



# **Abbey Manor College**

## **Key Stage 3 Curriculum**

# The KS3 Curriculum



Spiritual, Moral, Social and Cultural Development is at the core of our curriculum. At Key Stage 3, we aim to successfully reintegrate students into mainstream education. To support this, all students undertake a series of baseline assessments to determine any unmet needs that may have hindered their progress. Plans are then put in place to support them.

Lessons are planned following the National Curriculum for Key Stage 3 to ensure that students have covered the same content as their counterparts in mainstream schools. All students study:

- English
- Maths
- Science
- Humanities
- Vocational Studies

As well as the subjects listed above, students have weekly PSHE and PE lessons. They also have access to a careers programme to prepare them for moving on to further education or employment. Each week has a different Thought for the Week which encourages students to develop their critical thinking and listening skills through philosophical questions based on current issues. We also have an extensive enrichment programme to give them new experiences and extend their learning.

In addition to students who are with us for longer placements, we also have some students who attend for shorter periods of time as part of an Early Intervention Programme. These students follow the same curriculum but receive intensive support to help them cope when they return to their school and prevent them being excluded. The assessments that are conducted as part of their placement provide a in-depth insight into the learning needs of each of the students, allowing appropriate support to be put in place (and continued by their mainstream teachers once they return to their school).

To support their learning, all classes have a highly skilled teacher and teaching assistant. Personalised intervention is also available for students who require further support. Students are also able to attend after-school clubs for additional support from their teachers.

## Curriculum at a Glance

Core Curriculum	English	Maths	Science	Humanities
	Vocational Studies	PSHE	Onsite Sports	
Additional Curriculum	Thought for the Week	Enrichment Programme	AMC Charter	Ambassador Programme
Support for Students	Baseline Assessments	English Intervention	Maths Intervention	Mental Health Nurse



## Subject Content

Students in KS3 follow the National Curriculum. This covers spoken language; reading; writing; grammar and vocabulary.

The aims of the English curriculum are to enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Students are introduced to a wide range of texts including:

- Shakespeare
- Gothic horror
- Crime and detectives
- Dystopia
- Myths and legends
- Extremes (sports, weather and travel writing)
- Race, culture and society.

Through these, they learn about interpretation of text; analysis of language and structure; writer's purpose and viewpoint; how to compare different texts.

In writing tasks, students learn how to write to describe and narrate; inform and explain and also how to argue and persuade. They also practice writing in a range of forms such as letters, articles, speeches and poems.

To support the transition to Key Stage 4, students are introduced to the assessment objectives set out by the AQA examining body. These helps to familiarise them with the question format of the GCSE exam.

## Related further study and employment

English is important for all future study and employment as it provides you with essential literacy skills. Many colleges and employers will stipulate that you must have GCSE English. Achieving a Grade 4 or higher will mean more options are available to you.

Related jobs and careers:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Lexicographer
- Magazine journalist
- Media researcher
- Newspaper journalist
- Primary school teacher
- Publishing copy-editor/proofreader
- Screenwriter
- Secondary school teacher
- Social media manager
- Speech and language therapist
- TV or film producer
- Web content manager
- Writer
- Vlogger

## For more information...

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244215/SECONDARY\\_national\\_curriculum\\_-\\_English2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf)



## Subject Content

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The mathematics curriculum is broken into 6 key areas:

- **Number** including place value; the 4 operations; prime numbers; factors; integer powers and associated real roots; standard form; fractions; decimals; percentages; standard units; rounding numbers.
- **Algebra** including algebraic notation; substitution; simplifying algebraic expressions; rearranging formulae to change the subject; linear and quadratic graphs; arithmetic sequences; geometric sequences.
- **Ratio, proportion and rates of change** including scale factors; ratio notation; percentage change; compound units.
- **Geometry and measures** including perimeter; area; volume; translations, rotations and reflections; angles; Pythagoras' theorem; solve problems in 3D.
- **Probability** including randomness; fairness; equally and unequally likely outcomes; 0-1 probability scale.
- **Statistics** including discrete, continuous and grouped data; measures of central tendency (mode, mean, median) and spread (range, outliers); tables, charts and diagrams; scatter graphs.

## Related further study and employment

Many colleges and employers will stipulate that you must have GCSE Maths. Achieving a Grade 4 or higher will mean more options are available to you.

