

## Topic Plan KS3 Year 1 Yellow Pathway

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Romans on the Rampage	Keep it Local	Terrible Tudors	Rainforests	Set in Stone	Living Landscapes
Curriculum Enhancement Opportunities	Ely Museum	Molly Dancing Ely Museum – the Fens Welney Centre Plough Monday	Norwich Castle	Travelling Zoo	Grimes Graves trip	Africa Alive
English	Romans on the Rampage by Jeremy Strong <ul style="list-style-type: none"> <li>- Descriptive writing</li> <li>- Use of adjectives, onomatopoeia, exclamation</li> </ul>	Non-Chronological Reports <ul style="list-style-type: none"> <li>- Choose a fenland town to write</li> <li>- Sub headings, title, contents pages, index, glossary</li> </ul>	Persuasive Letter Writing – Anne Boleyn pleading <ul style="list-style-type: none"> <li>- Layout</li> <li>- Persuasive language</li> <li>- Tone</li> </ul>	Rainforest Poems <p>Doris the Loris (twinkl)</p> <p>Rainforest Animals by Paul Hess (poems)</p> <ul style="list-style-type: none"> <li>- compare and contrast</li> <li>- Exploring use of language</li> <li>- Comparisons</li> <li>- Composing own poetry</li> </ul>	Instructions – making cave art <ul style="list-style-type: none"> <li>- Features of instructions</li> <li>- Imperative verbs</li> <li>- Sequencing</li> </ul> <p>Suggested topic text: Stone Age Boy</p>	African Tales – Barefoot Collection <p>TingaTinga Tales</p> <p>Fictional writing</p> <ul style="list-style-type: none"> <li>- Themes</li> <li>- Morals</li> <li>- Creating own stories</li> </ul>
Maths	<b><u>Position and Direction:</u></b> <b><u>Movement</u></b> <ul style="list-style-type: none"> <li>• clockwise and anti-clockwise</li> <li>• recognise and follow directions</li> <li>• straight lines</li> <li>• turns as right angles</li> </ul>	<b><u>Number and Place Value</u></b> <ul style="list-style-type: none"> <li>• count in multiples of 3 and 5</li> <li>• count forwards and backwards</li> <li>• sequencing numbers</li> <li>• negative numbers</li> </ul>	<b><u>Measurement</u></b> <ul style="list-style-type: none"> <li>• estimate and measure using appropriate units</li> <li>• compare and order</li> <li>• problem solve involving addition and subtraction of measurements</li> <li>• calculate differences</li> </ul>	<b><u>Data Handling and Statistics</u></b> <ul style="list-style-type: none"> <li>• interpret data from a variety of graphs</li> <li>• conduct own investigations and choose appropriate</li> </ul>	<b><u>Addition and Subtraction</u></b> <ul style="list-style-type: none"> <li>• mental methods</li> <li>• formal written method up to 5 digits</li> <li>• formal written method for numbers with</li> </ul>	<b><u>Multiplication and Division</u></b> <ul style="list-style-type: none"> <li>• times table facts</li> <li>• doubling and halving</li> <li>• multiplying and dividing up to 4 digits including decimal numbers</li> </ul>

	<ul style="list-style-type: none"> <li>• turns in degrees</li> </ul> <p><b><u>Shapes: Symmetry</u></b></p> <ul style="list-style-type: none"> <li>• identify which shapes are symmetrical</li> <li>• identify lines of symmetry</li> <li>• including shapes in different orientations</li> <li>• complete symmetric figures with a given line of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• decimal numbers</li> <li>• rounding to the nearest 10, 100, 1000</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• write amounts of money using decimal notation</li> <li>• convert between pounds and pence</li> <li>• solve problems involving adding quantities of money</li> </ul>	<ul style="list-style-type: none"> <li>• convert between units</li> </ul> <p><b><u>Temperature</u></b></p> <ul style="list-style-type: none"> <li>• read temperatures</li> <li>• estimate and measure temperature using thermometers</li> <li>• order and compare temperatures including those below 0</li> </ul>	<ul style="list-style-type: none"> <li>• graphs to represent findings</li> </ul> <p>ask and answer questions about</p> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>• telling the time to 5 minute intervals</li> <li>• analogue and digital clocks</li> <li>• comparing duration of events</li> <li>• converting between units of time data</li> </ul>	<p>up to 2 decimal places</p>	<ul style="list-style-type: none"> <li>• missing number problems</li> <li>• using the inverse</li> </ul> <p><b><u>Fractions, Decimals &amp; Percentages</u></b></p> <ul style="list-style-type: none"> <li>• unit fractions and non-unit fractions</li> <li>• find a fraction of an amount</li> <li>• find a fraction of a shape</li> <li>• equivalent fractions</li> <li>• converting to decimals</li> <li>• problem solving</li> </ul>
