



# 3CERT

The Chelsea Academy  
KS3 Curriculum Handbook

# CONTENTS

1. 3CERT OVERVIEW
2. CURRICULUM PLANNING
3. ASSESSMENT
4. SUBJECT PAGES
5. I Can STATEMENTS EXAMPLE

## 3CERT OVERVIEW

### Academy Vision

Chelsea Academy is an inspirational community of learning and achievement with high expectations and high aspirations, underpinned by a culture of “no excuses”. Guided by Christian values, the Academy seeks to bring out the best in everyone, as we strive for excellence in all that we do. No student will be left behind as they are provided with the skills required for life and work in the 21st century. When students complete their Academy lives, they will have the qualifications, leadership qualities and sense of destiny to make a positive contribution to society. Chelsea Academy demands excellence in everything it does, encouraging students to attain both academic success and personal achievement. We want to help develop young people who can make a valuable contribution to society.

### Philosophy

The Chelsea Academy 3Cert is designed to be a thorough preparation for GCSE qualifications and give the curriculum a distinctive 'secondary school feel'. Students will feel that expectations have been raised from primary school level, both in terms of the knowledge and skills required for success. There is no time for students to tread water and it will not be possible for Key Stage 3 to be 'the wasted years', as referred to by Ofsted in 2014.

Each subject on the students' timetable is a 'Key Stage 3 course', and takes on a modular format, with key assessment points at the end of every term, which will assess whether or not students have a mastery of particular skills and content. It is vital that students have a regular opportunity to practise the type of summative assessments and revision skills that will be essential for success in Years 11 and 13. This approach is not entirely in fitting with the new style GCSE courses (100% linear exams), but end of year assessments will be more holistic and more demanding. In this sense, Key Stage 3 will be a stepping stone from Key Stage 2, where there is still regular teacher assessment, and Key Stage 4 with 100% linear exams.

Running Key Stage 3 subjects as courses raises the aspirations of students in Years 7 and 8. Whereas previously, there was no clear end-point to the Key Stage, students will receive final grades in every subject and will be presented with a certificate detailing all of their grades at a specially arranged 3Cert graduation day. This event mirrors the experience they will have on

completion of Key Stages 4 and 5. The fact that students receive a certificate for Key Stage 3 means they have something tangible from Key Stage 3 and a sense of 'graduating' from Key Stage 3 to 4.

## **CURRICULUM PLANNING**

Lessons taught in the 3Cert are only as good as the plans from which they are derived, therefore huge importance is attached to the curriculum planning process.

### **Curriculum overviews**

Curriculum overviews map key content and skills back from Year 13 to Year 7 to create curriculum overviews. These documents will be uploaded onto the website so that they are permanently available for students and parents.

### **Curriculum plans, including 'I Can' statements**

Detailed curriculum plans cover all of the content and develop skills for students to achieve their potential in key assessments.

Curriculum Leaders should consider what the 'unique selling points' for each course will be and write them into curriculum plans, for example a trip to the battlefields of Ypres, a vocal workshop, case studies from around the French-speaking world, designing an app, running a stall at the Key Stage 3 science fair, etc. Where possible, we link in the extended curriculum to bring the 3 Cert courses alive, allowing more time spent in subject areas outside of school hours. Learning should be fun and relevant to the students.

'I Can' statements written into the plans will form the fundamental basis for all lesson objectives, assessments and curriculum plans. These are mastery based assessments of student ability.

Independent Learning should be in line with Academy expectations, i.e. 30-60 minutes per subject per week. Tasks should not only consolidate, but also build on lesson content and where possible, give students the opportunity to practice assessment-style questions. Tasks set, where possible, should be creative and inspire students to want to do them.

During the curriculum planning process, Curriculum Leaders should consider where lesson content from their subject links to work-related learning and CEIAG opportunities. As well as links to the workplace, consideration should be given to how learning links to the real world and students' life experiences in order to ensure maximum engagement.

### **Course handbooks and revision guides**

In line with the philosophy that subjects in Key Stage 3 should be run like courses, students will be provided with this handbook at the start of Year 7 so that they have a clear picture of where they are heading over the next two years and what the end goal is. Subject specific information

will also be available on the website for parents to access and download, so that they can support their children.

## **ASSESSMENT**

We start with the end in mind by planning key assessment / exam tasks based on the assessment style in the new GCSE exams, then lessons can be planned to prepare students thoroughly. We also ensure that assessments provide appropriate challenge for all groups, but are only tiered in Maths and MFL, as this also reflects the new GCSEs.

‘An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.’ (Dylan William)

In creating new assessments, we adopt the following principles:

1. The core purpose of assessment is to inform teaching
2. A focus on ‘mastery’ of key areas rather than volume of topics covered
3. Assessment provides a platform for all students to make progress and reach the best possible outcomes
4. There is a clear method of feeding back to students across all subjects
5. Rigorous key assessments provide teachers with accurate, meaningful data to fuel student progress
6. Simplicity, to ensure that all teachers, students and parents understand assessment
7. Compatibility, so that Key Stage 3 (KS3) assessment is a continuum from Key Stage 2 (KS2) to Key Stage 4 (KS4).

### **Internal and external verification**

Once draft curriculum overviews, one assessment and one curriculum plan have been produced, Curriculum Leaders will be asked to present their work at an Extended Leadership Team meeting so that it can be internally verified, and any inconsistencies can be addressed by line managers.

