BELGRAVE SCHOOL

Red Class (Upper KS3 – mixed age) Curriculum

September 2022 to July 2023

In Red Class, students are taught an exciting and varied curriculum in preparation for later GCSE and functional skills studies – many lessons are held in small groups to cater for a wide range of abilities with the emphasis of the application of skills relevant to everyday independent living. Within this framework, a wide range of subjects is covered.

ICT lessons prepare and build confidence and life skills to use technology effectively, independently and safely. Additional support is given through communication skills sessions – held in small groups, to strengthen basic skills for the benefit of study in all other areas. Enrichment lessons also give students the opportunity to follow a suggested line of enquiry as individuals, pairs or groups – they are encouraged to share their own interests in creative ways as well as learn about new topics.

Curriculum

Art
Cooking
English
Humanities
ICT
Mathematics
Music
PE
PSHE
Science

Art

A focus is placed on skills, knowledge and confidence building. All children deserve to feel confident, to explore their creativity and find the level to which they can aspire as creatives. For each person this is an individual journey that needs to be nurtured and encouraged at the right speed, and matching the individual's pace and ability, allowing the best pathway to be followed. Through the year lessons will encourage interest in artists, and an understanding of the wide variety of artworks and playful exploration of material processes and techniques. During this programme of learning, the class will be undertaking skills workshops and mini-projects, which will be supported by a wide variety of learning tools, including teacher-led activities, online digital material, PowerPoints, inspirational outings, and gallery visits. The students will keep a sketchbook that will document their learning and showcase their creative explorations.

Cooking

Year 2 (2022-2023)		
Autumn	Spring	Summer
Basic skills: Safety, routine, washing up, putting away. Cooking skills: Kneading, mixing, weighing, measuring, knife skills (fruit salad, coleslaw) Bakery project – create own bakery including logo, boxes (nets) and menu.	Pasta dishes Store cupboard essentials	Student recipes: requests
Half term		
Gingerbread truffles Christmas: Cheesy tear and share 3D gingerbread (2 weeks) (melting snowman biscuits)	Unusual flavor combinations	Ready Steady Cook

English

Topic	Text	Activities	Wider Learning	Skill Focus
Terms 1 & 2: Shakespeare and Elizabethan Theatre Fiction and Non-fiction	The Tempest (full year used for this play) Time Travel with My Hamster extract	• Exploration of the historical context • Character analysis • Script reading/acting • Setting • Setting descriptions • Nouns and adjectives • Describing a time travel device	• Weather • Lighthouses (historical and present-day non-fiction) • How lighthouses work (physics cross-curriculum link) • Albert Einstein • Nobel Peace Prize	Non-fiction – 19th Century and 21st Century lighthouse keepers. Autobiographies Narrative choices Identifying facts Non-fiction biography – 20th century

Poetry Fiction and Reading	Variety of poetry including Nikki Grimes (Thanks a Million) Featherlight	• Identifying structural features of a poem • Investigating punctuation • Discovering themes • Creating a poem • Character analysis • Setting investigation • Making predictions about characters and plot	• National Poetry Day Historical structures and figures from both the 19th, 20th and 21st century including those who travelled by sea, save lives at sea, exploration and protection of the sea	Stanza (focus of each) Punctuation Theme Language and structure analysis
Terms 3 & 4: Fiction	Kensuke's Kingdom	• Inference • Setting (using different countries visited) • Literary devices used by the writer to describe setting • Creative writing (letter in a bottle) • Create a raft (cross curricular art) recording adjectives activity	• Japan and discovering some Japanese phrases • Sailing around the world (cross curricular geography) • Creating a poster to persuade • Interview characters	Explicit and implicit information Non-fiction (war and conflict) Persuasive language Character and setting analysis
Terms 5 & 6: Myths and Legends	Introduction of genre using various extracts	• Read and analysis of stimulus material • Create a storyboard • Physical and personal characteristics of a character • PEE paragraphing in response to fictional text	• Encouraging debate 'were dragons real?' related to theme • Exploring setting • Historical roots of myths and legends	Structure and language Planning Building tension in writing

Humanities

Geography:

- **Ecosystems:** 8 biomes of the world, food chains, food webs, tropical rainforests, hot deserts and adaptations.
- **Tourism:** What is tourism? Why do people travel? Benefits and negatives of tourism. UK tourism case study.
- **RE:** Belief and practice: Buddism
- **Tectonics:** Natural hazards, plate tectonics, plate margins, earthquakes, volcanoes and natural hazard distribution.

