



# Key Stage 3 Pathway Curriculum Booklet



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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the KS3 pathway. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents and carers, all homework set can be viewed by visiting the "[Satchel One](#)" link on the school's website. Parents and carers can log in using a parental pin (please email [admin@bbih.org](mailto:admin@bbih.org) if you need a copy of this). This keeps parents and carers fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us by emailing [admin@bbih.org](mailto:admin@bbih.org).



TERM	Assessment Tasks:
<p><b>Autumn 2024</b></p> <p><b>1<sup>st</sup> Half Term – 2D Practical Skills:</b></p> <p>Students will be exposed to a variety artistic methods. Each week will focus on a different material and skill. By the end of the half term students will have created a small portfolio with a variety of experiments and notations inside.</p> <p><b>2nd Half Term – 3D Practical Skills:</b></p> <p>Students will learn how to use wire, clay and modrock plaster to create three dimensional artworks. We will review these artworks and begin to look at art critically.</p>	<p>At the end of each half term, students will be assessed on the dynamic variety and creativity of their experiments with different materials in their work books (which will serve as portfolios). Artistic presentation will also be considered. Students will be assessed on their notation and evaluation of materials and material suitability.</p>
<p><b>Spring 2025</b></p> <p><b>1<sup>st</sup> Half Term – Analysing Art Works</b></p> <p>Each week students will be taught about an iconic work of art. They will be taught the context of the piece and some information about the artist. Students will then respond to the artwork with written and visual language. They will write their own thoughts on the piece and create some artwork inspired by what they have seen.</p> <p><b>2<sup>nd</sup> Half Term – Modern Female Artists</b></p> <p>Students will be introduced to Georgia O’Keefe, Yayoi Kusama, Kara Walker and Fridah Kahlo. They will learn about barriers to the art world and what each of these female artists were trying to communicate in their art. Students will again respond to the artwork with written and visual language.</p>	<p>At the end of each half term, students will be assessed on their ability to use relevant vocabulary and their formation of opinion and analysis. High quality written responses to work will include reference to the artist’s historical and cultural context as well as how the artwork is viewed today, including the student’s own opinion.</p>
<p><b>Summer 2025</b></p> <p><b><u>Class Project and Display Pieces</u></b></p> <p><b>1<sup>st</sup> Half Term – 3D Island</b></p> <p>Students will be given the opportunity to work as a team on individually to create their own 3D island inspired by the island of Rapa Nui.</p> <p><b>2<sup>nd</sup> Half Term – Pottery and Mosaics</b></p>	<p>At the completion of the Island Project, students will be assessed on their planning and development of ideas, as well as their ability to adapt to challenges they come across as they complete their project.</p>

After a trip to the British Museum, students will be taught how to use furnace clay to make a pot. After it has been fired in furnaces Students will be taught how to paint their artwork.

Students will then be taught how to design and make a mosaic. All these projects will be displayed at the school with written work accompanying the displays.

This term gives students the experience of seeing projects through from their conception to execution. Students will take the roles of artist and curator as they plan and place their art around the building with helpful guides.

In KS4, art students will have to plan and develop their own projects as part of the art qualification. This term gives students a guided experience of what that might be like, helping them decide whether art at KS4 is the right choice.

#### **Course Description**

KS3 Art is designed with two main objectives in mind: 1) Equip students with a fundamental understanding of artistic materials and how to use them 2) Equip students with the cognition to appreciate, analyse and enjoy art in the world around them.

Additionally, the course prepares students for a KS4 qualification in art. It covers the fundamental skills needed to start the art course offered in Year 10.

#### **Assessment**

Students are assessed at the end of each half term based on their classwork. Most classwork will be presented in their workbooks that serve as portfolios.

#### **Homework**

Homework will largely take the role of research. Students will be asked to research artists, movements or theories and bring in their findings. Students are welcome to bring in practical artwork from home, but most practical work will take place in the classroom.