Curriculum Leaders will also seek external verification for their work. This could come from a known outstanding department in another school, a professional body such as PiXL or SSAT, or a trusted subject consultant. Verification should come in the form of a report so that there is clear evidence for the quality assurance process.

### **Baseline testing**

In September of Year 7, students will sit baseline tests in all subjects to measure their prior knowledge and skills. This data will inform setting, targets and intervention programmes.



## Key content

Content will be based around the skills and knowledge required to be ready to sit a GCSE in each given subject.

For each term, there will be a set of 'I Can' statements with three stages built into each statement; emerging, developing and mastering. Students will have ongoing access to these statements, and they will also form the basis of students' termly progress checks. The example below shows how these statements may be differentiated:

### Maths I Can Statements, Year 8, Term 2

Number	Algebra	Shape, Space and Measure	Statistics	Ratio and Proportion
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I can statement	I can (emerging)...	I can (developing)...	I can (mastering)...
I can draw and interpret a straight line graph	I can draw a straight line graph using a table of values	I can draw and interpret a straight line graph from a linear equation	I can find a parallel and perpendicular line of a linear equation
I can draw and interpret quadratic and cubic graphs	I can complete a table for a quadratic graph	I can plot and draw a quadratic/cubic graph	I can interpret a quadratic equation
Interpreting real life graphs	I can read and interpret real life graphs	I can do complex calculations from a distance-time graph	I can interpret and compare time series graphs
I can construct an accurate triangle	I can construct a triangle using a protractor and ruler	I can construct a triangle using a compass and a ruler	I can identify what makes a triangle unique
I can construct bisectors using a compass	I can bisect a straight line and angle	I can describe loci	I can combine loci to solve problems
I can use Pythagoras' theorem to find the missing sides on a right angle triangle	I can use Pythagoras' theorem to find the hypotenuse of a right angles triangle	I can use Pythagoras' theorem to find the smaller sides of a right angled triangle	I can use Pythagoras' theorem to calculate the distance between two points on a graph

Students' progress in the 'I Can' statements will be added up to give a percentage, which is updated every time a student moves up a stage in a statement, or achieves 'emerging' in a new statement for the first time. As soon as students reach a certain percentage on a particular 3Cert course, they receive a certificate. This is how the scale will operate in the first instance:

Carbon - 7%

Bronze - 15%

Silver - 35%

Gold - 55%

Platinum - 70%

Diamond - 85%

SIMS will be used to record students' progress across the 'I Can' statements and will generate the percentages on-screen as the updates are made to each student's data.

### Flight Paths

The flight path of expected progress based on grade distributions nationally and the current levelling of I Can statements is as follows. This suggests that if you are predicted a grade 5 or 6 based on a KS2 data score of 100-1004, you will expected to achieve a Gold certificate by the end of KS3 (Year 8)

KS2 to KS4 Flightpath				
KS2	KS3	KS4		
		EOY9	EOY10	EOY11
		9	9	9
		7-8	7-8	7-8
	EOY8	5-6	5-6	5-6
	Diamond	4	4	4
115-120	Platinum	2-3	2-3	2-3
105-114	Gold	1	1	1
100-104	Silver	U	U	U
96-99	Bronze	-	-	-
89-95	Carbon	-	-	-
80-88	-	-	-	-
P	-	-	-	-

### On-going assessment tasks

All assessment tasks tie into the 'I Can statements' so that teachers can make an accurate judgment about the student's stage within each statement.

### **Key assessment tasks**

- Students are assessed on the autumn term's work in December through an exam that tests all of the content covered over the course of the term.
- This assessment process is repeated for the spring term.
- In the summer term, students are assessed on their entire year's work, in line with the style of assessment for GCSE courses.

All key assessment tasks contribute significantly to students' progress through the 'I Can' statements.

### **Resources**

It is of paramount importance that teachers are supported with the best possible resources. Effective resources save time, stretch students both in and out of the classroom, and assist parents in supporting their child's learning. Resources used will include a range of text books, reading lists, online resources, e.g. subject-specific sites (Memrise for MFL, MyMaths etc.) and SAM Learning. Past GCSE papers from previous specifications can also be used, as there are a wealth of resources accessible here.

### **Mark books**

As a minimum, all teachers will keep a record of students' marks from on-going assessments and end of term assessments. They will also keep an up-to-date record of students' progress in the 'I Can statements'.

### **Student Progress Monitoring**

Every term, a snapshot of students' progress will be taken using 'SIMS'. This will be useful in gauging student progress based on groups of students, classes and subjects they are studying. It will also track those students who are working towards their targets, those who are working at the expected level and those who are exceeding their targets. A report will be derived from SIMS that will mirror reports used in KS4 and 5.

