking and clay construction; and

- To further develop an understanding of artists and designers; to develop ideas in response to a collection of recorded images and to produce work which demonstrates a growing control of a wider range of materials and techniques.

#### Topic 2 The Brain

- Study the work of Peter Randall-Page;
- Experiment with continuous line drawings, print and a monochrome palette;
- Explore how artists have used nature as a theme for their artwork;
- Learn how to analyse artists work, write critiques and share opinions;
- Design an abstract pattern based on responses to Peter Randall-Page's work;
- Experiment with relief and 3D techniques; and
- Produce an abstract sculpture using clay.

## DRAMA

Pupils spend much of their time working together in pairs or groups. They begin with simple confidence building exercises, develop problem solving skills and exploring themes and real life situations. Emphasis is placed on self-expression and the ability to understand and empathise with others. This is achieved through group work, improvisation and studying scripts.

It is hoped pupils will have fun and gain experience as a performer in different genres of plays, and in theatre skills e.g. stage lighting. Opportunities to develop transferable skills used in other subjects and later in life, are also worked upon. These include: self-presentation skills, time management, problem solving and creativity.

Visiting professionals provide Key Stage 3 workshops and demonstrations based on African and Indian performance styles. Links with local colleges ensure pupils experience excellent Examples of performing arts work, post-16. Extra-curricular opportunities include an annual pantomime and performance in a professional theatre, as part of the Shakespeare Schools' Festival.

GCSE Drama builds upon previous experience and demands strong commitment, attendance and group work skills. Both devised and scripted projects are assessed via practical work and written 'portfolio' evaluations. Opportunities to see and take part in live performances are an important component. A practical performance piece which pupils have devised from stimuli, is videoed and sent to the exam board. A practical acting exam of a playscript, is assessed by a visiting external

summer term. This focuses on how they might act out a part and stage a playscript which they have explored practically. A question on evaluating a theatre performance they've seen with school, makes up the other part of the exam paper.

## YEAR 7

### Autumn Term

- Team work & confidence building drama games;
- Drama storytelling techniques e.g. mime, still image, body as prop and narration; and
- Vocal and physical characterisation work, leading to small group performances of a short scripted play.

### Playscript

- Pupils learn how to bring a short playscript to life;
- Vocal & physical characterisation skills;
- Use of simple costume and props;
- Blocking the action; and
- Line memorisation.

### Spring/Summer Terms

- Exploring the plot and characters of 'Macbeth'; and
- Pupils use 'Explorative strategies'; role-play, narration, thought tunnel, thought-tracking and still image. They develop performance skills such as slow motion movement, symbolism and characterisation.

### World Theatre

- Pupils look at the origins of African theatre and look at its use for storytelling e.g. cautionary tale & celebration.
- Whole class role-play based on a haunted house, 'Darkwood Manor', incorporating; 'hot-seating', role-play and teacher-in-role;
- Greek theatre; and
- Pupils look at Greek myths. They explore character dilemmas and performance skills such as choral speaking.

## YEAR 8

### Autumn Term

- Pupils cover skills based sessions on how to create mood, build tension and use dramatic pause;
- Split focus scenes technique;
- Stage design and set design;
- Skills are synthesised into small group performances of the 'Tempest' (storm at sea);
- Hamlet; and
- Pupils use Drama strategies to explore the plot and characters in 'Hamlet' and develop performance skills in re-telling key aspects of the play.

### Spring/Summer Terms

#### Genre

- Pupils develop their range of performance styles by exploring short, scripted extracts from different play genres;

- Farce ('Loot' by Orton);
- Absurd ('Waiting for Godot' by Beckett);
- Tragedy ('Romeo and Juliet' by Shakespeare); and
- Naturalism ('A Doll's House' by Ibsen & 'Turning Blind Eyes').

### World Theatre

- Pupils explore different genres from; India (Kathakali) and Japan (Kabuki).

### Role-Play

- The real-life murder mystery of Charlotte Dymond. Pupils explore the characters, story & motives via Drama strategies such as; whole-class role-play, thought-tracking, hot-seating, forum theatre and still image. Use of choral speaking, symbolism and simple lighting are developed in a dramatisation of the 'ballad of Charlotte Dymond'.

## ENGLISH

English is at the 'core' of the National Curriculum and although it has its own unique place on the timetable, its concerns underpin and drive the whole school curriculum. The English course emphasises the importance of accuracy and competence in the use of language in all its attainment targets: speaking and listening, reading and writing.