#### **How Parents Can Help**

- Encourage students to find their own artistic path, stay on schedule and most importantly: *Aim for progress not perfection!*
- Set aside time for students to research and practise at home.
- Visit art galleries or installations during the holidays, encourage students to find artistic schemes and communities for young people e.g. National Portrait Gallery Youth
- Remind students to be aware that they will get messy in art! Think wisely about clothing, hair and accessories (e.g. nails and acrylics often get in the way or broken when creating art.)

## Food Technology

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b></p> <p>Unit 1 – Basics of cooking. Students are introduced to safe working in the kitchen and the basic skills needed to work successfully in a kitchen.</p> <p>Unit 2 – Principles of nutrition</p> <p>Students are taught about the Eat Well Plate nutrients in food – proteins, carbohydrates, fats, vitamins and minerals</p>	<p>End of unit practical assessment</p> <p>End of unit theory assessment</p>
<p><b>Spring</b></p> <p>Unit 2 - Principles of nutrition (continued)</p> <p>Unit 3 – Cooking on a budget</p> <p>Students learn how to cost meals efficiently and to use this knowledge to create meals that can be prepared both cost effectively and in bulk.</p>	<p>End of unit practical assessment</p> <p>End of unit theory assessment</p>
<p><b>Summer</b></p> <p>Unit 3 – Cooking on a budget (continued)</p> <p>Unit 4 – Food from different cultures</p> <p>Students will learn to prepare a variety of meals from different cultures around the world. They will also gain some knowledge about the link between particular foods and the culture of the region or country.</p>	<p>End of unit practical assessment</p> <p>End of unit theory assessment</p>
<p><b>Course Description</b></p> <p>This course provides the students with all of the fundamental skills and knowledge to successfully move on to a level 2 qualification</p>	
<p><b>Assessment</b></p> <p>Assessments are carried out at the end of each unit. The assessments will include both a theory and a practical element.</p>	

### **Homework**

Students will be set work when required that will help the to consolidate the knowledge gained in the kitchen and classroom.

### **How Parents Can Help**

- Check that students are carrying out homework.
- Encourage students to seek help if they are struggling with something in class.

## Computing and IT

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b>  <b>Binary, bits, and bobs</b>            Binary conversion            Binary addition            ASCII            Images and sound  <b>Introduction to Python</b>            Input, output, variables            Selection, iteration</p>	<p>End of term test</p>
<p><b>Spring</b>  <b>Python</b>            Loops, lists, procedures, functions            Worksheet challenge  <b>Logic Gates</b>            AND, OR, NOT</p>	<p>End of term test</p>
<p><b>Summer</b>  <b>HTML/CSS and JavaScript</b>            Introduction to CSS            JavaScript            HTML            Small basic program design</p>	<p>End of term test</p>
<p><b>Course Description</b>            OCR Cambridge Nationals KS3 curriculum offers a very engaging course and will provide knowledge in several key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.</p>	
<p><b>Assessment</b>            End of term assessments based on the topics taught.</p>	
<p><b>Homework</b>            Homework is set at least once a week and are designed to stretch all pupils' understanding of the lessons, they have covered that week. All homework will be set on Show My Homework. This may include revision tasks, research tasks for use in lessons, of exam questions, which will be marked and then redrafted in subsequent lesson time.</p>	
<p><b>How Parents Can Help</b>            Monitor homework. Check your child's homework whether it's complete. Ensure that their child comes equipped to class. Provide their child with time at home to practise the skills learnt in class through homework set. Encourage and support their child with the research outside of school, including preparatory notes.</p>	