<b>Science</b>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers,</li> </ul>	<p><b><u>Earth &amp; Space</u></b></p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• use the idea of the Earth's rotation to explain day and</li> </ul>	<p><b><u>Grouping Living Things</u></b></p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b><u>Living Things &amp; Their Life Cycles</u></b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit</li> </ul>	<p><b><u>Mixing, dissolving and reactions</u></b></p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to</li> </ul>	<p><b><u>STEM</u></b></p> <p>Theme for projects: Keeping Cool</p>

	<p>pulleys and gears, allow a smaller force to have a greater effect</p> <p><u>Pressure and forces</u> atmospheric pressure, decreases with increase of height as weight of air above decreases with height</p> <ul style="list-style-type: none"> <li>• pressure in liquids, increasing with depth; upthrust effects, floating and sinking</li> <li>• pressure measured by ratio of force over area – acting normal to any surface.</li> </ul> <p>roman catapults and chariots</p>	<p>night and the apparent movement of the sun across the sky.</p> <p>What tasks are carried out by astronauts?</p>		<p>formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p>	<p>form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	
<p><b>The World</b> <b>(History, Geography, RE)</b></p>	<p><b>History</b></p> <p>Roman Empire</p> <ul style="list-style-type: none"> <li>- timeline</li> <li>- Pompeii</li> <li>- Julius Caesar</li> <li>- Boudica</li> </ul>	<p><b>Geography</b></p> <p>Fenland</p> <ul style="list-style-type: none"> <li>- agriculture</li> <li>- flooding</li> <li>- land use</li> <li>- wildlife</li> <li>- drainage</li> </ul>	<p><b>History</b></p> <p>Tudors</p> <ul style="list-style-type: none"> <li>- Battle of Bosworth</li> <li>- Henry VIII and his wives</li> <li>- Why was he a famous king?</li> </ul>	<p><b>Geography</b></p> <p>Rainforests</p> <ul style="list-style-type: none"> <li>- Biomes</li> <li>- Earth and Resources</li> <li>- Precious earth</li> <li>- Weather</li> </ul>	<p><b>History</b></p> <p>The Stone Age</p> <ul style="list-style-type: none"> <li>- hunter/gatherers</li> <li>- Palaeolithic</li> <li>- Mesolithic</li> <li>- Neolithic</li> <li>- houses</li> </ul>	<p><b>Geography</b></p> <p>Africa</p> <p>Shaping Landscapes</p> <ul style="list-style-type: none"> <li>- Physical features</li> <li>- Weather</li> </ul>

	<p>- Gladiators (Sparticus)</p> <p><b>RE</b></p> <p>Forgiveness</p> <p><b>What does forgiveness really mean?</b></p> <ul style="list-style-type: none"> <li>- forgiveness in Judaism</li> <li>- Yom Kippur</li> <li>- forgiveness in Buddhism</li> <li>- forgiveness in Christianity</li> <li>- compare</li> <li>- my forgiveness</li> </ul> <p><b>French</b> All About Me Asking for names/age</p>	<p>- jobs in the Fens</p> <p><b>RE</b></p> <p>Light and Dark</p> <p><b>What is the significance of light and dark in religion?</b></p> <ul style="list-style-type: none"> <li>- what does light represent?</li> <li>- what does dark represent?</li> <li>- how does light and dark appear across religions e.g. Christmas lights, advent candles, story of Rama and Sita. Hannukkah, Diwali</li> </ul> <p><b>French</b></p> <p>Times of day Routines</p>	<p>- crime and punishment</p> <p>- impact on today</p> <p><b>RE</b></p> <p>Modern Day Religion</p> <p><b>How do different religions effect people in modern day life?</b></p> <ul style="list-style-type: none"> <li>- How do religions effect education?</li> <li>- different religious views</li> <li>- Why do people follow their religion and culture?</li> <li>- What is the role of religion in daily life?