Pupils in Key Stage 3 follow a course designed to cover the requirements of the new programs of study, to teach them the skills necessary to achieve across the areas of: speaking and listening, reading and writing. Indeed, pupils are taught how to progress by understanding the key aspects of written communication, alongside opportunities to explore a range of texts.

At Key Stage 4 pupils follow the Eduqas GCSE examination courses in English Language and English Literature. Some pupils are also entered for the WJEC Additional English.

It is our intention to improve and develop our pupils' literacy, oral and writing skills, and to empower them, building on the foundations set at Key Stage 3, to be able to use language effectively throughout their lives. We believe that an enjoyment and appreciation of fiction, drama and poetry play an important part in developing this use of language.

## YEAR 7

### Autumn Term

- Class novel (Tins) and associated reading plus spoken and written response, critical and imaginative; and
- Writing skills for narrative fiction based on Jurassic Park plus non-fiction reading.

### Spring Term

- Introduction to poetry – understanding poetic techniques plus written responses, both critical and imaginative; and

- Non-fiction transactional writing and non-fiction reading travel writing.

#### Summer Term

- Introduction to Shakespeare – considering context of his writing, as well as plays in performance and written responses; and
- Newspapers – reading and understanding modern and historical examples, creating and presenting news broadcasts.

#### YEAR 8

##### Autumn Term

- Class novel (The Boy in the Striped Pyjamas/Private Peaceful) plus spoken and written response, critical and imaginative; and
- My Life – writing and reading tasks based on teenage lives (lively articles and opinion pieces).

##### Spring Term

- Reading, writing and presenting poetry linked to the theme of my life and relationships; and
- Non-fiction reading based on Themes of crime and punishment including spoken and written responses.

##### Summer Term

- Reading and discussing short stories and writing narrative fiction based on horror and suspense; and
- Reading and discussing Shakespeare (Macbeth) and other gothic texts. Critical and imaginative written responses given.

## GEOGRAPHY

In Geography pupils cover five or six topics per year. Within these topics they are taught additional skills including map work, independent learning, group work, peer and self-assessment and the ability to research the internet using the department tablets.

Geography at Key Stage 3 contributes to a broad and balanced curriculum which meets the needs of all pupils. We aim to give pupils to opportunity to study a wide range of topics throughout Key Stage 3 in the hope of fostering a passion and interest for geography and the world around them. Pupils will study a variety of both human and physical topics, which will vary half termly. Alongside their learning, pupils will use and develop a range of geographical and transferable skills, with the aim to better prepare them for the transition to GCSE.

#### YEAR 7

Pupils start the year by developing their geographical skills, some of which are extended and developed from their learning at Key Stage 2. Pupils will then move on to investigate our local area (Crofton) and complete a small investigation to develop their fieldwork skills. The next topic they explore is 'Coasts' in the UK,

before then focusing on 'North America.' Pupils will then move onto 'Weather and Climate,' which involves a small-scale investigation of microclimates around school. The year will end with a topic about 'Migration and Globalisation,' which will allow pupils to understand the experiences of different types of migrants around the world.

#### YEAR 8

Pupils will start the year by exploring the differences between countries based on their levels of 'Development.' Pupils then move on to investigate the hidden aspects of 'World Cities,' considering ways to improve living conditions in urban areas sustainably. In contrast, the next topics look at 'Rainforests' and 'Hot Deserts' with a focus on the relationship between people and the environment. Pupils will then study the 'Geography of Food,' investigating where our food comes from and how tastes are influenced around the world.

## HISTORY

In History Years 7 pupils have one one-hour lesson per week and Year 8 pupils have three one-hour lessons a fortnight. Pupils are taught two units in Year 7: Historical Skills and Britain in the Middle Ages; and two units in Year 8: The Tudors and the Industrial Revolution.

In Year 9 pupils have four one-hour History lessons per fortnight. A wide range of different approaches are used and pupils work individually as well as in groups. In History pupils are taught about Conflicts in the Twentieth Century and the Holocaust.

#### YEAR 7

##### Topic 1: Historical Skills

In this topic we investigate the following: What is a timeline? How do we know about the past? What do different periods look like? How has warfare changed over time? Pupils develop skills in the following areas: using historical vocabulary, using source evidence, understanding chronology and becoming familiar with features of historical periods, understanding change and continuity.