TERM	MAIN ASSESSMENT TASK
<p><b>Autumn:</b></p> <p><b><u>Gothic Horror</u></b></p> <p><b>Miss Havisham:</b></p> <ul style="list-style-type: none"> <li>To explore characterisation, context, and language analysis</li> <li>Recognise Dickensian style and knowledge of Victorian context.</li> <li>Explore Victorian social constructs including class and key terminology like spinsterhood.</li> <li>To explore Gothic conventions</li> </ul> <p><b>Gothic Horror story writing:</b></p> <ul style="list-style-type: none"> <li>To explore poetic forms, analyse language and interpret context.</li> <li>Conventions of the Gothic genre, such as the supernatural, extremity of emotions, Gothic setting, the victim, and the hero.</li> </ul>	<p><b>Reading analysis</b> How does Dickens present Miss Havisham’s character as someone we sympathise with? Extended essay</p> <p><b>Writing task</b> Based on an image on horror like Language Paper 1 task</p>
<p><b><u>Spring</u></b></p> <p><b><u>Belonging and Responsibility</u></b></p> <p><b>My Name is Leon Novel Study</b></p> <ul style="list-style-type: none"> <li>To explore narrative style, characters and social contextual issues like institutional racism and stereotypes.</li> <li>To explore events in history about equality, prejudice, the power of words and class and status that influence the writing.</li> </ul> <p><b>My Name is Leon transitional writing</b></p> <ul style="list-style-type: none"> <li>Students will focus on forming arguments, exploring the structure and language of the novel and exploring the development of themes and characters across the full text</li> <li>Students will learn how words are crafted for empathy of key ideas, characters and themes to support opinion writing.</li> </ul>	<p><b>Reading analysis</b> How does de Waal present Leon’s relationships with the adults in his life? Extended essay</p> <p><b>Writing task</b> Non-Fiction writing task about orphan and care experience (from the perspective of Leon, the protagonist of the story).</p>
<p><b><u>Summer</u></b></p> <p><b><u>Appearance Vs. Reality</u></b></p> <p><b>Richard III</b></p> <ul style="list-style-type: none"> <li>To learn about the Jacobean era’s ideas and attitudes to Shakespearean life</li> <li>To understand the character of Richard III</li> <li>To learn key vocabulary in a tragedy, play and specifically stage conventions including soliloquys, dramatic monologues verses and meter</li> </ul> <p><b>Food Blog Writing</b></p> <ul style="list-style-type: none"> <li>To learn features of online articles and blogs.</li> <li>To explore media codes and conventions used in advertisement to glorify products.</li> </ul>	<p><b>Reading analysis</b> How is Richard III presented as a villain? Reading assessment extended essay</p> <p><b>Writing task</b> Write a food blog review.</p>

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| <ul style="list-style-type: none"><li>• To understand connotations and denotations</li><li>• To draw comparisons about tone and meaning across different texts and genres.</li></ul> |  |
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### **Course Description**

This course provides students with a broad understanding of key English skills and concepts. Students are introduced to a variety of different texts and the 3 key skills of reading, writing and speaking and listening are integrated throughout the year.

### **Assessment**

Students will be assessed regularly throughout the year on the main elements of English – reading, writing and speaking and listening.

### **Homework**

Students will be set homework from an available booklet weekly to consolidate and complement what has been learnt in the classroom. This will be available on Show my Homework electronically.

### **How Parents Can Help**

- Check that students are carrying out homework.
- Encourage students to seek help if they are struggling with something in class.
- Encourage your child to read at home and keep up with Reading Plus assignments