</li> </ul> <p><b>French</b></p> <p>Breakfast, lunch and dinner</p>	<p>- structure and function (layers)</p> <p>- interdependence</p> <p>- plant and animal life</p> <p>- climate</p> <p>- how to protect the rainforests</p> <p><b>RE</b></p> <p>Rules and Guidance</p> <p><b>What can we learn from religions about deciding right and wrong?</b></p> <ul style="list-style-type: none"> <li>- what rules would you make if you were stranded on a desert island?</li> <li>- Why are these rules important?</li> <li>- What would happen if we had no rules?</li> <li>- what rules do different religions have?</li> </ul> <p>Compare <b>French</b> Clothes</p>	<p>- tribal life</p> <p>- tools</p> <p><b>RE</b></p> <p>Life After Death</p> <p><b>What do different belief systems tell us about life after death?</b></p> <ul style="list-style-type: none"> <li>- Islamic views</li> <li>- Hindu views</li> <li>- non-religious views</li> </ul> <p><b>French</b></p> <p>Alphabet School subjects</p>	<p><b>RE</b></p> <p>Pilgrimage</p> <p><b>Why do people make special journeys?</b></p> <ul style="list-style-type: none"> <li>- explore the role of pilgrimage across different religions</li> <li>- consider personal special journeys</li> </ul> <p><b>French</b></p> <p>Places Names of buildings Giving directions Saying where you live</p>
<p><b>Creativity</b> <b>(Art, Music, Dance)</b></p>	<p><b>Art</b></p> <p>Line and pattern</p> <ul style="list-style-type: none"> <li>• Antoni Guadi – inspiration compare his work to a roman mosaic work</li> </ul>	<p><b>Art</b></p> <p>Shape and Form</p> <ul style="list-style-type: none"> <li>- Ecological art</li> <li>- Natural shapes and form in the fens</li> <li>- Andy Goldsworth</li> </ul>	<p><b>Art</b></p> <p>Line and pattern (see Oak National Academy)</p> <ul style="list-style-type: none"> <li>- Vector art</li> <li>- Selecting &amp; identifying shapes</li> <li>- Colouring</li> <li>- Overlaying</li> <li>- Kandinsky as inspiration - create</li> </ul>	<p><b>Art</b></p> <p>Colour &amp; texture</p> <ul style="list-style-type: none"> <li>- Sketching</li> <li>- Recognising different grades of pencil create different effects</li> <li>- Lines, dots &amp; shading</li> </ul>	<p><b>Art</b></p> <p>Colour &amp; texture</p> <ul style="list-style-type: none"> <li>- Using a variety of different media to create effects</li> <li>- Oil pastels &amp; charcoal to create cave drawings</li> </ul>	<p><b>Art</b></p> <p>Shape and Form</p> <ul style="list-style-type: none"> <li>- Using different man-made objects to create sculptures</li> <li>- Objects set on to a landscape</li> </ul>

	<ul style="list-style-type: none"> <li>• Roman mosaic -</li> <li>• Make a tile in ceramic and paint on pattern with glaze</li> </ul> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Perform</b> (using voice and instruments)  <b>Recognise different styles of music and investigate timbre. Roman music and instruments.</b> (lesson plans and resources on O Drive)</p> <p>Clubbercise weekly – relevant exercise,</p>	<ul style="list-style-type: none"> <li>- Making art work from natural material from fens inspired by Goldsworth</li> </ul> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Recognise different styles of music and investigate timbre. Listen. Describe.</b></p> <p><b>Littleport brass members to come to school. Brass section of orchestra investigation. Possible Ely Cathedral visit.</b> (lesson plans and resources on O Drive)</p> <p>Clubbercise weekly – relevant exercise,</p>	<p>a picture of one of his paintings or using computer vector - Tudor rose</p> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Recognise styles of music and timbre. Listen. Describe. Perform.</b></p> <p><b>Tudor music power point and linked lessons – listening exercises /instrument investigation, etc.</b> (lesson plans and resources on O Drive)</p> <p>Clubbercise weekly – relevant exercise,</p>	<ul style="list-style-type: none"> <li>- Sketching plants and flowers of the rainforest</li> <li>- Margret Mee research – as inspiration</li> <li>- Understanding pencil grades</li> <li>- Step by step tutorials</li> </ul> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Listen. Create. Compose. Perform.</b> Rainforests. Dynamics – create own rainforest – body percussion. Body percussion lessons. Tribal Groove DVD – in resources file in music room. (lesson plans and resources on O Drive)</p> <p>Clubbercise weekly – relevant exercise,</p>	<ul style="list-style-type: none"> <li>- using natural materials e.g. mud, berries and sticks</li> <li>- draw by torch light</li> <li>- Edgar Degar used charcoal and chalk in his art.