



Key Stage 3 Curriculum 2020-21

Combined Subject Information Sheets

Key Stage 3



Art, Craft and Design

WHAT IS IT ALL ABOUT?

Art, craft and design embody some of the highest forms of human creativity. The department aims to engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As they progress through the Key Stage, students are taught to think critically and develop a more rigorous understanding of art and design. Students develop a visual vocabulary helping them to make sense of a world in which we are increasingly needing to absorb and interpret visual information. They also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

YEAR 7 PROGRAMME OF STUDY

In this foundation year, we build upon the range of knowledge and skills students bring with them. We equip each student with their own sketchbook and introduce them to the way an artist would use their book as a place to collect, experiment, design, explore, present and document ideas and images.

Students will be taught to accurately look at and record what they see. They will gradually familiarise themselves with a range of media and techniques through teacher demonstrations and skills-based projects.

It is important that students are able to analyse their work and confidently evaluate progress and make improvements. This is taught through the history of art, craft, design and architecture and is integral within lessons. Students are encouraged to make links between the works of a variety of artists past and present and show an understanding of how these influences can help to direct their own ideas too.



YEAR 8 PROGRAMME OF STUDY

During this year students should become more proficient in their handling of a range of media. Skills are refined through more open, project-based learning and students begin to take ownership of their sketchbooks and creative processes.

Students will opt whether to continue their art studies after this year, so Year 8 prepares them for the rigour and challenge of GCSE. Students are introduced to and guided through the open-ended research and brief based projects similar to those presented during Key Stage 4.

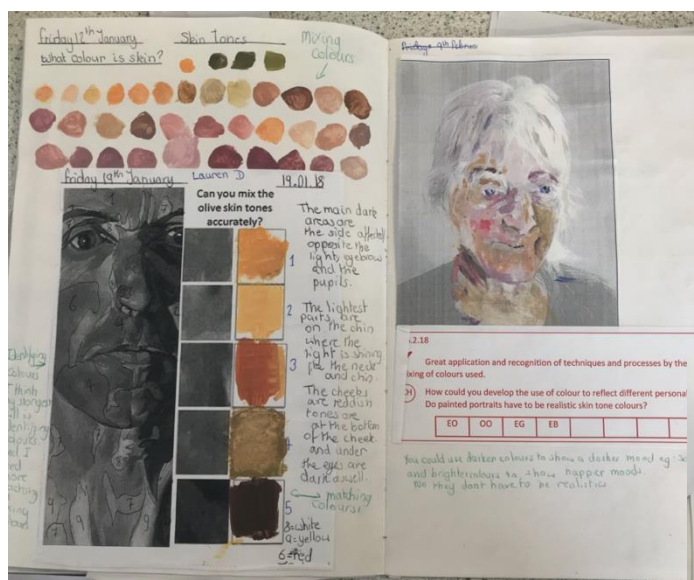
The theme of Monsters begins with carefully observed animal drawings, develops through the study of gargoyles and game designers' monsters, through to illustrated and sculpted creations. This follows a route that designers within the film and game industries would follow.

Life scenarios encourage students to consider the value and potential future application of these skills within the growing Creative Industries.

WHAT IS ASSESSED AND HOW DO WE DO THIS?

Students are encouraged to discuss their work within the art studio atmosphere of the classroom allowing for a dialogue about progress with the teacher and their peers. Time is regularly allocated for students to reflect upon their own progress. Work is formally assessed with written feedback detailing strengths and areas for improvement.

The assessment criteria focus on each student's ability to research, refine, record and develop ideas through to a final artwork.



Examples of student work from Year 7 Jungle Explorer, Year 8 Face to Face and Year 8 Little Monsters projects.

HELPFUL RESOURCES

- Laing Art Gallery, New Bridge Street, Newcastle upon Tyne
- Baltic Centre for Contemporary Art, Gateshead Quays, Gateshead
- www.thecreativeindustries.co.uk

Key Stage 3

Computing



WHAT IS IT ALL ABOUT?

Computing is a broad and constantly changing subject. It equips learners to use technology effectively in their lives – whether it is for personal, educational, community, social or business purposes. It has the potential to be a powerful enabler of transformation, equipping our learners to make invaluable contributions to society. To do this, they need to understand the tools they are using, develop the skills to make wise decisions and gain the confidence to use technology as a means to finding innovative solutions to problems that would otherwise be unachievable.