TERM	MAIN ASSESSMENT TASK
<p><i>Autumn</i> <b>Climate Change</b></p> <ul style="list-style-type: none"> <li>• <b>Climate Change and Us</b></li> <li>• <b>Climate Change and the World</b></li> <li>• Green house effect</li> <li>• Why is our world getting warmer?</li> <li>• Complete Climate change: the good, the bad, the ugly.</li> <li>• Desertification</li> <li>• The country that will not exist in the future</li> <li>• Why is the Aral Sea disappearing?</li> <li>• Coral Bleaching</li> <li>• Bangladesh</li> <li>• Greta Thunburg</li> <li>• Roundup</li> </ul>	<p>Checkpoint of knowledge</p> <p>Project work related to topic</p> <p>End of unit assessment</p>
<p><i>Spring</i> <b>Conflict and Development</b></p> <ul style="list-style-type: none"> <li>• What is Conflict?</li> <li>• The Arab Springs and Impacts</li> <li>• Libyan unrest</li> <li>• The farmers fight</li> <li>• Partition</li> <li>• Assessment preparation</li> <li>• Natural resources and conflict</li> <li>• Fight for oil Nigeria/impacts</li> <li>• Conflict and environment</li> <li>• Natural resources</li> <li>• What's happening in the arctic</li> <li>• End of unit round up</li> </ul>	<p>Project work</p> <p>End of unit assessment</p> <p>End of unit assessment</p>
<p><i>Summer</i> <b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Features of a river basin</li> <li>• Changes to river profile</li> <li>• Upper course</li> <li>• Middle course</li> <li>• Causes of flooding</li> <li>• Preparing for assessment</li> <li>• Flood defences</li> <li>• Flooding in UK</li> <li>• Flooding in Bangladesh</li> </ul>	<p>Project Work</p> <p>Checkpoint for knowledge</p>

<ul style="list-style-type: none"> <li>• Three Gorges Dam case study</li> <li>• Revision and assessment</li> </ul>	<p>End of unit assessment</p>
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**Course Description**

Students will be taught a broad range of topics that will support them with moving on to the GCSE course. They will also be taught the key skills required to be successful in geography.

**Assessment**

Students will be assessed regularly during the year. There will be an assessment at the end of each unit taught.

**Homework**

Students will regularly be set work to help them remember what they have learnt in class.

**How Parents Can Help**

- Check that students are carrying out homework.
- Encourage students to seek help if they are struggling with something in class.

## History

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b></p> <ol style="list-style-type: none"> <li>1. Medieval Britain</li> <li>2. Tudor Britain – Religious Unrest</li> </ol>	<p>Project work</p> <p>End of unit assessment End of unit assessment</p>
<p><b>Spring</b></p> <ol style="list-style-type: none"> <li>1. The Slave Trade</li> <li>2. Civil Rights and Windrush Generation</li> </ol>	<p>Project work</p> <p>End of unit assessment End of unit assessment</p>
<p><b>Summer</b></p> <ol style="list-style-type: none"> <li>1. Revolutions</li> <li>2. The Victorians</li> </ol>	<p>Project work</p> <p>End of unit assessment End of unit assessment</p>
<p><b>Course Description</b></p> <p>Students will be taught a broad range of topics that will support them with moving on to the GCSE course. They will also be taught the key skills required to be successful in history.</p>	
<p><b>Assessment</b></p> <p>Students will be assessed regularly during the year. There will be an assessment at the end of each unit taught.</p>	
<p><b>Homework</b></p> <p>Students will regularly be set work to help them remember what they have learnt in class.</p>	
<p><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>- Check that students are carrying out homework.</li> <li>- Encourage students to seek help if they are struggling with something in class.</li> </ul>	

# Maths

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>- Number – multiplying, negative numbers, square and cube numbers</li> <li>- Algebra – notation, expression and substitution, one and two step equations</li> <li>- Graphs – bar charts and pictograms, pie charts</li> <li>- Averages</li> <li>- Geometry - angles</li> </ul>	End of term assessment
<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>- Perimeter and area of shapes, circles</li> <li>- Number – fractions, percentages and decimals</li> <li>- Converting units</li> <li>- Algebra – formulae</li> <li>- Reading and plotting co-ordinates</li> <li>- Probability</li> </ul>	End of term assessment
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- Direct proportion – exchange rates, recipes and best buys</li> <li>- Transformations</li> <li>- Sequences</li> <li>- Interpreting graphs</li> <li>- Scale drawings</li> </ul>	End of term assessment  End of year assessment

### Course Description

The key elements of mathematics will be taught during the year. The course is designed to build on students existing knowledge in order to enable them to successfully begin studying towards a GCSE or level 2 qualification.