</li> </ul> <p><a href="#">White Lady Painting Namibia - Bing video</a></p> <p><a href="#">Chauvet cave: Preserving prehistoric art - BBC News - Bing video</a></p> <p>-</p> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Recognise different styles of music. Listen. Describe.</b> Benjamin Britten (links with Suffolk) The Young person’s guide to the orchestra (lesson plans and resources on O Drive)</p> <p><b>Clubbercise weekly – relevant</b></p>	<p>(African Savannah)</p> <ul style="list-style-type: none"> <li>- Lubaina himid Flat sculpture on wood</li> <li>- Silhouettes of the savannah and animals</li> </ul> <p><b>Music - BAND SKILLS CONTINUE THROUGHOUT THE YEAR – CHORDIFY. Recognise styles of music and timbre. Perform.</b> Africa alive. Djembe drumming <b>CPD will be given</b> – and then can use djembe course book in music room. (lesson plans and resources on O Drive)</p> <p>Clubbercise weekly – relevant exercise,</p>
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	responses to music and simple choreography	responses to music and simple choreography	responses to music and simple choreography	responses to music and simple choreography	exercise, responses to music and simple choreography	responses to music and simple choreography
<b>PE</b>	OAA/Orienteering <ul style="list-style-type: none"> <li>- Map reading</li> <li>- Navigation using a compass</li> </ul>	Dance Styles – Molly Dancing <ul style="list-style-type: none"> <li>- Sequencing movements</li> <li>- Choreography</li> </ul>	Handball <ul style="list-style-type: none"> <li>- Shooting</li> <li>- defending</li> </ul>	Circuits/Cardio <ul style="list-style-type: none"> <li>- Use of equipment</li> <li>- Importance of raising and maintaining heart rate</li> </ul>	Badminton <ul style="list-style-type: none"> <li>- Hand/eye co-ordination</li> <li>- Balance and agility</li> </ul>	Athletics <ul style="list-style-type: none"> <li>- Jumping for distance and height</li> <li>- Power, control &amp; consistency</li> </ul>
<b>PSHE/Citizenship</b>	<p><b>Preparing for Adulthood: Health</b></p> <p><b>PSHE/ RSE Differing Viewpoints</b></p> <ul style="list-style-type: none"> <li>- Personal strengths</li> <li>- Accepting feedback and criticism</li> <li>- Resilience</li> <li>- Reframing a situation</li> <li>- Points of view</li> <li>- Mediation</li> <li>- Negotiation</li> <li>- Conflict resolution</li> <li>- Active listening</li> </ul> <p><b>Citizenship/ SMSC</b> Rules and Laws Justice System Role of police and courts</p>	<p><b>Preparing for Adulthood: Social Skills</b></p> <p><b>PSHE/ RSE Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Just as important as physical health</li> <li>- Accessing help</li> <li>- Recognising how to help others</li> <li>- strategies and behaviours to improve wellbeing including sleep, exercise and hobbies</li> <li>- warning signs</li> <li>- can happen to anyone</li> <li>- resolved with help</li> <li>- trusted adult</li> </ul> <p><b>Citizenship/ SMSC</b> Rights and responsibilities Liberties of citizens ok the UK The NHS as a shared resource</p>	<p><b>Preparing for Adulthood: Independent Living</b></p> <p><b>PSHE/ RSE Relationships</b></p> <ul style="list-style-type: none"> <li>- strategies for positive friendships</li> <li>- how friendships support wellbeing</li> <li>- online and face to face friendships</li> <li>- peer pressure</li> <li>- how friendships change over time</li> <li>- ups and downs of friendships</li> <li>- boundaries</li> <li>- know how to get help if a friendship is upsetting or uncomfortable</li> <li>- respecting differences</li> <li>- how to seek support if feeling lonely or excluded</li> <li>- bullying and hurtful behaviours</li> </ul> <p><b>Citizenship/ SMSC</b> Talentino – What is Work?