##### Topic 2: Medieval Britain

We investigate the impact of the Norman Conquest and evaluate the historical significance of the reigns of some medieval Kings of England.

## YEAR 8

### Topic 1: Britain 1500-1750

In this topic we examine the importance of religion and its role in shaping our government: from the Reformation to the Gunpowder Plot.

### Topic 2: Britain 1750-1900

In this topic we look at the Industrial Revolution and the changes it led to in the way people lived and worked.

## ICT

The school has propose-built and fully equipped ICT and computing suites. In years 7 to 9 pupils are timetabled for one lesson per week. Pupils follow our schemes of learning which are mapped against the National Curriculum.

In Year 7 pupils are introduced to the safe and effective management and use of ICT with their first unit on 'e-safety'. They then progress to learn about how computers work, computational thinking, effective internet searching, and spreadsheets. This learning lays the foundation for them to program a computer by the end of the academic year.

In Years 8, pupils will develop their knowledge and skills further. Whilst making full use of the traditional 'office' programs, they will be learning about flowcharts, pseudocode, various numerical systems and logic gates, as well as web design.

## MATHS

At Crofton Academy we recognise the importance of Mathematics in the work place as well as the need to make lessons enjoyable and interesting.

Pupils at Key Stage 3 will focus on mastering calculation methods and key skills to prepare them for demands of the GCSE course. Pupils are placed in ability groups and are given opportunities to apply their mathematic knowledge to solve real life problems. Challenging tasks will encourage pupils to develop a deeper mathematical understanding.

Pupils are taught in sets throughout Years 7 and 8. They follow a course appropriate to their ability and are assessed regularly to ensure they are making maximum progress.

In lessons there is an emphasis on problem solving and mathematical reasoning, enabling pupils to develop confidence in using maths in everyday situations.

Pupils at Key Stage 3 will focus on mastering calculation methods and key skills to prepare them for the demands of the GCSE course. Pupils are given opportunities to apply their mathematic knowledge to solve real life problems. Challenging tasks will encourage pupils to develop a deeper mathematical understanding.



## MODERN FOREIGN LANGUAGES

Most pupils in Year 7 will study one term of French, one term of Spanish and one term of German to the end of Year 7 and then will choose which language to continue with until the end of Key Stage 3. A small number of pupils will study French for the whole of Year 7. French and Spanish are currently offered as an option in Key Stage 4 and German will become an option. Accreditation is at GCSE Level.

The Modern Foreign Language courses aim to develop the ability to use another language for practical communication, and to offer insights into the culture and civilisations of French, Spanish and German speaking countries. Pupils are encouraged to subscribe to a French, Spanish or German magazine.

Pupils benefit from spending time with the Foreign language assistant(s), discussing cultural similarities and differences and becoming more confident at speaking the language(s).

It is recommended that pupils have a French/English or Spanish/English or German/English dictionary in Year 7, recommended edition details can be obtained from the Modern Foreign Languages Department. The Department offers extra-curricular revision classes for Key Stage 4 pupils.

### YEAR 7

#### Pupils will work on:

- Developing skills on how to learn a language, use of a dictionary and approximate pronunciation;
- Developing listening, reading, writing and speaking skills through the topics of personal information, home, food, lifestyle, holidays and sport and leisure;
- Developing cultural awareness of the differences between the English and the other countries
- school systems; and
- Developing research and presentation skills through the use of ICT.
- Developing the use of regular and irregular verbs in the “present tense” and ‘future tense’;
- Developing strategies on how to read longer texts and listening for gist;
- Developing the skills of how to form questions and how to transfer language from topic to topic; and
- Developing the skills to assess their own work and to give constructive feedback to their peers.

### Year 8 – FRENCH/SPANISH/GERMAN

#### Pupils will work on:

- Building on the skills developed in Year 7 on how to learn a language, how to use a dictionary and correct pronunciation; and
- Developing listening, reading, writing and speaking skills through the topics of media, technology, festivals, jobs and

future ambitions as well as the geography of the country, we will also study stories and poems in the language.

- Developing strategies on how to improve listening and reading skills;
- Developing the skills to write in more detail and to use more complex language;
- Developing the speaking skills to be able describe a picture in detail;
- Developing the use of past and future tenses. Developing skills on how to use adjectives and comparisons, and increased confidence at using present, past and future tenses;
- Developing translation skills from both the language into English and from English into the language.