History:

- **Development:** Measuring development, migration, uneven development causes and consequences.
- **Slavery**: What is slavery? Transatlantic Slave Triangle, middle passage, auctions, life on the plantation, abolition of slavery, Bristol's slave trade and Edward Colston.
- **Further History and RE Topics**

Skills will be embedded in all topics throughout the year, including ICT skills, atlas and map work, sketch maps and annotations, number, using/interpreting images and interpreting/ drawing graphs.

Mathematics

Our Maths teaching is individualised and, depending on their ability and progress, some students will only attempt a sample of the material. All students will develop their fluency in numerical methods, learn to reason mathematically and solve problems.

The syllabus covers:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability and Statistics

Topics will be taught in components as follows:

1: Properties of number
2: The four operations
3: Ratio
4: Money
5: The calendar and time
6: Measures
7: Geometry
8: Statistics

Educational software, including MyMaths, will be utilised regularly, with one to one explanation and help, reinforced with work on paper. The beginning of the year will be spent carefully assessing strengths and areas for development, using both teacher assessments and standardised scores.

We aim to:

- Make sure **key number skills** are secure;
- **Reduce anxiety** over mathematics;
- Gradually increase the complexity of questions on the **four operations**, as appropriate according to ongoing individualised assessments;
- Introduce **algebra,** depending on individual progress on number skills.

Music

Focus	**To develop self confidence and appreciation of music through listening, appraising, music making and performing**					
Vocal Work	To foster good posture, breathing and relaxation techniques and develop confidence through using voices expressively Developing good diction and pronunciation, through vocal exercises, twisters and dynamic voice work (phrasing, staccato etc) Embed beat, rhythm skills and body coordination through movement and voice activities.					
Music. practical & theory, history, form and composition	Listen, analyse and discuss music in all its forms and traditions. Research composers, genres, styles and traditions. Learn about music elements, notation and compose music independently or in groups/class. Think about and discuss the impact of music in today's world and how it is used at home, in the media and in movies. Create and compose music independently or in groups and learn on the instruments or using available technology. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Learn about music piracy and accessing music appropriately.					
	Terms 1 & 2 Topics		Terms 3 & 4 Topics		Terms 5 & 6 Topics	
Topics	Music in our Life Beats Orchestra Our Voices	Music Elements & Notation Music History BBC 10 Pieces	Rhythm & Beats Samba Band Rhythm Activities Notation Music Moods	Music Elements & Notation Reading music/Composition	The life of a Composers Song Writing & composing	The life of a Composer Song Writing & Composing
Embedded activities	Breathing Exercises Body Percussion Vocal Exercises Music Analysis	Body Percussion & Rhythm Vocal work Music Analysis	Adding Percussion and music Rhythms to small demonstrations Vocal work Music Analysis	Practical Music Vocal/Beat Boxing/ Keyboards, Body Percussion, Recorders Music Analysis	Individual Practical Music development EOT individual or Group piece Traditional Music	Individual Practical Music development EOT individual or Group piece Traditional Music

PE

Although there are no sports facilities at Belgrave School itself, students are taken locally to Hengrove Leisure Centre for the majority of their lessons and our local Primary School, Four Acres. Activities are planned according to the students and can range from Multi Skills, The Gym, Ball Skills, Trampolining, Badminton, Rock Climbing, Indoor Bowls and Rounders.

