Key Stage 3 Pathway

Curriculum Booklet

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 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.

Contents

Art

Curriculum Aims:		
KS3 Art at BBIH has two main aims: Firstly, to develop practical art skills so that students are familiar with basic art materials and techniques and able to access art qualification like Art GCSE in other schools, or the vocational craft course offered in KS4 at BBIH. Secondly, students are introduced to and taught about significant artists and their work, and develop the basic literacy skills required to talk about artists. The KS3 year is split into three terms, with each term focused on particular artistic elements.		
Topics and content studied this year:		
Autumn Term	**Colour and Shape** Art is composed of many design elements: form, line, balance, composition, size, etc. In term one, we focus on two of the most common and foundational elements: Colour and Shape. Students are taught basic colour theory and how colour and shape can be used to create messages, illusions and meaning. Students will create practical work through paint, print and collage to demonstrate and develop their artistic understanding.	
Spring Term	**Line, Balance and Compostion** The technical skill of drawing is the basis for almost all design, technology, craft, fashion and art. However, drawing is often regarded as a skill that students are either born with or born without. This term aims to remove the stigma and fear of drawing so that all students feel confident sketching, designing and drawing. For those who are already adept, they will be pushed and challenged to develop their artistic eye and proficiency.	
Summer Term	**Introduction to 3D Craft:** **Form, Size & Texture** Art can have practical application, and the KS4 craft course combines artistic talents with practical use. The KS3 summer term prepares students for working properly in the art and craft studio. Students learn how to use and look after tools, equipment and materials and will complete their first craft item.	
Assessment:	**Term 1: A**ssessment of practical work and written question paper **Term 2: A**ssessment of practical work and written question paper **Term :3** Observation of practical skills and written question paper about craft	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Set each week on Show My Homework	'Drawing on the right side of the brain" Betty Edwards 'Understanding Comics' Scott McCloud	2

Enrichment opportunities	• Trip to art gallery in London	
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

Curriculum Aims:		
Topics and content studied this year:		
Autumn Term 1	• 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. • Principles of nutrition • Students are taught about the Eat Well Plate nutrients in food – proteins, carbohydrates, fats, vitamins and minerals	
Spring Term 2	• Unit 2 - Principles of nutrition (continued) • Unit 3 – Cooking on a budget • 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.	
Summer Term 3	• Unit 3 – Cooking on a budget (continued) • Unit 4 – Food from different cultures • Students will learn to prepare a variety of meals from different cultures around the world. The will also gain some knowledge about the link between particular foods and the culture of the region or country.	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment:**	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Students will be set work when required that will help the to consolidate the		

knowledge gained in the kitchen and classroom.		
Enrichment opportunities	•	
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

Curriculum Aims:	
The aim of the KS3 Computing and IT curriculum in the UK is to equip students with the knowledge and skills to understand and apply the principles of computer science, digital literacy, and information technology, enabling them to: • Design and write computer programs • Understand how digital systems work • Use technology safely, responsibly, and creatively	
Topics and content studied this year:	
Autumn Term 1	***Computing system*** • Introduction to computer systems • Input, Process and Output • Hardware and Software ***Cybersecurity*** • Malware, hacking • Network security • Social engineering • Brute Force ***Modelling data - Spreadsheets*** • Basic Formulas • Basic Functions • Formatting (incl. • conditional) • Include challenge from existing planning
Spring Term 2	***Using IT (Word, PowerPoint, paint)*** • Move between one app to another • Poster making/ branding • Creating a brand/add content/present ***Binary, bits, and bobs*** • Binary conversion • Binary addition • ASCII • Images and sound ***Scratch*** • Introduction to program • Selection, iteration • Loops, lists, procedures, functions

Summer Term 3	***Python*** • Input, output, variables • Selection, iteration • Loops, lists, procedures, functions ***Logic Gates*** • AND, OR, NOT ***Basic HTML/CSS*** • Introduction to CSS • HTML • Small basic program design	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment:**	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
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. .	https://www.teach-ict.com/ https://www.bbc.co.uk/bitesize/subjects/zvc9q6f	
Enrichment opportunities	• **Online platforms and courses** – e.g., Academy for extra learning.	
How Parents Can Help	• 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.	