The units of work studied throughout Key Stage 3 relate to one or more of the following three Computing strands:

- **Digital Literacy** – using technology purposefully
- **Computer Science** – Computation, problem solving and programming
- **ICT** – Use of software to create

YEAR 7 PROGRAMME OF STUDY

Introducing a wide range of computing topics and introducing problem solving.

Digital Citizen – How to become a responsible and tech savvy young person online to spot dangers and react to them.

Scratch – Making things happen. Creating patterns using problem-solving techniques.

Modelling – What will happen if we do this? How can we effect this? What are the results?

Photo Manipulation and Storage – How does a computer store images? Manipulate images to create a product.

Web Development – Develop a website a website for an Animal Shelter using HTML.

FAKE NEWS! – How to spot fake news. What is the effect of fake news? Explain to other people through a web animation.

YEAR 8 PROGRAMME OF STUDY

Developing problem solving and depth of knowledge about how computers work and their impact.

Computers and Networks – How does a computer work? How do they communicate between each other?

Python – building on Scratch and developing a text based language.

Digital Media – Creating a logo and video and investigating how they are stored.

Murder Mystery – Who done it? Using a database to narrow down the suspects.

Core skills - Specific skills for KS4 and beyond. Looking at Presentations, Spreadsheets and Word Processing.

WHAT IS ASSESSED AND HOW DO WE DO THIS?

During the topic, students will be given feedback to help improve their understanding through the use of "green pen". At points during the year, students will complete tests based on their knowledge and this will be then recorded on their ladders. These ladders show where students are and how they should improve.

Extra-Curricular

A KS3 code club looks at how we can make devices do what we want. Looking at using Microbits amongst other devices and programming them to interact with the real world and each other.

WHERE NEXT?

KS3 Computing

BTEC Business

GCSE Computing

Media

A Level Business

A Level Computing

HELPFUL RESOURCES

- Microbit.org
- <http://scratch.mit.edu/>
- <https://www.python.org/>
- <http://www.codecademy.com/>
- <http://www.bbc.co.uk/education/subjects/zvc9q6f>

Key Stage 3

Design & Technology

WHAT IS IT ALL ABOUT?

Design and Technology is an inspiring, imaginative and practical subject. You are constantly surrounded by things that have undergone a design process. Everything from iPods to food packaging, from chairs, shoes and headphones to lights, each product has been designed by someone.

Using creativity and exploration students will design and make products that solve real problems within a variety of contexts. Students learn how to take risks, becoming innovative and enterprising people. By evaluating past, present and future design and technology students are able to develop an understanding of its impact on daily life and the world.

This broad range of opportunities and experiences encourage students to creatively explore and experiment with a range of materials, tools and ingredients.

Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, producing products and evaluating them. This course encourages students to design and make quality products considering proportions, adhesives, colour, structures and materials through testing, modeling and final practical work. Students will be enthused and challenged by the range of practical opportunities ranging from traditional methods to using the latest technology of laser cutters and 3D printing.

YEAR 7 PROGRAMME OF STUDY

The Year 7 Design & Technology course is an introduction to a range of disciplines within Design and Technology. Students will follow a carousel system to experience working in Product Design, Food and CAD/CAM.



YEAR 8 PROGRAMME OF STUDY

Students will complete a project within each discipline, which will involve building and applying a number of practical skills and developing their knowledge through theory tasks to prepare students for KS4 courses.

During Year 8 students will again follow a carousel system including Product Design, Food and Electronic Products.



Key Stage 3

English



WHAT IS IT ALL ABOUT?

The aim of English at Key Stage 3 is to promote a love of both reading and writing as well as to help pupils understand and develop required skills. During these years, we share with our students a wide range of materials from early fictional writing, to contemporary media and non-fictional texts.

Throughout the course, students will explore a broad range of topics through which they will gain the experience to develop skills in textual analysis, discover how to improve the quality of written communication and learn how to improve their delivery in speaking and listening.

The course aims to provide students with the knowledge and experience needed to embrace the challenge of GCSE English at Key Stage 4.