### Assessment

Students will be assessed regularly throughout the year on the topics that they have been taught. They will regularly check prior knowledge in the class to ensure that students are continuously revising their mathematics skills.

### Homework

Students will regularly be set homework which is designed to reinforce what has been learnt in the classroom and to help them retain their knowledge.

### How Parents Can Help

- Check that students are completing their homework.
- Ensure that if students are uncertain about their work that they get in contact with their teachers.

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn - Biology</b></p> <p>B1 – Cell level systems.</p> <ul style="list-style-type: none"> <li>• Cell structures</li> <li>• What happens in cells</li> <li>• Respiration</li> <li>• Photosynthesis</li> </ul> <p>B2 – Scaling up</p> <ul style="list-style-type: none"> <li>• Supplying the cell</li> <li>• The challenges of size</li> </ul>	<p>End of unit tests for B1 and B2</p>
<p><b>Spring - Chemistry</b></p> <p>C1 – Particles</p> <ul style="list-style-type: none"> <li>• The particle model</li> <li>• Atomic structure</li> </ul> <p>C2 – Elements, compounds and mixtures</p> <ul style="list-style-type: none"> <li>• Purity and separating mixtures</li> <li>• Bonding</li> </ul>	<p>End of unit tests for C1 and C2</p>
<p><b>Summer - Physics</b></p> <p>P1 – Matter</p> <ul style="list-style-type: none"> <li>• The particle model</li> <li>• Changes of state</li> </ul> <p>P2 – Forces</p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Newton’s laws</li> <li>• Forces in action</li> </ul>	<p>End of unit tests for P1 and P2</p> <p>End of year test</p>
<p><b>Course Description</b></p> <p>This curriculum will cover the first 2 modules of the GCSE OCR specification for all 3 sciences. Students will get an introduction to the fundamental elements of each of the sciences.</p>	
<p><b>Assessment</b></p> <p>After each unit there will be an end of unit test. Each test is designed within the same framework as the final GCSE exams that the GCSE students will take. There will also be an end of year test that assess students’ knowledge of everything that they have learnt over the course of the year.</p>	

### **Homework**

Homework will be set on a regular basis to consolidate the knowledge learnt in class.

### **How Parents Can Help**

- Check that students are carrying out homework.
- Encourage students to seek help if they are struggling with something in class.



# Spanish

TERM	MAIN ASSESSMENT TASK
<p><b>Autumn</b></p> <p>The Spanish phonic system            Giving basic personal information            Describing my family            Giving my opinion and using adjectives</p>	<p>Speaking and writing assessment            Listening and reading assessment</p>
<p><b>Spring</b></p> <p>Talking about daily life in the present tense            Using and understanding longer sentences with main and subordinate clauses</p>	<p>Speaking and writing assessment            Listening and reading assessment</p>
<p><b>Summer</b></p> <p>Explaining what I did yesterday at school            Using the past tense            Explaining my plans for the future            Using the future tense</p>	<p>Speaking and writing assessment            Reading, speaking and writing assessment</p>
<p><b>Course Description</b></p> <p>This is a bespoke curriculum designed to meet the needs of BBIH students on initial assessment. The course uses sentence builders so that students acquire vocabulary with an immediate understanding of how to use it in a sentence.</p>	
<p><b>Assessment</b></p> <p>Students will be assessed on each of the 4 key skills of reading, writing, speaking and listening each half term.</p>	
<p><b>Homework</b></p> <p>Students will regularly be set homework to consolidate the vocabulary that is learnt in class. Homework can be accessed via Satchel One and will usually consist of vocabulary practice on Quizlet.</p>	
<p><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>- Check that students are carrying out homework.</li> <li>- Test your student on their knowledge of the vocabulary of the week, accessible via their Quizlet login.</li> </ul>	