### **Reporting**

We will report the following:

- Students' progress in the 'I Can' statements once in Years 7 and 8.
- The colour of students' certificates in each subject
- The student's attitude to learning (Behaviour, Effort and IL)

### **References / bibliography**

Denbigh High School, Luton

Trinity School, Halifax

National curriculum: Tim Oates' on assessment

KAA / David Benson

PiXL KS223

Doddle

Edlounge

William Perkin School

National curriculum review: new programmes of study and attainment targets from September 2014

(Other schools from 'The Key' INSET)



# Subject Pages

Information about the Key Stage 3  
curriculum in each subject area

# Art

## What is our KS3 Vision?

- Develop ideas by researching and analysing the work of artists from different times, places and cultures
- Refine ideas by exploring the different qualities of drawing, painting and other media
- Record ideas using observational drawings and document a personal creative process
- Present ideas as finished outcomes underpinned by research, exploration and investigation

## What is our USP (Unique Selling Point)?

- Purpose built Art and Design classroom spaces
- MA qualified specialist teachers
- Record own creative journey in sketchbook form
- Experience an Art education in the heart of London
- Take learning beyond the classroom by visiting the world's most prestigious galleries, museums and exhibitions on your doorstep
- Participate in local and national Art competitions and events
- Take inspiration from classroom and corridor displays celebrating our students success in GCSE, AS and A-Level Art
- Make connections between Fine Art and the wider creative industries such as Graphics, Fashion and Architecture
- Progress on to Art & Design and Degree level courses on successfully completing A-Level Art

## What is studied in Key Stage 3?

	Year 7	Year 8
<b>HT1</b>	The 2D Formal Elements	Expressive Portraits
<b>HT2</b>	Colour	The Human Figure
<b>HT3</b>	Old & New Buildings	Litter
<b>HT4</b>	Art From Different Cultures	Landscape
<b>HT5</b>	Drawing	Sketchbook Skills
<b>HT6</b>	Rousseau's Jungle	Paolozzi's Dream

# Citizenship and PSHE

## What is our KS3 Vision?

- Citizenship aims to inspire students to care for and feel invested in their local community and the country they live in as well as developing concerns for the wider world.
- Citizenship promotes the values of tolerance, acceptance and social and political engagement.
- Citizenship is an opportunity to develop critical thinking through considering a wide-range of perspectives on various political and social issues.
- Citizenship provides time and opportunity to develop skills in relation to arguing through working on persuasive speech writing and how to effectively debate.
- Citizenship provide students with the chance to act on issues that they find particularly important or emotive.

## What is our USP (Unique Selling Point)?

- Fun and interactive resources such as *The Real Game* provide many opportunities for students to explore adult life and learn team-building skills in addition to individual learning and developing key skills.
- Active citizenship and community participation opportunities where students research and try to make an impact about local and global issues that they feel are significant, such as the World Fair in Year 7, and a social action project in Year 8.
- Citizenship forms a key part of developing the student as a caring and engaged individual.
- The school has links with external organisations Mind, Barclays lifeskills and the local police, amongst others, that further inform and develop students with their unique input.
- Opportunities to discuss and consider contemporary issues and current affairs, offering students an understanding of what is going on in the country and the wider world, and how these issues affect their lives and the lives of people around them.
- Opportunities to develop debating skills and apply them to a range of issues. Understanding other people's perspectives is a key part of Citizenship and, through debate, a wide range of views can be respectfully considered and appreciated.
- Citizenship is taught as an individual, discrete subject and is taught by specialists. It is valued as its own significant subject because it allows students to discuss issues in a knowledgeable and evenly considered fashion, both verbally and in written form.

## What is studied in Key Stage 3?

	Year 7	Year 8
HT1	Rights and Responsibilities	Drugs education
HT2	Democracy	Social issues and action
HT3	Global issues and active Citizenship	Identity and diversity
HT4	Healthy Lifestyles	Criminal Justice System
HT5	Conflict resolution - What is conflict?	Body image and emotional wellbeing
HT6	Jobs and Financial Literacy - Real Game stimulation activity	SRE education

# Computing

## What is our KS3 Vision?

- Provide a high-quality Computing and IT education that equips students to understand and change the world through computational thinking, and provides a sense of empowerment and excitement in developing and using digital technology. We aim to teach students to effectively apply this education to solve real-world problems thus amplifying their potential for lifelong high-quality careers and give them a competitive advantage in the ever-changing and challenging global work environment of the 21st century.

We aim to empower all of our learners with a set of skills to allow them to be able to cope with, and develop themselves in, the digital demands of the current environment we live in. It is our aim to encourage all learners to leave Chelsea Academy with a computing qualification to best prepare them for the world of work and to also help them in their further academic studies.

## What is our USP (Unique Selling Point)?

- Chelsea Academy has over 300 computers, laptops & tablet devices.
- Our computing staff have degrees in computer based areas of study which cover computer science, web technologies, multimedia design & programming.
- Our computing staff have industry based experience from working in a range of IT based roles which enable us to pass on skills & advice to our learners.
- We have been teaching Computer Science for over 5 years while many schools & academies from the UK are struggling to deliver this course successfully.
- IT based jobs are expected to grow at nearly 5 times the UK average over the next 10-15 years.
- We offer a number of enrichment opportunities to help develop our learners with IT based skills.  
Digitally Creative - a weekly opportunity for students to gain skills in areas such as graphic design, animation design, 3D design. Web development - a weekly skills club for learning web design. PC Maintenance Group - Learn how to fix & maintain PCs, install hardware & software. Programming club - A weekly class to help build your programming skills & become an efficient Python programmer.
- Take parts in events & competitions to go up against the best Digital Leaders from across London & the rest of the UK. Events such as STEM Awards, CISCOS LittleBIG Ideas, Code Academy & The Faraday Challenge London.
- Take part in trips to the Computing Museum, EuroGamer, CISCO London & Apple.