English

Curriculum Aims:	
By the end of Year 9, students should be developing a secure understanding of key literary concepts including characterisation, plot, language, and structure**,** forming the foundation for success at GCSE. They should be able to comment on how writers create meaning through their choices and begin to explore the impact on the reader. Through exposure to selected GCSE texts, students are challenged to engage critically with literature, building their confidence in writing analytical responses. They are encouraged to use subject terminology accurately, structure their ideas clearly, and support their interpretations with relevant evidence, laying the groundwork for thoughtful and purposeful critical writing in Key Stage 4.	
Topics and content studied this year:	
Autumn Term 1	**Gothic Horror** **Miss Havisham:** • To explore characterisation, context, and language analysis • Recognise Dickensian style and knowledge of Victorian context. • Explore Victorian social constructs including class and key terminology like spinsterhood. • To explore Gothic conventions **Gothic Horror story writing:** • To explore poetic forms, analyse language and interpret context. • Conventions of the Gothic genre, such as the supernatural, extremity of emotions, Gothic setting, the victim, and the hero.
Spring Term 2	**Belonging and Responsibility** **My Name is Leon Novel Study** • To explore narrative style, characters and social contextual issues like institutional racism and stereotypes. • To explore events in history about equality, prejudice, the power of words and class and status that influence the writing. **My Name is Leon transitional writing** • 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 • Students will learn how words are crafted for empathy of key ideas, characters and themes to support opinion writing.
Summer Term 3	**Appearance Vs. Reality** **Richard III** • To learn key vocabulary in a tragedy, play and specifically stage conventions including soliloquys, dramatic monologues verses and meter **Food Blog Writing** • To learn features of online articles and blogs. • To explore media codes and conventions used in advertisement to glorify products. • To understand connotations and denotations

<table>
<tr><td></td><td colspan="2">

- To draw comparisons about tone and meaning across different texts and genres.

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<tr><td>Assessment:</td><td colspan="2">Initial Diagnostic: Reading analysis
How does Dickens present Miss Havisham's character as someone we sympathise with?
Extended essay

Mid Term Reading analysis:
How is Leon presented as a strong character in My Name is Leon?

End of year assessment reading analysis:
How does Shakespeare present Richard III as a character we feel sympathy for?</td></tr>
<tr><td>Homework</td><td>Recommended reading/ wider resource</td><td>Number of lessons per fortnight</td></tr>
<tr><td>Students will be set homework from an available booklet This will be available on Show my Homework electronically.

Set once per week.</td><td>Books:
Dan Jones – The Wars of the Roses
Macbeth- William Shakespeare
Gill Tavner – Great Expectations (Real Reads series)

Websites:
• https://www.bbc.co.uk/bitesize/topics/zc7bwxs
• https://www.gradesaver.com/my-name-is-leon/study-guide/analysis
• https://www.bbc.co.uk/bitesize/articles/zfsgdnb</td><td>8 per fortnight
Dedicated time to Sparx Reader in lesson time.</td></tr>
<tr><td>Enrichment opportunities</td><td colspan="2">

- Film/ theatre opportunities to watch Great Expectations and My Name is Leon
- Entries for the SOS writing competition
- World Book Day events
- Enterprise designing a product and sales pitch

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<tr><td>How Parents Can Help</td><td colspan="2">

- 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 Sparx Reader emails and communication.

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Geography

Curriculum Aims:	
To introduce students to concepts of physical and human Geography and build on their understanding of the concept of place, global issues surrounding: climate change, conflict and development their cause and effect.	
Topics and content studied this year:	
Autumn Term 1	**Climate Change** • Climate Change and Us • Climate Change and the World • Green house effect • Why is our world getting warmer? • Complete Climate change: the good, the bad, the ugly. • Dersertification • The country that will not exist in the future • Why is the Aral Sea disappearing? • Coral Bleaching • Bangladesh • Greta Thunburg • Roundup
Spring Term 2	**Conflict and Development** • What is Conflict? • The Arab Springs and Impacts • Libyan unrest • The farmers fight • Partition • Assessment preparation • Natural resources and conflict • Fight for oil Nigeria/impacts • Conflict and environment • Natural resources • What's happening in the arctic
Summer Term 3	***Summer*** ***Rivers*** • Features of a river basin • Changes to river profile • Upper course • Middle course • Causes of flooding • Preparing for assessment • Flood defences • Flooding in UK

	• Flooding in Bangladesh • Three Gorges Dam case study • Revision and assessment	
Assessment:	**Initial Diagnostic: Coral reefs** **Mid Term assessment: Conflict and development** **End of year assessment: Rivers** **Project on Guide to a country of pupils' choice**	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Students will regularly be set work to help them remember what they have learnt in class.	BBC Bitesize at KS3 Websites such as: National Geographic and the Natural History Museum have great resources online	Four lessons
Enrichment opportunities	• **Trips to Natural History museum** • **Individual research projects to complement their understanding of the world**	
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