PSHE

PSHE will follow a programme using 'Jigsaw' materials and will cover six different topics:

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support

Science

Big History: From the Big Bang to the Present
A Broad Balanced and Integrated Curriculum – integrating science, history, geography and religious studies
Be Curious, Creative, Connected – We are part of a larger story that's still unfolding.
Be thrilled – go to: *https://school.bighistoryproject.com/bhplive*
Part of the Big History Project
"Big history provides a framework for understanding literally all of history, ever, from the Big Bang to the present day. So often subjects in science and history are taught one at a time – physics in one class, the rise of civilisation in another – but Big history breaks down those barriers. Today, whenever I learn something new about biology or history or just about any other subject, I try to fit it into the framework I got from Big History. No other course has had as big an impact on how I think about the world." **Bill Gates**
Big History integrates astronomy, physics, chemistry, biology, geology, geography, history, social studies, religious studies and philosophy

Aching Questions	Where did we come from? Where are we? Where are we going?
Stand Back and *Really* Look	Thinking Big – The Big Picture of Everything
Ignorance is Bliss – Or is It?	How can we try to know? Claim testing
What are we going to Cover?	Getting Our Bearings – A Big Timeline
Big Step 1 – The Big Bang	
Ancient Stories and True Stories	Origin Stories – Magic, Myth and Making Sense of Things
	Ancient Astrology and Astronomy
	The Issue of Evidence – The Scientific Method
Evidence for the Big Bang	Red Shift – Expanding Universe
	CMBR – Leftover everywhere
	Looking Back in Time – Literally
	Re-creating the Big Bang
What happened in the Big Bang?	Bang!
	The Making of Space and Time
Before the Big Bang	Scientific, Religious or Philosophical Question?
Big Step 2 – Stars are Born	
	The First Stars
	The First Galaxies
	What is Gravity and Why it is Important
Big Step 3 – Elements are Forged	
	The Life Cycle of a Star
	How Elements are Made Inside Stars – You are Made of Stardust!
	Exploding Stars
	Making Sense of the Elements
Big Step 4 – Planets Form	
	How Planets Form
	The Planets of the Solar System
	The Earth Forms
	The Formation of the Moon
	Earth Cools
	The Earth's Settles into Layers
	The Continents are Formed
	Continental Drift
Big Step 5 – Life Emerges	
	What is Life?
	The Beginning of Life
	How Life Evolves
	Genetic Code
	Microbes Appear
	Life Discovers Sunlight
	Life Changes the Atmosphere
	Complex Cells Arise
	Sex Mixes Genes
	Cells Team Up Into Bodies
	Animals Get Brains
	Animals Get a Backbone
	Animals Invade Land
	The Rise of the Dinosaurs
	The Demise of the Dinosaurs

	The Rise of the Mammals
	Classifying Life
Big Step 6 – Humans Rise	
	The Primate Family
	Walking Upright
	Growing a Larger Brain
	Early Humans Disperse
	Bringing Up Babies
	Development of Language
	Learning Together
	Becoming Inventors – Weapons, Tools and Clothes
	Becoming Artists
	Harnessing Fire
	Burial Practices
	Humans Become Dominant
Big Step 7 – Civilisations Develop	
	Climate Change
	Foragers Become Farmers
	Wild Plants Become Crops
	How Do We Know?
	Farmers Domesticate Animals
	Measuring Time
	Surplus Becomes Power
	Society Gets Organised
	Rulers Emerge
	Law, Order and Justice
	The Rise of Writing
	Beliefs and Religions
	Extracting and Using Metals
	Humans Begin to Pollute the Environment
	How Do We Know?
	Conflict Leads to War and Rise of Empires
	Making Money
	The Spread of Disease
Big Step 8 – Industry Rises	
	Science Grows
	Digging Up Coal Fuels Industry
	Steam Power Drives Change
	The Process of Industrialisation
	Governments Evolve
	Consumerism Takes Off
	World Trade Grows
	Colonial Empires Grow
	War Rips the World Apart
	War Drives Invention
	Education Expands
	Medicine Advances
	Big Ideas Emerge: Racism, Nationalism, Equality, Freedom, Democracy, Sexual Equality

	Road To Globalisation
	Social Networks Expand
	Growth and Expansion
	Finding New Sources of Energy
	Nuclear Options
	Pollution and Climate Change
Big Step 9 – Future Beckons	
Is Our Destiny Disaster?	Will We Outgrow and Destroy Our Environment?
	Too Many People?
	Too Little Food?
	Too Much Violence?
	Too Much Pollution?
	Will Our Climate Destroy Us?
	Will Computers Outcompete Us?
Is Our Future Positive?	Will We Spread Into Space?
	Sky's The Limit?
	Make a Difference For Good!