## What is studied in Key Stage 3?

	Year 7	Year 8
<b>Autumn Term</b>	E-safety and Security	Web Development
	Understanding Computers	Advanced Databases
<b>Spring Term</b>	Programming Basics	Flash Animation
	Data Representation	Networks
<b>Summer Term</b>	Digital Creativity with Graphics	Problem solving and algorithms
	Spreadsheet Modelling	Intermediate Python Programming

# Drama

## What is our KS3 Vision?

- The drama curriculum area aims to equip students with both the understanding and the appreciation of drama in all its forms. Students will learn how to become enthused by the performances that they are part of, and of the performances that they witness – be it by their peers or professionals. They will also learn the skills and language to be able to express their appreciation well.
- The department wishes to use drama skills to enhance student focus and their ability to be happy and confident with their own strengths, whatever these may be, and also to appreciate the talents of others and use this appreciation to execute efficient and successful teamwork.
- Drama, as a curriculum area, will set high expectations in terms of both independent learning and eventual examination grades.

## What is our USP (Unique Selling Point)?

- Be taught in fantastic surroundings be it our wonderful studio or our larger theatre space.
- We have theatrical lighting in both our teaching spaces meaning that your assessment performances will feel truly special.
- Use of video equipment and Googleclassroom means that you can actually SEE your practical work almost instantly and from home - evaluating yourself and looking for strengths and weaknesses in your performance has never been easier!
- Drama is the only subject which actively teaches co-operation, you will rely on others and work as a team in almost every lesson.
- You will learn valuable and indispensable transferrable skills - communication, confidence, public speaking, empathy, co-operation. These skills will stand anyone in good stead for the future work environment - no matter what field you eventually enter.
- You will be assessed not just on performance but also on creating drama and evaluating drama - linking the Yr 7 and 8 curriculum firmly to GCSE and A level drama.
- You will get the chance, in Year 7 and 8, to devise work which - if good enough - may be performed in our Academy church services or Arts celebration evenings.
- You will work with scripts in Yr 7 and Year 8 and get the chance to learn lines and perform.
- You will look at historical time periods and events, religious stories and many other cross-curricular areas through the medium of drama.
- Our teachers are passionate and enthusiastic and also run extended curriculum opportunities for you to be involved in.

## What is studied in Key Stage 3?

	Year 7 (assessment focus)	Year 8 (assessment focus)
HT1	Drama Skills (performing)	Alan Ayckbourn (creating)
HT2	Lloyd's Leisure Facilities (creating)	Bullying (responding)
HT3	Parables (creating)	Oliver Twist (performing)

<b>HT4</b>	Anne Frank (performing)	Commedia d'ella Arte (creating)
<b>HT5</b>	Starbeast (responding)	Physical Theatre (performing)
<b>HT6</b>	Tension/Hamlet (performing)	Characterisation (performing)



# Design & Technology

## What is our KS3 Vision?

- In D&T students make things; they make them from wood, plastic, metal and food ingredients.
- Students take things apart to understand how they are made, who they are for and why they are suitable.
- Students develop an understanding of the science of materials so that they can be more creative with their own ideas.

## What is our USP (Unique Selling Point)?

- We are surrounded by products that human beings have created; designed and then made. During the 3Cert course students learn to understand the decisions made during the creative process, from exploring needs and opportunities, to analysing existing solutions, to learning the skills of making things safely with a high quality finish. They will enjoy learning in the workshop to create their own products from wood and plastic. They will also learn about how mechanical and electrical systems are used in products to make them more interesting including some work using robotics kits.
- Whether we are eating food, buying it for ourselves or working in the food industry we need to have a good understanding of the basics: where food comes from, why we need it and how to cook it. During the 3Cert students at Chelsea Academy learn these basics as well as how to be safe when preparing, cooking and storing food. Additionally they will learn to investigate the science behind changing food ingredients into exciting food products.

## What is studied in Key Stage 3?

Year 7	Year 8
Structures and the design process	Passive amplifier
Chelsea Academy Food Encyclopaedia (CAFE)	Street food
Toys, toys, toys	Robotics and CAD/CAM
Interactive greetings cards	

# English

## What is our KS3 Vision?

- Immersed in a variety of exciting new and challenging topics.
- Development of independent and promotion of the love of reading.
- Creativity and encouragement of the freedom of expression.
- Extra-Curricular and Cross Curricular links.
- Embedding essential communication links.
- Equipping them with the skills to access GCSE Curriculum with confident.

## What is our USP (Unique Selling Point)?

- Promotion of key contextual material and historical events to promote Cultural Capital.
- Equipping students with the skills to form an opinion, extended writing and confidence in forming arguments – cross curricular.
- Passionate and enthusiastic teaching.
- Lessons which promote the love of reading and encourage wide reading – all Year 7 students receive a free book of their choice to enjoy!
- Speaking and Listening embedded into each Curriculum plan and use of drama activities to link to learning in lessons.
- Consistent and clear academic standards and a variety of challenging texts.
- Differentiated Curriculum plans and texts – opportunity to study a range of texts.
- Variety of texts and all the units planned to equip students with the skills for KS4.
- Creative writing is promoted with use of competitions to encourage creative flair.
- The opportunity to take part in BBC School News Report – an exciting opportunity to develop journalistic and reporting skills.
- Creative writing competitions and strong links with the LRC.
- Use of media alongside teaching of units and exciting media units, including the study of key themes in contemporary films.
- Challenging IL which supports and develops students' learning.