Curriculum Aims:		
Our curriculum allows students to draw links between different themes, individuals and events, and to better understand the society we live in today. Through exploring a variety of important historical moments, pupils will develop key skills such as: Causation and consequence and assessing change and continuity. Exploring these moments will complement contextual information for English Language and Literature.		
Topics and content studied this year:		
Autumn Term 1	• Medieval Britain • Tudor Britain – Religious Unrest	
Spring Term 2	• The Slave Trade • Civil Rights and Windrush Generation	
Summer Term 3	• Revolutions • The Victorians	
Assessment:	**Initial diagnostic: Assessment on The Tudors: A religious rollercoaster** **Mid term assessment: Civil rights movement** **End of year assessment: Revolutions: Similarities and differences in American, French and Russian revolutions.**	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Students will regularly be set work to help them remember what they have learnt in class.	BBC Bitesize History We have a range of historical fiction and non-fiction here at school	four

Enrichment opportunities	• **Individual research projects to develop their understanding and curiosity of key historical moments**
How Parents Can Help	• Check that students are carrying out homework. • Encourage students to seek help if they are struggling with something in class.

Maths

Curriculum Aims:	
By the end of KS3, our aim is for students to possess a strong foundation in mathematical knowledge and skills that prepare them for the transition to the Key Stage 4 GCSE curriculum. Students will: • Develop fluency in fundamental mathematical concepts, including number operations, algebra, geometry, and data handling. • Gain confidence in problem-solving, reasoning, and analytical skills, enabling them to approach complex, multi-step problems with resilience and creativity. • Demonstrate the ability to apply mathematics in real-world contexts, fostering an appreciation for its relevance and utility. • Cultivate a growth mindset, embracing challenges and learning from mistakes to build perseverance and self-efficacy. • Work collaboratively and communicate mathematical ideas clearly, both orally and in writing. This vision ensures students enter Year 10 with the essential skills and confidence to excel in their GCSE studies and beyond, equipped for a lifetime of mathematical application and appreciation.	
Topics and content studied this year:	
Autumn Term 1	• Number – multiplying, negative numbers, square and cube numbers • Algebra – notation, expression and substitution, one and two step equations • Graphs – bar charts and pictograms, pie charts • Averages • Geometry - angles
Spring Term 2	• Perimeter and area of shapes, circles • Number – fractions, percentages and decimals • Converting units • Algebra – formulae • Reading and plotting co-ordinates • Probability
Summer Term 3	• Direct proportion – exchange rates, recipes and best buys • Transformations • Sequences • Interpreting graphs • Scale drawings
Assessment:	The Maths Department will conduct three key assessments throughout the academic year to monitor student progress and ensure alignment with the transition to KS4. These will include an initial diagnostic assessment at the start of the year to identify baseline knowledge and areas for development, a mid-term assessment to evaluate progress and understanding of content covered so far, and an end-of-year assessment to measure overall achievement and readiness for the next stage of learning. These assessments will be designed to reflect the curriculum's requirements and provide valuable insights to guide teaching and learning strategies.

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
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.	***Books:*** 1. **"Murderous Maths" Series by Kjartan Poskitt** - A fun and engaging exploration of mathematical concepts. 2. **"How to Be a Maths Genius" by DK** - Encourages students to think creatively about maths with puzzles and challenges. 3. **"The Number Devil: A Mathematical Adventure" by Hans Magnus Enzensberger** - A whimsical introduction to mathematical ideas. 4. **"Alex's Adventures in Numberland" by Alex Bellos** - A deeper dive into fascinating mathematical concepts and their history. ***Websites:*** 1. Khan Academy - Interactive lessons covering a wide range of KS3 topics. 2. **BBC Bitesize** - Comprehensive guides, quizzes, and videos for KS3 maths topics. 3. **NRICH** - Challenging problems and activities to develop reasoning and problem-solving skills. 4. Transum Mathematics - Engaging activities, puzzles, and starter problems for KS3 students.	8 lessons per fortnight and some time dedicated to Sparx Maths
Enrichment opportunities	For 2025-2026 academic year, enrichment opportunities are being carefully planned to ensure students have engaging and meaningful experiences. Proposed activities include subject-focused trips and after-school and lunch clubs. Full details will be shared with students and parents once the enrichment calendar is finalised.	
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.	