## MUSIC

The music syllabus is designed to provide a course of study which will allow every child to develop a greater understanding of music through direct experience and participation in performing and composing. The course aims to promote an appreciation and enjoyment of all styles of music in pupils by performing, teamwork skills and confidence, enabling them to participate in a wide range of musical and non-musical activities within school and the wider community. It also provides an appropriate body of knowledge and skills as a basis for further study to GCSE level and beyond.

Excellent instrumental tuition is available through visiting peripatetic staff in the following instruments: strings, woodwind, brass, percussion, acoustic and electric guitar & bass, piano, vocal.

Pupils may enjoy several extracurricular music activities. These include: Senior Vocal Group, Pop Choir, Rock Band, Music Technology Club and Stage Production.

The department uses the latest music technology resources, which provide an exciting opportunity for pupils to experience recording, sequencing and music production techniques from Year 7 onwards. Cubase recording and sequencing software is often used in the classroom to support learning where pupils compose a variety of music including film scores, dance tracks and music for cartoons.

The department is involved in school productions and concerts. Throughout the year opportunities are available for pupils to work with specialist staff in workshops and experience a range of professional performances by classical and popular musicians. The department’s resources are impressive and include two specialist classrooms, two practice rooms, a state-of-the-art recording studio, thirty music workstations and an extensive range of traditional, electric and ‘world-music’ instruments

## YEAR 7

All topics in Year 7 provide pupils with the opportunity to develop their practical skills and refine their understanding of conventional (stave) and graphic notation. A range of traditional instruments support performing tasks whilst music technology (Cubase) is used in multi-track sequencing and recording projects. Pupils' abilities are assessed in Collaborative Working (being able to identify improvements to their own and others' work) and in being *Effective Participants* within an ensemble performance.

### Improvisation across different musical traditions

- Court Music from Japan
- Musical structures: Ternary Form
- Latin-American influences on Jazz
- Indian Raga

### Listening and Appraising

- Orchestral timbres and Programmatic Music
- Differing tonalities and modes
- Understanding the context in which music is created and performed
- The Musical Elements

### Performing and Composing

- Musical Structures: Rondo Form
- Voices in Layers
- Atmospheric Music
- Music for Special Events

## YEAR 8

All topics in Year 8 build upon the core values and musical skills covered in Year 7. Greater emphasis is placed upon pupils' ability to evaluate their own and others' successes whilst developing realistic targets to ensure continued improvement. A weekly Music Production and Creation Workshop is held on Thursdays after school to allow pupils a deeper understanding of the impact of technology on today's music; this focuses on performing, recording and processing.

### Music in the Media

- Cartoons and advertising

### Indonesian Gamelan Music

- Performance of a Lancaran
- Paired composition work
- Influences on Western Classical Music
- Club Dance Remix

### Music from the Caribbean

- Calypso and Reggae
- Chords and Riffs
- Influences on Pop Music
- Performance and Composition

### Dance Music

- Comparison of different musical periods
- Composing Dance Tracks
- Processors and Effects (ICT based)
- Arranging and Scoring

## PHYSICAL EDUCATION

The following sports are covered at Crofton:

GIRLS	
YEAR 7	Hockey, Netball, Rounders, Tag Rugby, Badminton, Fitness, Gymnastics, Dance, Outdoor and Adventurous Activities, Athletics, Football and Cricket.
YEAR 8	Hockey, Netball, Rounders, Tag Rugby, Football, Badminton, Table Tennis, Fitness, Gymnastics, Dance, Outdoor and Adventurous Activities, Athletics, Football and Cricket.
BOYS	
YEAR 7	Football, Rugby League, Rounders, Basketball, Table Tennis, Cricket, Fitness, Gymnastics, Outdoor and Adventurous Activities and Athletics.
YEAR 8	Football, Rugby League, Rounders, Basketball, Table Tennis, Cricket, Fitness, Gymnastics, Outdoor and Adventurous Activities and Athletics.

The following sports are covered at Crofton: Key Stage 3 have three lessons over two weeks of PE and Key Stage 4 have one core hour per week (if not taken as a GCSE option). During this time a mix of activities from the above sports is followed. GCSE PE is offered at Key Stage 4 as an examination option. The GCSE syllabus follows OCR PE syllabus and the option consists of practical and theory sessions, with 40%/60% split of marks respectively.