## What is studied in Key Stage 3?

HT	Year 7	Year 8
HT1	Myths and Legends	Speeches that changed the world
HT2	Creating Writing: Narrative	Prose Study: A Christmas Carol
HT3	Drama Study: Frankenstein	Novel Study
HT4	Introduction to poetry	Creative Writing: Description
HT5	Novel Study	War Poetry
HT6	An introduction to Shakespeare	Drama Study: Our Day Out/ Woman in Black

# MFL (French)

## What is our KS3 Vision?

- Learning foreign languages is increasingly important in a global economy as it not only provides a valuable insight into other cultures, allowing students to escape from a restrictive monolingual view of their world, but it also promotes a disciplined and active approach to learning which helps students to develop and challenge their communicative skills, intellect and creativity.
- In the MFL department every student enjoys and sees the beauty of being able to communicate in another language.
- The syllabus is varied, fun and current, yet rigorous and challenging.
- Students excel at KS3, 4 and 5 and achieve the best grades according to their ability, which puts Chelsea Academy and the MFL curriculum area in the top 10% of schools in the country to learn a foreign language.

## What is our USP (Unique Selling Point)?

- Be transported into the culture of the country for the language you are studying. One week you may go up Mount Pelée in the French speaking Caribbean island of Martinique, whilst another you might be speaking about whether you prefer Paris or Amiens.
- Take part in the European day for Languages, where you can find out about other cultures and languages by conversing with other Academy students who come from all four corners of the world.
- Run around on a beach in Boulogne in year 7 or enjoy a croissant in Paris or do some shopping in Las Ramblas in Barcelona in year 10. At KS5, immerse yourself fully in the language and culture by travelling to France or Spain and completing work experience and staying with a local family.
- Enjoy savouring a language in cross curricular context; for example, become a Mexican Masterchef reading authentic recipes in the target language or focus on French and Spanish culture through the medium of cinema.
- Learn from outstanding teachers and native Foreign Language assistants who care and work hard for you. You will be in safe hands to build on your foundations for further languages study. The MFL department is proud to state it achieves some of the best grades in the country at GCSE and A-level.

## What is studied in Key Stage 3?

	Year 7	Year 8
<b>Autumn Term</b>	<ul style="list-style-type: none"><li>• Meeting and greeting people</li><li>• Spelling in French</li><li>• Counting and saying you age</li><li>• Contents of your school bag</li><li>• Describing your classroom</li><li>• Learning about colours</li><li>• Learning about adjectives</li></ul>	<ul style="list-style-type: none"><li>• Talking about television programs</li><li>• Talking about films</li><li>• Talking about what you did yesterday</li><li>• Saying what you did in Paris</li><li>• Saying when you did things</li><li>• Understanding information about tourist attractions</li><li>• Saying where you went and how</li></ul>

<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Discussing likes and dislikes</li> <li>• Likes and dislikes</li> <li>• Learning about animals</li> <li>• Talking about your family and where you live</li> <li>• Saying what you eat and drink</li> <li>• Nationalities and countries</li> <li>• Talking about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about your personality</li> <li>• Talking about relationships</li> <li>• Learning about music</li> <li>• Describing where you live</li> <li>• Talking about meals</li> <li>• Saying what food to buy</li> <li>• Writing about an event.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Talking about friends and family</li> <li>• Writing about education and future plans</li> <li>• Talking about holidays and travel</li> <li>• Describing a healthy lifestyle</li> <li>• Talking about food and drink</li> <li>• Discussing local area and environment</li> <li>• Discussing celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about talent and ambition</li> <li>• Encouraging or persuading someone</li> <li>• Rehearsing for the contest</li> <li>• Saying who is the best/ the worst</li> <li>• World Geography and French-speaking countries</li> <li>• The French Revolution</li> </ul>

# Geography

## What is our KS3 Vision?

- The outside world is brought into the classroom and transports learners to exciting places around the world
- Students creatively gain knowledge and understanding of the Earth and its people and the complex relationships which exist between the two
- Students are inspired by and feel awe and wonder at the world around them
- Students develop tolerance and independent thinking
- Students gain the necessary skills in order to allow them to be effective and environmentally responsible citizens in an ever changing world

## What is our USP (Unique Selling Point)?

- Students travel around the world on a Geography 'passport' throughout key stage 3 at Chelsea Academy from the North to the South Pole. Students are given their passport at the beginning of year 7 and collect stamps for every country they visit and gain an understanding of.
- Each visit will last one half term and students gain their stamp upon completion of each assessment. Whilst visiting each country students will learn a physical or human contemporary issue or aspect of that country.