YEAR 7 PROGRAMME OF STUDY

Throughout Year 7, students are introduced to a range of genres and shown how to deconstruct texts analytically. The modules they study include:

- Prose – *Phillip Pullman*
- Writing Skills which are linked to the *Pullman* module
- Poetry Collection
- Media and Advertising
- Shakespeare – *The Tempest*
- Myths and Legends from Around the World



YEAR 8 PROGRAMME OF STUDY

In Year 8, students build on the skills that they have learned in Year 7. They fully expand and explore topics following a similar structure to the previous year.

During Year 8, teachers introduce and establish a broader range of linguistic and structural techniques, which enable students to analyse texts with independence and challenge. The modules we study include:

- Prose – *Michael Morpurgo*
- Advanced Writing Skills
- Poetry to include *The Ancient Mariner*, *The Charge of the Light Brigade* and selected war poetry
- The Spoken Word
- Shakespeare - *Hamlet*
- Science-Fiction

YEAR 9 PROGRAMME OF STUDY

With the implementation of the new GCSE English Literature and Language courses from 2015, students at Consett Academy complete a Bridging Year, which helps students focus on, and practise skills required to attain their GCSE qualifications. Topics covered during this year include:

English Language

- 19th Century Extracts
- Imaginative Writing
- Non-Fiction and Transactional Writing

English Literature:

- 19th Century Novel
- Post-1914 Fiction/Drama
- Poetry
- Shakespeare

Students' assessments will follow a GCSE style to help prepare them and encourage on-going development.

ASSESSMENT

Students' knowledge and understanding of English topics in Years 7 and 8 are assessed, twice per half term whilst in Year 9, weekly assessed tasks help familiarise pupils with GCSE requirements.

From the written assessments, we are able to gauge students' progress. Marking followed by verbal and written feedback throughout the year enables students to understand fully what they are currently achieving as well as how to develop their skills further.

HELPFUL RESOURCES

- Websites of key authors and beyond
- <http://www.bbc.co.uk/bitesize/ks3/english/>

Key Stage 3

Geography



WHAT IS IT ALL ABOUT?

Geography at Key Stage 3 is all about focusing upon the aspect of place along with current world issues. Students are introduced to key concepts and will be able to develop locational and place knowledge of globally significant places. There is a main focus on both human and physical characteristics, processes and change over time.

Alongside this content knowledge, students also focus on skills and acquire the ability to collect, analyse, evaluate and communicate a range of data, some of which is gathered through experiences of fieldwork to deepen their understanding of geographical processes. Students are also given opportunities to interpret a range of sources of geographical information in a variety of ways, including through maps, diagrams, globes, aerial photographs, GIS, quantitative and qualitative data.

YEAR 7 PROGRAMME OF STUDY

During Year 7, students study a range of physical topics, having two lessons a week. The content covered in Year 7 is:

Academy Investigation – Students develop their geographical investigation skills examining the differing environments within the Academy focusing on the processes of a geographical investigation.

Rivers and Coasts – Students look at the role of water, what a river is. They study the role of water in shaping the landscape. Students also will look at how coastal landscape is formed, focusing upon different features and the management of them.



Weather and climate – Students explore what weather is and how it influences both the U.K. along with the wider world. Climate extremes will also be looked at, focussing upon tropical revolving storms along with drought.

Ecosystems- Students explore the different ecosystems around the world and the different components/characteristics that make each one.

Resources- Students examine a range of resources we have on the planet, looking at the importance of these and the threats which they face.

Climate change- Students explore past ice ages, look at past geological timescales and look at current climate change evidence and the impact upon the U.K. and beyond.

YEAR 8 PROGRAMME OF STUDY

During Year 8, students study a range of human topics, having two lessons a week. The content covered in Year 8 is:

Economics- Students will look at the types of sectors and where these are (primary, secondary, tertiary, quaternary) globally.

Development – Students examine the how countries develop both economically and social and what can be done to support this development.

Population- Students look at the changing population around the world and the movement of people, where and why this occurs and the impact this has upon countries.

Settlement- Students examine the changes within settlements and the impacts which they have had on both people and places.

How does tectonic activity shape the world we live in? – Students look at plate tectonics and its theory and how this has influenced the shape of the world today.

They also explore some specific tectonic hazards (earthquakes and volcanoes) across a range of different places .

Asia- Students apply the theory which they have been learning about to investigate the current situation in a range of Asian countries.