ICT and online safety

Aims	**To prepare and build confidence and life skills to use ICT effectively, independently and safely**
Lesson Aims & Learning outcomes	-Understand and apply the fundamental principles of ICT through activities that embed and develop ICT skills and Digital Well-being. -Learn how to use Chromebooks, Google Apps and accessibility options independently and confidently. -Develop awareness and social skills around online behaviour, safety, copyright, piracy, and plagiarism. -Explore online social/behaviour issues and find solutions in managing/reporting inappropriate contact or content. - Develop skills in researching and problem solving or using software apps or further support and guidance. -Learn to identify fake and scam emails, texts, or sites and learning about data sharing and data consent.
Lesson Activities: All ICT tasks will have an element of writing, reading or research to support those cross curricular learning opportunities. Lessons will be interactive, with students working both individually or in pairs/assisted. Tasks provide extension activities for varying abilities.	

Topics	**Learning Objectives**
Concept of ICT	Learning about Hardware and Software and the concepts of Information and Communication Technology. (ICT)
Introduction & ICT Expectations	Understanding and implementing good working practices. Chromebook care and management and online safety.
Google System & Chromebooks	Understand the concept of the G- Suite and its Apps and be able to open apps, navigate and use effective editing skills.
Computer Security	Recognise the important security issues associated with using computers.

Managing Files, Folders,	Implement effective file management of Docs,Sites, Slides, Email's, Files & Folders (Storage, deleting, restoring) Navigate & search for files.
G-Mail	Learning to navigate and access emails. Write, send and receive emails using good email protocols. Locating addresses, entering text, links. Adding Signatures and attachments. Organising, managing and saving emails into folders.
The Internet and online Safety	Learning and understanding school policy for online usage. Learning and understanding about the Internet and how to use safely and appropriately both in school and at home.
Online Safety	Developing an awareness of the online risks and how to identify them and who to refer concerns to.
Research & Safe Searching	Understanding how to search using appropriate and effective language. Applying targeted terms to generate safe searches. Researching professional websites such as Colleges, Government or job sites.
Safer Internet Day	Researching activities and events taking place. Plan school events to deliver.
Research Skills	How to authenticate and evaluate websites and online search results. How to gather accurate and appropriate information and analysis what information to use.
Data Protection, Copyright & Plagiarism	Recognise the important legal issues in relation to copyright and data protection associated with using computers. How to evaluate and gather statistical or factual information to use and how to use and credit the source.
Additional Activities	To learn how to use other online resources. Video conferencing, postcasting, movie making, coding, gaming apps.

Communication Skills

The following skills will be covered though independent, paired and group activities across all classes.

Body Language

1. Eye contact
2. Facial expression
3. Gesture
4. Distance
5. Touch
6. Fidgeting
7. Posture
8. Personal appearance

The way we talk

1. Volume
2. Rate
3. Clarity
4. Intonation

5. Fluency

Conversational Skills

1. Listening
2. Starting a conversation
3. Taking turns
4. Asking questions
5. Answering questions
6. Being relevant
7. Repairing
8. Ending a conversation
9. Debate

Assertiveness

1. Expressing feelings
2. Standing up for self
3. Making suggestions
4. Reusing
5. Disagreeing
6. Complaining
7. Apologising
8. Requesting explanation

British Values are promoted across the curriculum

Individual Safety is taught, reinforced and applied as appropriate across the curriculum, which is particularly relevant with the more vulnerable students.