Whilst on their journey students will:

- Receive passionate and enthusiastic teaching
- Be equipped with the skills to interpret data and sources and complete extended writing tasks which are relevant to a wide range of other subjects and prepare them for the GCSE programme of study
- Learn about countries through enquiry questions
- Complete challenging and enjoyable IL which supports and develops students' learning

## What is studied in Key Stage 3?

HT	Year 7	Year 8
HT1	Migration (UK)	Development (China)
HT2	Superpower Nation (USA)	Tectonic Hazards (The Philippines)
HT3	Climate Change (The Arctic)	Biodiversity (Australia)
HT4	The Impacts of Tourism (Jamaica)	The Impact of TNCs (India)
HT5	The Geography of Sport (Brazil)	Rich in Resources (The Middle East)
HT6	Human Health at Risk (Africa)	Global Issues (The Whole World)

# History

## What is our KS3 Vision?

- Students will gain knowledge of key moments and themes in British and World History. They will understand how studying events and themes in History help illustrate positive and negative consequences of human characteristics and the relationships between group and individual actions..
- Students will be familiarised with complex concepts and develop skills to work with these concepts: Selecting and deploying evidence to make clear explanations about causation, consequence, change and continuity; Understanding multiple interpretations of events, being able to evaluate the strengths and weaknesses of these; Using historical sources to make inferences; Evaluating the extent to which individual sources can be relied upon in forming conclusions.
- History, as a curriculum area, will set high expectations in terms of both independent learning and eventual examination grades.

## What is our USP (Unique Selling Point)?

- History is one of the oldest and most respected academic subjects.
- This is because it teaches students to develop analytical skills to be able to understand why events happen. This enables student to make clear, logical judgements about past and contemporary events and also to respond well to occurrences in their own lives.
- History also teaches students to demand a wide context of the circumstances in which things occur, to see that while trends may be present, no one two situations can ever be the same. This reduces the tendency for them to jump to conclusion and helps to break down prejudices that can creep into thought.
- Additionally History has a terrific impact on the quality and accuracy of student's written expression.

## What is studied in Key Stage 3?

	Year 7 (assessment focus)	Year 8 (assessment focus)
<b>HT1</b>	Early Islamic Civilisations (Significance)	Medieval Africa & The Trans Atlantic Slave Trade (Significance)
<b>HT2</b>	Medieval Life in England (Interpretations)	The Struggle for Civil Rights in the USA (Interpretations)
<b>HT3</b>	The Norman Conquest (Interpretations)	Revolutionary Britain: Reformation and Civil War (Interpretations)
<b>HT4</b>	Development of Medieval Monarchy (Source Utility)	Multicultural London 16th-20th C (Source Utility)
<b>HT5</b>	The Black Death and Peasant Revolt (Significance)	WW1 (Source Utility)
<b>HT6</b>	The Hollow Crown (Source Utility)	WW2 and Aftermath (Significance)



# Maths

## What is our KS3 Vision?

- To ensure all lessons are context based and relevant to everyday experiences of our students
- To develop a sense of awe and wonder of mathematics through investigative learning
- To identify key misconceptions for student through variation techniques
- To appreciate the impact that maths has had on students' lives, the community and globally throughout history
- To develop a sense of curiosity and search for new knowledge through independent learning
- To develop creative, logical and analytical skills through investigations
- To equip students with problem solving skills to help them navigate the modern world and job market
- To embed essential skills and knowledge to access the GCSE curriculum

## What is our USP (Unique Selling Point)?

- All students will have an understanding of the key ideas in mathematics through completing the 'I Can Statements'
- All students will study a mastery curriculum developed with local maths hubs and teachers in Shanghai
- Students will have the chance to compete in the UKMT Junior Maths Challenge, competing with students across the country for the chance to compete globally
- All students will acquire problem solving skills that will enable them to succeed in GCSE maths
- All students will be taught maths by subject specialist teachers, in well equipped, up to date classes
- All students will attend events, activities and talks given by visiting speakers such as Think Maths
- All students will have the opportunity to be a numeracy ambassador for the school, working with other students to develop numeracy skills across the Academy

## What is studied in Key Stage 3?

	Year 7	Year 8
HT1	Factors and Multiples	Whole Numbers and Decimals
	Expression and Formulae	Measure and Shape
HT2	Measure and Shape	Expression and Formulae
	Fractions, Decimals and Percentages	Fractions, Decimals and Percentages
HT3	Graphs	Graphs
	Statistics	Construction and Pythagoras
HT4	Number	Equations
	Angles and 2D Shapes	Powers and Roots

<b>HT5</b>	Transformations and Symmetry	3D Shapes and Trigonometry
	Equations	Ratio and Proportion
<b>HT6</b>	Probability	Sequences
	Ratio and Proportion	

# Music

## What is our KS3 Vision?

- Immersed in a variety of practical and composition topics.
- Development of independent and ensemble work.
- Creativity and encouragement through the creation of their own music..
- Extra-Curricular and Cross Curricular links.
- Embedding essential communication skills that transfer to all subjects.
- Equipping them with the skills to access the GCSE Curriculum with confidence in performance and composition.

## What is our USP (Unique Selling Point)?

- Promotion of key contextual information around a range of musical genres and its link with historical events.
- All students are taught ABRSM theory grade 1 and 2 in KS3.
- Opportunities to take the ABRSM theory and practical grades.
- Lessons which promote the love of performing as soloists and as part of an ensemble.
- Whole class instrumental learning.
- Differentiated lessons that focus on practical and composition skills.
- All lessons link into the AQA GCSE music specification through the keywords and skills taught.
- The opportunity to take part in a variety of performances throughout the year.
- Opportunities to demonstrate in whole school settings.
- IL based on theory and compositional skills.
- Using music software Logic Pro X which is used in music studios.