WHAT IS ASSESSED AND HOW DO WE DO THIS?

Students are assessed throughout, with extended written work along with an end of unit written assessment, allowing them to show their knowledge and understanding of the topics covered, across the key stage, using a variety of skills and sources and questions.

HELPFUL RESOURCES

- Google Earth
- Atlas
- National Geographic Website.
- <http://www.bbc.co.uk/schools/gcsebitesize/geography> (general geography content covered including videos).



Key Stage 3 History



WHAT IS IT ALL ABOUT?

Key Stage 3 History is about developing a coherent knowledge and understanding of Britain's past, as well as that of the wider world. It aims to develop our students' disciplinary knowledge so that they can confidently investigate, analyse, evaluate and communicate their understanding of a broad range of key characters, events and themes in British, European and world history from the early medieval period to the late 20th Century.

History aims to develop the students' ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

YEAR 7 PROGRAMME OF STUDY

During Year 7, students study a range of topics that explore the concepts of change, continuity and causation over the course of one thousand years in Britain. This will provide students with a coherent contextual framework to support their understanding of the past. The main content covered includes:

Anglo Saxon and Norman Britain – Students will explore important religious figures and the origins of the City of Durham, as well as the succession crisis of 1066 and the consequent battles that follow to determine whom will be the next King.

Medieval Britain – Students evaluate the impact of changes and developments in settlements, lifestyle, lordship and technology in order to judge whether life was better or worse at the end of the medieval period.

Tudor dynasty – Students will explore the Tudor era and investigate domestic and foreign issues as well as how religion caused problems for the Tudor Kings and Queens.

The Stuarts – Students will explore how divided the country was during the Stuart era and the causes, events and consequences of the English Civil War.

Industrial Britain and the world – Students consider the great advancements of the industrial revolution – what really drove this change, as well as its relationship with the British Empire and the Slave Trade.

YEAR 8 PROGRAMME OF STUDY

During Year 8, students will focus on the key events of the 20th Century and how they have shaped and impacted on the world as we know it.

World War One – Students will explore the causes of the First World War, with an in depth look at the conditions and fighting in the trenches.

World War Two and the rise of the Nazis – Following on from the First World War, students will learn how this led to the Second World War and various key events and battles and the Nazi party.

Holocaust/Genocide – Students will study various acts of Genocide through the 20th Century with a depth study on the Holocaust.

Roaring Twenties – Students will look at the why certain periods in History are given names. As well as how multiple countries, including Britain, Germany, China and USSR/Russia, benefited from the roaring twenties ... or possibly not.

Quest for Civil Rights – Students will also look at how different groups of people in the USA, South Africa and India fought for their rights and the methods they adopted to try to achieve it.

Cold War – Students will look at how the Cold War shaped the entire world, exploring key ideologies of capitalism and communism, as well as the causes, events and consequences.

WHAT IS ASSESSED AND HOW DO WE DO THIS?

Students are assessed on a regular basis, both during and at the end of each topic, based on content and disciplinary knowledge that the pupils will require if they choose History at GCSE and beyond. We use a range of assessment methods, such as regular quizzes and extended writing, which allow all types of learners to demonstrate their knowledge and understanding.

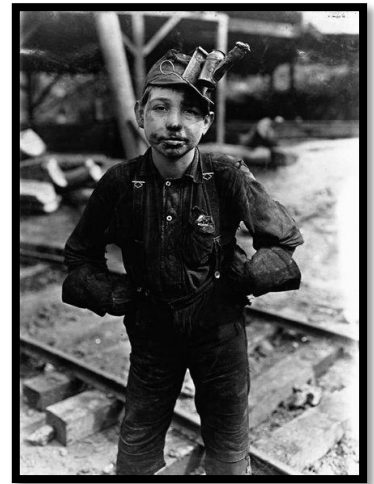
HELPFUL RESOURCES

BBC History

www.historylearningsite.co.uk

www.spartacus-educational.com

www.activehistory.co.uk



Key Stage 3

Languages and Culture



WHAT IS IT ALL ABOUT?

Languages and Culture in Key Stage 3 is a varied and interesting course, which gives our students the opportunity to the culture and language of another country. Students will be taught to develop their listening, speaking, reading and writing skills.