The School's sports facilities include sports hall, changing rooms and showers, a brand new multi-purpose all-weather pitch, extensive playing fields marked out for hockey, rugby and football (winter games), rounders, athletics, softball and cricket (summer games); fully equipped gym and a fitness centre for stamina and endurance training.

We have strong links within the community, particularly with Charlston Cricket Club. The PE staff enjoy profitable and harmonious working relationships with parents and external coaches.

## YEAR 7

Each activity will take part over a four week block, some activities are revisited throughout the year, reinforcing the basics of rules, hand eye coordination, tactics, movement, leadership and applying them within a variety of situations. Pupils are encouraged to lead warm ups and evaluate their own performances.

## YEAR 8

Each activity will take part over a four week block, some activities are revisited throughout the year, reinforcing rules, skills, tactics, spatial awareness, leadership and applying them within a variety of situations. Pupils are expected to lead warm ups and identify strengths and weakness in their own and peers performances.

## RELIGIOUS EDUCATION

All pupils are required to study Religious Education in order to meet the statutory requirements of the Education Reform Act. The course is designed to provide a relevant and stimulating curriculum, to build upon work done in earlier years. Pupils will study Christianity and at least two other religions. The content will include key beliefs, teachings, concepts and practices. The key areas covered are life and death issues, abortion, euthanasia, marriage and family life, war and peace and religion on wealth and poverty.

Religious Education promotes pupils' genuine thinking. The whole of life is explored from a religious, cultural and sociological view point. Religious Education is closely linked with PSHCE and is set within a moral framework reflecting the school aims.

The subject challenges pupils to express their opinions and deepen their perception of the world around them. In turn pupils are encouraged to reflect their own beliefs, outlook and personal convictions.

Religious Education follows the Wakefield Agreed Syllabus and adopts a thematic approach to religion. Within each module pupils will learn about the ideas of Christianity and at least one other world faith, using a variety of methods.

Religious Education does not pressure pupils into entering a faith. In fact, it protects against the effects of conditioning, as pupils learn about the whole spectrum of faith. Religious Education aims to encourage respect of one's self and of others, regardless of background. It is hoped that the subject will enable the development of pupils in dealing both positively and maturely with life issues outside and beyond Crofton Academy.

## SCIENCE

At Crofton Academy we give pupils the opportunity to develop their interest in and enthusiasm for Science. All Science courses are based on the statutory requirements of the National Curriculum. At **Key Stage 3** pupils will study the Exploring Science course, based on the QCA scheme of work.

In Year 7 the emphasis is on the development of practical and process skills. As the pupils progress through Year 8 more emphasis is placed on knowledge and comprehension.

Throughout the course pupils are assessed regularly on their skills of planning, implementing (doing) and concluding (judging) practical investigations, developing a critical approach to scientific enquiry and methods.

All courses rely heavily on 'How Science Works', where pupils are expected to examine evidence, observe experiments, design experiments, make measurements, use data appropriately and consider the ethical, social, economic and environmental issues in science.

## YEAR 7

### Biology

- Cells and organisation
- Health
- Interdependence
- Reproduction

### Chemistry

- Acids and Alkalis
- Basic Chemical Reactions
- Building Blocks
- Particles

### Physics

- Forces
- Electricity
- Magnetism
- Space

### Assessment

At the end of each topic is an exam booklet approximately 50 minutes long and a written task based on scientific skills and understanding.

## YEAR 8

### Biology

- Digestion
- Gas Exchange and Respiration
- Genetics and Evolution
- Photosynthesis

### Chemistry

- Complex Chemical Reactions
- Materials
- Periodic Table
- Rocks, Atmosphere and Earth's Resources

### Physics

- Energy
- Forces, Pressure and Moments
- Light
- Waves

### Assessment

At the end of each topic is an exam booklet approximately 50 minutes long and a written task based on scientific skills and understanding.

# TECHNOLOGY

We offer our pupils the opportunity to learn in an exciting and interesting way; learning many of the skills they will require to lead a full and active life when they leave. In Technology we are concerned with education in its widest sense, providing modern learning environment for pupils to develop as designers of the future. Not only do we attempt to fully develop the talents of each individual pupil, but we encourage ingenuity, social responsibility and the ability to communicate accurately.