## What is studied in Key Stage 3?

HT	Year 7	Year 8
1	Music Theory and the elements	Gospel
2	Introduction to logic pro X	Minimalism
3	Gamelan	Popular music
4	Music for moods	Ground Bass
5	Ukulele	African music
6	Blues Composition	Music and Art

# Physical Education

## What is our KS3 Vision?

**PE at Chelsea Academy will give all students the ability and drive to be lifelong participants in physical activity.**

- Development and promotion of physical activity through sport and individual activities.
- Freedom of expression through creative and physical movement.
- Equipping students with communication skills and opportunities to experience new and exciting activities.

## What is our USP (Unique Selling Point)?

- PE offers a rich variety of activities allowing all students to explore and develop life skills through sport; specifically personal, social, cognitive and creative skills.
- Opportunities to participate in individual and team games for enjoyment from recreation to performance.
- Extra-curricular clubs available to all Key Stages with well establish community club links for further skill and competition development.
- Variety of role play within collaborative teams to suit learners strengths and areas for development; umpire, manager, statistician, skills coach, motivational speaker.

## What is studied in Key Stage 3?

	Year 7	Year 8
<b>HT1</b>	Baseline fitness - Multi Sports games	Football / Basketball / Fitness training
<b>HT2</b>	Gymnastics / Circuit Training	Creative movement / Dance / Rugby
<b>HT3</b>	Football / Benchball	Badminton / Volleyball
<b>HT4</b>	Basketball / Handball	Hockey / Table tennis
<b>HT5</b>	Indoor & Outdoor Athletics	Indoor & Outdoor Athletics
<b>HT6</b>	Rounders / Cricket	Striking & Fielding Games / Softball

# Religious Education

## What is our KS3 Vision?

- Students will explore their own beliefs and celebrate the beliefs of others
- Students will debate important and meaningful topics that relate to their lives
- Students will learn about a variety of people who hold different views
- Students will learn about controversial topics such as the problem of evil, prejudice, discrimination and how they affects the lives of people throughout history
- Students will enjoy having space to talk, think, discuss, assess and reflect on a wide range of issues in a safe environment
- Students will be challenged to think carefully about their own beliefs and why they hold them

## What is our USP (Unique Selling Point)?

***“Remember, we see the world not as it is but as we are.”*** Robin S. Sharma

- As a Church of England Academy our RE curriculum reflects our Christian values of perseverance, servant leadership, charity, joy and forgiveness.
- In RE lessons students will have the opportunity to share their own beliefs in a respectful environment and also be challenged to consider the views of others.
- We have strong links with local faith groups and regularly welcome guest speakers who hold a wide variety of different viewpoints.
- Our 3Cert curriculum is specifically designed to prepare students for an early entry full GCSE taken in year 10.
- Throughout the curriculum students will have plenty of opportunities to debate and discuss, which are always lively and thought provoking!
- Ultimately, our curriculum is designed to prepare students for life in a multicultural London by helping students to understand and respect why people feel the way they do about the big questions of life.

## What is studied in 3Cert RE?

Year 7	Year 8
Why do we study RE at Chelsea Academy?	Hinduism: Beliefs and Practice
Founders of Faith: Abraham and his significance today	What makes someone Jewish?
Founders of Faith: Moses and his impact on believers of Abrahamic faiths	Religion, Suffering and Forgiveness
Founders of Faith: Jesus and his importance for Christians	Christianity in Britain: History, Diversity and Practice
Founders of Faith: Muhammad and the Five Pillars	Christian Discipleship and Values

# Science

## What is our KS3 Vision?

- To ensure all lessons are context based and relevant to everyday experiences of our students
- To develop a sense of awe and wonder of science and the importance of discovery
- To appreciate the impact that science has on students' lives, the community and globally
- To develop a sense of curiosity and search for new knowledge through independent learning
- To develop creative, logical and analytical skills through investigations
- To equip students with scientific knowledge to make important life choices
- To embed essential skills and knowledge to access the GCSE curriculum

## What is our USP (Unique Selling Point)?

- All students will have an understanding of the key ideas in science, e.g. particle model of matter, energy, forces, cells, interdependence
- All students will study science within the context of careers in STEM subjects, e.g. forensics, medicine, engineering, space
- All students will be aware of the scientific issues that will affect them as citizens in the 21st Century e.g. vaccination policies, renewable energy, drugs
- All students will attain a CREST Discovery Award - a nationally recognised STEM certificate from the British Association
- All students will acquire practical skills that will enable them to succeed in GCSE Sciences and beyond, through regular practicals within lessons
- All students will be taught science by subject specialist teachers, in well equipped, up to date laboratories
- All students will attend events, activities and talks given by visiting speakers as part of the Science Specialism programme at Chelsea Academy
- All students will carry out their own independent research into a science topic of their choice and present to their peers during the KS3 Science Fair

## What is studied in Key Stage 3?

	Year 7	Year 8
HT1	Becoming a scientist / A & E	Live and Kicking
HT2	Forensic Science	Pyrotechnics
HT3	Electrician	Catastrophe
HT4	Alien	Species at War
HT5	Cook	Studio Magic
HT6	Extinction	nViz



# MFL (Spanish)

## What is our KS3 Vision?

- Learning foreign languages is increasingly important in a global economy as it not only provides a valuable insight into other cultures, allowing students to escape from a restrictive monolingual view of their world, but it also promotes a disciplined and active approach to learning which helps students to develop and challenge their communicative skills, intellect and creativity.
- In the MFL department every student enjoys and sees the beauty of being able to communicate in another language.
- The syllabus is varied, fun and current, yet rigorous and challenging.
- Students excel at KS3, 4 and 5 and achieve the best grades according to their ability, which puts Chelsea Academy and the MFL curriculum area in the top 10% of schools in the country to learn a foreign language.