</p>	<p><b>Preparing for Adulthood: Wellbeing</b></p> <p><b>PSHE/ RSE Personal Identity</b></p> <ul style="list-style-type: none"> <li>- Challenging own values and opinions</li> <li>- Setting own challenging targets</li> <li>- ethnicity</li> <li>- gender and gender identity</li> <li>- personal qualities</li> <li>- self-worth</li> </ul> <p><b>Citizenship/ SMSC</b> Diversity and difference LGBTQ+ Discrimination Stereotypes Prejudice</p>	<p><b>Preparing for Adulthood: Employment</b></p> <p><b>PSHE/ RSE Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- healthy choices</li> <li>- physical health</li> <li>- impact of mental health on wellbeing</li> <li>- recognise when feeling unwell</li> <li>- recognise unhealthy choices and lifestyles</li> </ul> <p><b>Citizenship/ SMSC</b> Work Experience Opportunities Skills application Work shadowing</p>	<p><b>Preparing for Adulthood: Community Inclusion</b></p> <p><b>PSHE/ RSE Body Changes</b></p> <ul style="list-style-type: none"> <li>- puberty</li> <li>- physical changes</li> <li>- emotional changes</li> <li>- menstruation</li> </ul> <p><b>Citizenship/ SMSC</b> Being a Citizen My role as a citizen The part I play in my community Value all contributions in my community Responsibilities in my community Community visits</p>

<b>Technology</b> <b>(Computing, Food Tech, DT)</b>	<b>Resistant Materials</b> <ul style="list-style-type: none"> <li>- Identifying materials based upon properties</li> <li>- Tools and techniques with resistant materials</li> <li>- Create a Roman Chariot</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>- Tools and techniques</li> <li>- Choosing appropriate clothing for costumes for molly dancing</li> <li>- Make a head scarf</li> </ul>	<b>Food Technology</b> <ul style="list-style-type: none"> <li>- Enterprise project</li> <li>- Food hygiene</li> </ul> <p>Food for an audience - Plan and deliver a Tudor banquet (collaborate with other classes?)</p>	<b>STEM</b> <p>Design and make a monsoon proof roof using appropriate materials.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- Materials</li> <li>- Structure</li> <li>- Roof type</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>- Application of knowledge in design and make process</li> <li>- Design a stone age outfit using knowledge of the time period</li> <li>- Design and make stone age jewellery</li> </ul>	<b>Food Technology</b> <ul style="list-style-type: none"> <li>- Enterprise project</li> <li>- Food hygiene</li> </ul> <p>Food for an audience – research, plan and make a traditional African dish</p>
	<b>Computing</b> <u>Online Scams</u> <ul style="list-style-type: none"> <li>- scams and phishing</li> <li>- safe and secure online payments</li> <li>- malware e.g. viruses, Trojans, ransomware</li> <li>- cookies</li> <li>- commercial content and scams e.g. pop ups, spam, and what strategies e.g. pop-up blockers, junk, unsubscribing</li> <li>- security packages</li> </ul>	<b>Computing</b> <u>Sound: Radio and Podcasts</u> <ul style="list-style-type: none"> <li>- use different sound sources</li> <li>- recording sounds</li> <li>- online digital clips</li> <li>- present, trim and edit audio</li> <li>- scripting performance e.g. interview, news, advert, podcast</li> <li>- jobs in radio/podcasts</li> <li>- link to local area and Molly Dancing event</li> </ul>	<b>Computing</b> <u>Multimedia Text and Images</u> <p>Microsoft Word project</p> <ul style="list-style-type: none"> <li>- explore different features</li> <li>- advantages and disadvantages</li> <li>- incorporate vector drawings work in Art</li> </ul>	<b>Computing</b> <u>Self-Image and Identity</u> <ul style="list-style-type: none"> <li>- how can my identity online be copied, modified or altered?</li> <li>- what choices can I make about my online identity?</li> <li>- how do online images reinforce stereotypes?</li> <li>- pressures experienced by social media e.g. peer pressure, FOMO</li> <li>- how are personal images manipulated? e.g. filters</li> </ul>	<b>Computing</b> <u>Online Influences</u> <ul style="list-style-type: none"> <li>- online influences e.g. social media, grooming, radicalisation, coercion, advertising</li> <li>- assessing degree of trust</li> <li>- describe initial signs of problematic situations e.g. grooming, cyberbullying</li> <li>- benefits of online communication</li> </ul>	<b>Computing</b> <u>Coding and Programming: Scratch</u> <ul style="list-style-type: none"> <li>- What does a programmer do?</li> <li>-Scratch</li> <li>- Movement of sprite and conditional programming</li> <li>- debugging and problem solving</li> </ul>