Throughout Key Stage 3 pupils will rotate through one of the five disciplines described below. They will spend approximately eight weeks in each area. The groups are primarily mixed ability and the order of rotation is dependent on the individual group. Technology in Years 7 and 8 form the foundation for National Curriculum Technology Key Stage 3. All work is based around problem solving and graphic design activities; some taught as specific skills and knowledge elements, some in a more thematic, open style. It is expected that all pupils will gain experience through working in a range of materials: Fabrics and Yarns, Food, Wood, Metal and Plastics. To complement these areas of study all pupils develop graphic skills and knowledge in using systems technology and information technology and robotic control, making full use of our recently updated machinery and fully equipped ICT suite.

## YEAR 7

**Graphics** - Pupils will, through a series of short tasks, learn graphic presentation techniques by creating simple isometric images. They will then investigate nets and manufacture 3D shapes from card.

**Resistant Materials (Wood)** - Pupils will carry out a design and make exercise exploring material properties, ergonomics and environmental issues. They will use the information to guide them as they design, model and make a kitchen utensil for use in their home.

**Resistant Materials (Plastic)** - Pupils learn to design and make a plastic keep-sake using their knowledge of plastics and workshop processes. Using their knowledge of plastics and exploiting the working characteristics, pupils complete a 'design and make' activity. This is done by using Computer Aided Design and both traditional and modern production methods. They create a simple colourful 3D keepsake.

**Food** - Pupils are introduced to the importance of food hygiene and safety in the food tech classroom. Pupils will focus on healthy eating and nutrients and throughout practical lessons they will develop practical skills – preparing fruit and vegetables, simple snacks, baked products and cereal bars.

**Textiles** - Pupils are asked to design and make a soft toy that will appeal to children or teenagers and takes inspiration from the theme "Day of the Dead". Pupils will be introduced to the importance of working safely in the textiles class room and experiment with the techniques of applique and hand embroidery during the production of their toy.

## YEAR 8

**Resistant Materials (Wood)** - Pupils research and investigate the learning capabilities of 3-5 year olds. Then, using the information gained, they design and manufacture a wooden travel game with Computer Aided Design. Some pupils will then go on to package their product for presentation.

**Systems (Electronics)** - Pupils will investigate simple electronic components and circuit building using LED's (Light Emitting Diodes). They will then research, design and manufacture a simple electronic outcomes that could be given as a present.

**Robotics** - Pupils are asked to build a working Robot using the VEX IQ Robot kit. The Robots are then programmed using Robot Virtual worlds. The pupils learn how to solve problems associated with Robot Control Technology used in industry.

**Food** - Pupils will develop their knowledge of the uses of flour and eggs in cooking and develop their baking skills by creating a range of products including omelettes, tortilla wraps and rock buns. Pupils will also consider food hygiene and safety in the

# VALUES

Our Values curriculum incorporates work done in Values lessons, registration time, out of curriculum time and is tied in with the ethos of the school and our behaviour policy/core values. 'Drop down days' are also used to embed understanding.

Every year group will have one Values lesson per week and registration time will be allocated as planned, to further embed our work that is linked to: traditional Personal Social Health and Economic education; Careers Education Impartial Advice and Guidance; Spiritual Moral Social and Cultural work; Fundamental British Values and Crofton Core Values of respect, responsibility, resilience, communication, consideration and co-operation.

A backdrop to this planned programme is the focus of "Our School Has A Mind To Be Kind" – many opportunities and activities are planned to teach pupils the value of kindness, as we aim to embed this across the year groups.

Lessons have been planned to link to 6 termly themes that span across the year groups:

- Responsibility
- Looking After Yourself and Others
- Relationships
- Living Without Harm
- Decision Making
- Moving Forward

Weaving through these topics opportunities have been made to teach about (and revisit) the theme of kindness. Under each main theme, a range of age appropriate topics are taught. Pupils are given the opportunity to discuss and learn about the world in which they live, whilst considering their views and how they reach these views. Our aim is to widen pupils' horizons, challenge stereotypes and raise aspirations, whilst supporting pupils to become well-rounded, positive contributors to society.



## **CROFTON ACADEMY**

High Street, Crofton, Wakefield, WF4 1NF  
Tel: (01924) 862985 Fax: (01924) 865985



**[www.croftonacademy.org.uk](http://www.croftonacademy.org.uk)**