## What is our USP (Unique Selling Point)?

- Be transported into the culture of the country for the language you are studying. One week you may go up Mount Pelée in the French speaking Caribbean island of Martinique, whilst another you might be speaking about whether you prefer Paris or Amiens.
- Take part in the European day for Languages, where you can find out about other cultures and languages by conversing with other Academy students who come from all four corners of the world.
- Run around on a beach in Boulogne in year 7 or enjoy a croissant in Paris or do some shopping in Las Ramblas in Barcelona in year 10. At KS5, immerse yourself fully in the language and culture by travelling to France or Spain and completing work experience and staying with a local family.
- Enjoy savouring a language in cross curricular context; for example, become a Mexican Masterchef reading authentic recipes in the target language or focus on French and Spanish culture through the medium of cinema.
- Learn from outstanding teachers and native Foreign Language assistants who care and work hard for you. You will be in safe hands to build on your foundations for further languages study. The MFL department is proud to state it achieves some of the best grades in the country at GCSE and A-level.

### What is studied in Key Stage 3?

	Year 7	Year 8
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Spanish pronunciation</li> <li>• Introducing yourself</li> <li>• Talking about your personality</li> <li>• Talking about age, brothers and sisters</li> <li>• Saying when your birthday is</li> <li>• Talking about your pets</li> <li>• Saying what you like to do</li> <li>• Talking about the weather</li> <li>• Learning about Christmas in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about a past holiday</li> <li>• Saying what your holiday was like</li> <li>• Saying what you use your phone for</li> <li>• Saying what type of music you like</li> <li>• Talking about TV</li> <li>• Saying what you did yesterday</li> <li>• Learning about Hispanic singers</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Saying what subjects you study and like</li> <li>• Describing your school</li> <li>• Talking about break time</li> <li>• Describing your family</li> <li>• Describing your hair and eye colour</li> <li>• Saying what other people look like</li> <li>• Creating an action plan for a school in Guatemala</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what food you like</li> <li>• Describing mealtimes</li> <li>• Ordering a meal</li> <li>• Discussing what to buy for a party</li> <li>• Arranging to go out</li> <li>• Making excuses</li> <li>• Talking about clothes</li> <li>• Giving a fashion show in Spanish</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Describing where you live</li> <li>• Telling the time</li> <li>• Ordering in a café</li> <li>• Saying what you are going to do at the weekend</li> <li>• Learning about Spanish festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a holiday home</li> <li>• Describing holiday activities</li> <li>• Asking for directions</li> <li>• Talking about summer camps</li> <li>• Creating a tourist brochure for a Spanish speaking town</li> </ul>

# **Appendix 1: Example I Can Statements**

Assessment descriptors from  
Maths

## Maths I Can Statements, Year 8, Term 2

<b>Number</b>	<b>Algebra</b>	<b>Shape, Space and Measure</b>	<b>Statistics</b>	<b>Ratio and Proportion</b>
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<b>I Can statement</b>	<b>I Can (emerging)...</b>	<b>I Can (developing)...</b>	<b>I Can (mastering)...</b>
I Can draw and interpret a straight line graph	I Can draw a straight line graph using a table of values	I Can draw and interpret a straight line graph from a linear equation	I Can find a parallel and perpendicular line of a linear equation
I Can draw and interpret quadratic and cubic graphs	I Can complete a table for a quadratic graph	I Can plot and draw a quadratic/cubic graph	I Can interpret a quadratic equation
Interpreting real life graphs	I Can read and interpret real life graphs	I Can do complex calculations from a distance-time graph	I Can interpret and compare time series graphs
I Can construct an accurate triangle	I Can construct a triangle using a protractor and ruler	I Can construct a triangle using a compass and a ruler	I Can identify what makes a triangle unique
I Can construct bisectors using a compass	I Can bisect a straight line and angle	I Can describe loci	I Can combine loci to solve problems
I Can use Pythagoras' theorem to find the missing sides on a right angle triangle	I Can use Pythagoras' theorem to find the hypotenuse of a right angles triangle	I Can use Pythagoras' theorem to find the smaller sides of a right angled triangle	I Can use Pythagoras' theorem to calculate the distance between two points on a graph
I Can construct an equation	I Can write a linear equations to help me solve problems	I Can construct quadratic equations involving angles and 2D shape	I Can construct a simultaneous equation
I Can solve algebraic equations	I Can solve linear equations	I Can solve equations with unknowns on both sides	I Can solve simultaneous equations by elimination
I Can understand and solve an inequality	I Can draw a diagram to show an inequality	I Can solve an inequality	I Can solve an inequality involving a negative coefficient of x
I Can use the laws of indices to help me simplify expressions	I Can use the multiplication, division laws of indices	I Can use the laws of indices to simplify complex fractional expressions	I Can multiply and simplify a surd
I Can read and write in standard form	I Can read and write large numbers in standard form	I Can read and write small numbers in standard form	I Can complete operations between numbers written in standard form