Related jobs and careers:

- Acoustic consultant
- Actuarial analyst
- Actuary
- Astronomer
- Chartered accountant
- Chartered certified accountant
- Data analyst
- Data scientist
- Engineer
- Financial trader
- Financial manager
- Game designer
- Insurance underwriter
- Investment analyst
- Meteorologist
- Research scientist (maths)
- Secondary school teacher
- Software engineer
- Software tester
- Sound engineer
- Statistician

## For more information...

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239058/SECONDARY\\_national\\_curriculum\\_-\\_Mathematics.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239058/SECONDARY_national_curriculum_-_Mathematics.pdf)



## Subject Content

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Topics covered within the curriculum include:

- **Structure and function of body systems** including organs, tissues and organ systems (structure and function).
- **Particles and their behaviour** including states of matter; diffusion; evaporation, condensation and sublimation.
- **Elements, atoms and compounds** including properties of elements; identifying components within compounds; chemical formulae; properties of elements and compounds.
- **Chemical reactions** including reactants and products of chemical reactions; decomposition reactions; combustion reactions; conservation of mass; formula equations.
- **Light** including specular reflection and diffuse scattering; refraction; structure and function of the eye; formation of images; visible spectrum.
- **Space** including the solar system; seasons; phases of the moon.

## Related further study and employment

Related subjects:

- Biology
- Chemistry
- Physics
- PE / Sport Science
- Psychology

Related jobs and careers:

- Related jobs and careers:  
Aerospace engineer
- Agricultural engineer
- Astronomer
- Botanist
- Broadcast engineer
- Civil engineer
- Clinical psychologist
- Criminologist
- Dietitian
- Electronics engineer
- Environmental consultant
- Food scientist
- Forensic psychologist
- Health visitor
- IT service engineer
- Meteorologist
- Midwife
- Nuclear engineer
- Nurse
- Oceanographer
- Pharmacist
- Vet
- Zoologist

## For more information...

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335174/SECONDARY\\_national\\_curriculum\\_-\\_Science\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf)



## Subject Content

Humanities is a combination of Geography, History and Religious Education.

Geographical elements aim to inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Students will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Historical elements aim to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire their curiosity to know more about the past. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Elements relating to Religious Education help students to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

Topics covered within the curriculum include:

- **Human Rights** to include the Universal Declaration of Human Rights; breaches of human rights; consequences of war.
- **Globalisation** to include transnational corporations; how companies exploit workers; ethical plans to improve conditions.
- **Population** to include sparse and dense population; impacts of overpopulation; population pyramids.
- **Tourism** to include reasons for tourism and travel; impact of tourists; sustainable tourism.

## Related further study and employment

Related subjects:

- Geography
- History
- Public Services
- Religious Studies
- Sociology
- Travel and Tourism

Related jobs and careers:

- Archaeologist
- Border force officer
- Broadcast journalist
- Business development manager
- Business project manager
- Cabin crew
- Climate scientist
- Equalities officer
- Family support worker
- Housing policy manager
- Human resources manager
- Local government officer
- Market researcher
- Marketing executive
- Media researcher
- MP
- Newspaper journalist
- Public relations director
- Public relations officer
- Residential support worker
- Social worker
- Stockbroker
- Tourism officer
- Travel agent
- Welfare rights officer

## For more information...

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239075/SECONDARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239087/SECONDARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf)



## Key Information

<b>Course Title</b>	Vocational Studies (L1 introductory)
<b>Exam Board</b>	Pearson Edexcel

## Course Content

The purpose of the Vocational Studies qualification is to develop the transferable skills, attributes and behaviours needed for students to progress to further study and ultimately to employment. The transferable skills covered in the qualification include:

- Communication
- Working with others
- Problem solving
- Managing information
- Self-management and development.

These skills are taught through a variety of units which are linked to courses that are available for study in Key Stage 4. The tasks that students must complete include:

- Skills and behaviours needed to meet a personal progression goal.
- Benefits and purpose of developing a progression plan.
- Reviewing own skills and behaviours against a progression goal
- Producing a progression plan to meet intended progression goal.
- Showing skills and techniques in sport.
- Understanding components of skills.
- Using skills in isolated, conditioned and competitive situations.
- Reviewing own performance when playing sport to improve skills and techniques.
- Finding out information about local visitor attractions.
- Meeting different needs of visitors.
- Understanding how local visitor attractions appeal to specific visitor types.