Science

Curriculum Aims:	
As students move into the next phase of their science journey, they will begin studying the **OCR GCSE Combined Science: Gateway A** course. This double award qualification covers all three science disciplines—**Biology, Chemistry, and Physics**—and leads to two GCSE grades. Throughout the course, students will: • **Explore life processes and biological systems** in Biology, including cell biology, genetics, health, and ecosystems. • **Investigate chemical reactions and the structure of matter** in Chemistry, such as the periodic table, bonding, and rates of reaction. • **Understand physical principles** in Physics, including forces, motion, waves, and electricity. The course combines **theory with hands-on core practical's**, helping students develop key scientific skills such as planning investigations, collecting data, and drawing conclusions. Students will also learn how science is applied in real-world contexts, from medicine to climate change.	
Topics and content studied this year:	
Autumn Term 1	**Biology** • **B1 – Cell level systems -** Students will learn about the structure and function of cells, including the differences between plant, animal, and bacterial cells. They'll explore key processes such as diffusion, osmosis, active transport, and the role of enzymes in biological reactions. • **B2 – Scaling up -** Students will study how cells, tissues, and organs work together in multicellular organisms. They'll investigate transport systems like the circulatory and respiratory systems and understand how substances move around the body to support life processes.
Spring Term 2	**Chemistry** • **C1 – Particles -** Students will learn about the particle model and how it explains the properties and behaviour of solids, liquids, and gases. They'll explore changes of state, diffusion, and how particle theory helps us understand the world at a microscopic level. • **C2 – Elements, compounds and mixtures -** Students will understand the differences between elements, compounds, and mixtures. They'll learn

	how to represent them using symbols and formulae and explore methods such as filtration and distillation to separate mixtures.
Summer Term 3	**Physics** • **P1 – Matter** - Students will explore the properties of solids, liquids, and gases using the particle model. They'll learn about changes of state, density, and how energy is involved in heating and cooling substances. • **P2 – Forces** - Students will learn how forces affect motion, including the concepts of balanced and unbalanced forces, friction, and pressure. They'll also investigate how to calculate force, mass, and acceleration using Newton's laws of motion.
Assessment:	**Initial Diagnostic Assessment:** Students will complete a diagnostic assessment in science that will test their understanding of key concepts covered in Year 7-Year 8, including particles and states of matter, cells and body systems, and basic forces and energy. This assessment will help identify their current level of knowledge and highlight any gaps, ensuring future lessons are targeted to support and build on their understanding. **Mid-Term Assessments:** Throughout the academic year, students will complete mid-unit assessments in OCR Combined Science topics including B1 (Cell Level Systems), B2 (Scaling Up), C1 (Particles), C2 (Elements, Compounds and Mixtures), P1 (Matter), and P2 (Forces). These assessments will take place at key points during each unit to monitor students' understanding, support retrieval of previously taught content, and track academic progress across Biology, Chemistry, and Physics. **End-of-Year Assessment:** At the end of the academic year, students will complete formal end-of-unit assessments in OCR Combined Science, covering B1 (Cell Level Systems), B2 (Scaling Up), C1 (Particles), C2 (Elements, Compounds and Mixtures), P1 (Matter), and P2 (Forces). These assessments are designed to evaluate overall understanding, measure progress across Biology, Chemistry, and Physics, and identify areas for further support or development.

Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Homework will be set on a regular basis to consolidate the knowledge learnt in class	OCR Combined Science Revision Guide (Foundation) - this is provided by BBIH https://www.bbc.co.uk/bitesize/examspecs/z2dqqhv - this is website revision access	Students will receive 6-8 Science lessons per fortnight

Enrichment opportunities	During the Autumn term, Year 9 students will have the chance to take part in an exciting enrichment visit to the Science Museum. The trip is designed to spark curiosity and deepen understanding of science topics covered in class. From exploring space and energy to discovering groundbreaking medical innovations, students will engage with hands-on exhibits that bring learning to life. It's a fantastic opportunity to experience science beyond the classroom and to be inspired by the possibilities of the future.	
How Parents Can Help	• **Support Homework Routines:** Encourage your child to complete homework on time and to a high standard. Regularly check their planner or online platform for assigned tasks. • **Promote Active Learning:** Discuss what they are learning in science and help them revise key concepts using flashcards, quizzes, or online resources. • **Reinforce Positive Attitudes:** Celebrate effort and progress in science, not just results, to help build confidence and motivation.	

Spanish

Curriculum Aims:		
Topics and content studied this year:		
Autumn Term 1	• The Spanish phonic system • Giving basic personal information • Describing my family • Giving my opinion and using adjectives	
Spring Term 2	• Talking about daily life in the present tense • Using and understanding longer sentences with main and subordinate clauses	
Summer Term 3	• Explaining what I did yesterday at school • Using the past tense • Explaining my plans for the future • Using the future tense	
Assessment:	**Initial diagnostic:** **Mid term assessment:** **End of year assessment:**	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
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.		

Enrichment opportunities	•
How Parents Can Help	• Check that students are carrying out homework. • Test your student on their knowledge of the vocabulary of the week, accessible via their Quizlet login.