Learning the culture and language of a different country will help to make students more aware of and have more understanding of their own language and culture.

Language learning will help students improve in English, too.

YEAR 7 PROGRAMME OF STUDY

In Year 7 students study French. During the year our students will study 3 different topics in the language.

These are:

- My region.
- Self and others.
- School.

YEAR 8 PROGRAMME OF STUDY

In Year 8 students will continue to study French.

During the year our students will study more topics in the target language.

These are:

- Holidays and travel.
- Education and future plans.
- Free time activities.

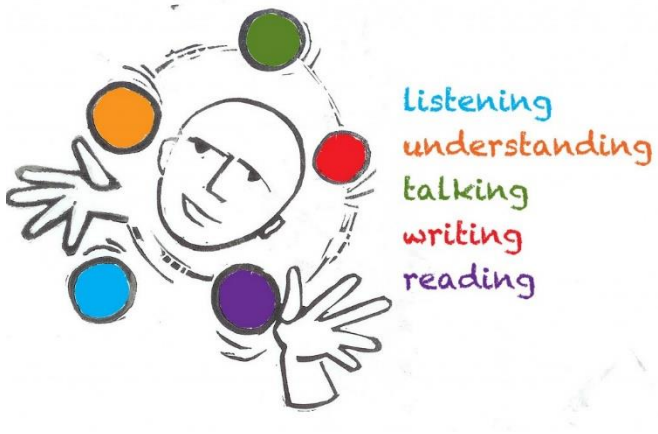


WHAT IS ASSESSED AND HOW DO WE DO THIS?

Students' knowledge and understanding of the topics they are studying are assessed continuously throughout the year.

They will complete two assessments for each topic.

Over the year, students will complete three assessments in each of the skills: listening, speaking, reading, and writing.



HELPFUL RESOURCES

<https://www.memrise.com/>

<https://www.bbc.co.uk/bitesize/subjects>

<https://www.senecalearning.com>



Key Stage 3 Mathematics

Overview

Key Stage Three Mathematics at Consett Academy aims to promote a love and passion for number and problem solving. We share with students a wide range of imaginative and creative ways of thinking, and teach students the process in which to solve problems.

The course is designed to provide students with the skills and knowledge that they will require in order to be successful at GCSE, A-Level and the world of work.

KS3 Programme of study

Mathematics at Key Stage 3 builds upon skills taught at Key Stage 2 in the following strands;

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Statistics and Probability

Skills will be developed and used throughout the key stage with the content of each strand building in complexity. Students will be required to interpret key information and apply the appropriate strand of mathematics.

Number and Ratio

Students will build upon the foundations of mathematics, consolidating their mental and written methods for calculations and extend their knowledge of fractions decimals and percentages. Students will also be able to apply their knowledge to real life situations involving value for money using ratio and proportion.

Algebra

Once students are confident with number work they will be required to apply their knowledge into a more generalised context. Students will learn how to solve problems using formulae, look for patterns between numbers and use algebra to represent those patterns.



Geometry

Students will be able to work with different measures and scales, using these in context. They will also solve problems involving area perimeter and volume. Students will be taught how to reason mathematically using the properties of shapes to find missing angles or lengths.

Statistics and Probability

Students will learn about data and the data cycle, realising that problems in the real world have to be collected, processed and represented in graphs and charts before being analysed. Students will study data as well as probability of events occurring and linking this back to the number system using fractions decimals and percentages.



What is assessed and how do we do this?

At the end of each unit of work, students will complete a short assessment to enable teachers to check how well they have grasped the concepts within the unit of work and identify areas for improvement. Students are formally assessed during whole school assessment windows and will be tested on the work that has been covered up to that point. The assessments allow us to monitor the progress of all students and offer intervention where appropriate to prepare them for Key Stage 4.

We set weekly homework, which will be assigned on the Hegartymaths.com website. Students will have an individual login for the website. The homework consists of watching a video to recap the skill followed by some questions related to it, where the students can enter their answers directly onto the website, to gain immediate feedback. Students will be provided with a homework exercise book to make notes and take down examples from the videos as well as complete the workings for the questions before inputting them.

Helpful Resources

- www.hegartymaths.com
- <https://corbettmaths.com/>
- www.bbc.co.uk/bitesize
- www.nrich.maths.org

For further information please email:

cbeckett@consettacademy.org.uk

Mrs Beckett, Head of Mathematics

Key Stage 3

Music



WHAT IS IT ALL ABOUT?