## Related further study and employment

Related vocational subjects at Key Stage 4 and beyond:

- Applied Science
- Art
- Business
- Child Development
- Construction
- Creative Digital Media Production
- Engineering
- Hair and Beauty
- Health and Social Care
- Hospitality
- Information Technology
- Music
- Performing Arts
- Public Services
- Sport
- Travel and Tourism
- Vehicle Technology

Related jobs and careers:

- Builder
- Cabin crew
- Care worker
- Chef
- Childcare
- Engineer
- Events manager
- Hair and Beauty
- Mechanic
- Nurse
- Plumber
- Travel Agent

## For more information...

<https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/vocational-studies-l1-introductory.html>



## PSHE

All students in Key Stage 4 have a weekly PSHE lesson. Themes are also incorporated into Tutor Time and Thought for the Week. The aims of the PSHE curriculum are to help students:

- Develop self-awareness, positive self-esteem and confidence.
- Develop independence.
- Understand their rights and responsibilities.
- Learn to keep themselves and others safe.
- Develop effective and healthy relationships.
- Learn to respect diversity.
- Play an active part as members of the group and community.
- Develop a healthy lifestyle.
- Respect the environment.

## Onsite Sports

We believe that physical exercise, experienced in a safe and supportive environment, is a unique and vital contributor to each student's physical development and wellbeing. We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life. Through Onsite Sport, students learn a number of transferrable skills such as:

- Team work
- Communication
- Reflectivity
- Creativity
- Problem solving
- Leadership

## Careers

Careers is an integral part of the PSHE programme. A range of opportunities are provided, including:

- Personalised one-to-one advice and guidance appointments.
- CV, personal statement and application writing support.
- Interview skills practice and support.
- Career talks and workshops from professionals in a range of sectors.
- Further and higher education experiences.
- Work experience opportunities.
- Apprenticeships information and guidance.

### **We adhere to the eight Gatsby benchmarks of Good Career Guidance:**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



## Enrichment

Spiritual, Moral, Social and Cultural Development is at the core of our curriculum. We have an extensive enrichment programme that includes sporting, creative and cultural activities and trips. The Abbey Manor Charter is an integral part of our enrichment programme and aims to provide further opportunities for students' personal development. This has a number of enrichment activities that students can select to complete both within the school day and in their spare time. Students are also able to join the Ambassador Programme to develop their leadership and teamwork skills.

## The Abbey Manor Charter

### Across the Curriculum

- Go on a educational visit based on your subjects e.g. Business- Bank of England Museum
- Participate in writing competition
- Belong to an after school club: Maths, English, Gym or football for a whole year in school
- Participate in the school's reading project
- Visit and read a book from the school library
- Take part in the pen pal programme

### Tutor Groups: Participation

- Tutor group sports event
- An inter-tutor group challenge (sport challenges)
- Act as a leader – other than ambassador or team Captain
- Half term Ambassador feedback via assembly

### Citizenship

- Achieve 95% punctuality
- Achieve 95% attendance
- Write an article for the school newsletter
- Complete a first aid course/ workshop
- Carry out a recognised act of citizenship
- Present an assembly to your tutor group
- Join the school's recycling project
- Help out at a school event i.e. Parents' Evening/ sports day/ academic review day

### Trips and Residential

- Take part in a residential trip
- Attend a school visit for a day
- Attend Jack Petchey trip

### Music and Drama

- Visit a theatre or concert
- Perform or assist in a school play/ concert
- Perform/ act/ assist in a performance outside and beyond school
- Learn how to play an instrument
- Participate in a music club/ after school club activity

### Beyond Abbey Manor College

- Participate in a school fundraiser
- Volunteer within the local community, with a charity with the elderly
- Investigate career pathways through work experience
- Get an outstanding work experience report
- Attend 10 after school clubs throughout the school year
- Attend an educational talk/ lecture
- Provide catering for an event at Abbey Manor College
- Learn a foreign language (French / Spanish)
- Take part in a sports activity outside of school e.g. boxing, youth club, football, theatre, choir