Music is a universal language that embodies one of the highest forms of creativity. High-quality music education engages and inspires students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen effectively.

Throughout the course, students will explore music from a wide variety of cultures and traditions including, popular music, world music, western classical music and multimedia music.

The course is aimed at providing students with the knowledge, skills and experiences needed to access both Vocational and GCSE Music at Key Stage 4. Each year group will complete 3 projects lasting approximately 12 lessons each.

YEAR 7 PROGRAMME OF STUDY

Throughout the year, students explore a variety of musical styles in order to establish basic musicianship. This is achieved through vocal and instrumental performance, Music ICT, composition and listening and analysis. These include:

Project 1 – Music Theatre

Learning that the purpose of songs in musicals is to help tell the story and to convey the characters.

Project 2 – Blues Music

Learning about how music can be a platform to discuss issues around culture, race, discrimination and segregation.

Project 3 – Film Music

Learning how music is used to enhance the visual images and dramatic impact of films.

YEAR 8 PROGRAMME OF STUDY

Year 8 students will build upon the skills and conventions explored in Year 7, as well as develop and expand their understanding and use of the musical elements in a variety of settings and contexts.

Project 1 – Pop Music

Learning how musical sounds can be grouped and layered to create texture, depth and interest within the context of popular music.

Project 2 – Reggae Music

Learning about the music of the Caribbean and how these musical traditions made in into the mainstream.

Project 3 – Electronic Dance Music

Learning about the importance of technology and experiencing how DJs and musicians perform through DAWs.



WHAT IS ASSESSED AND HOW DO WE DO THIS?

Students' knowledge and understanding are measured in the following 3 areas:

- Listening & Appraising
- Composing
- Performing

Listening and Appraising tasks may take the form of a written commentary or analysis of a piece of music that links to the project's theme.

Composing tasks will either be presented through music software including Sibelius, Mixcraft or Cubase. Students may also write music using standard music notation or graphic scores.

Performances are completed as whole-class, small group or individual pieces depending on the instrument being used for the assessment activity. Performances are recorded using audio equipment in order to track and monitor student progress, as well as a reference for students when responding to teacher feedback.

USEFUL RESOURCES:

- [HTTP://WWW.BBC.CO.UK/EDUCATION/SUBJECTS/ZMSVR82](http://www.bbc.co.uk/education/subjects/zmsvr82)
- [HTTPS://WWW.MUSICALFUTURES.ORG](https://www.musicalfutures.org)
- [HTTP://GB.ABRSM.ORG/](http://gb.abrsm.org/)
- [HTTP://WWW.TRINITYCOLLEGE.COM/](http://www.trinitycollege.com/)
- [HTTP://WWW.ARTSAWARD.ORG.UK/](http://www.artsaward.org.uk/)

Key Stage 3

Physical Education



WHAT IS IT ALL ABOUT?

Physical Education aims to provide children and young people with learning experiences that enables them to develop the knowledge, motivation and competence to live a physically active life. The PE department offers a range of physical activities within, and beyond the curriculum to engage young people in purposeful, worthwhile, enjoyable and enriching learning experiences. Using sport as a vehicle, we hope that students will develop physically, morally, intellectually and socially within an educational context where pupils are valued and cared for.

YEAR 7 PROGRAMME OF STUDY

Students should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Outwitting Opponents - Games

Students will complete units in invasion games, net wall games and striking and fielding games. In each unit they will develop their practical skills as well as developing tactical and strategic awareness

Performing at Maximum Levels – Fitness

Students will learn how to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Accurate Replication and Exploring Ideas, Concepts and Emotions – Dance and Gymnastic Activities

Students will learning how to accurately replicate movement actions showing an awareness of aesthetic appreciation and quality through gymnastics and trampolining. Through dance, students will learn advanced techniques in a variety of styles and will be able to study some professional pieces.

YEAR 8 PROGRAMME OF STUDY

Students will understand what makes a performance effective and will be able to apply these principles to their own and others' work showing increased confidence and leadership. They will continue to develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.

Outwitting Opponents - Games

Students will continue to complete units in invasion games, net wall games and striking and fielding games. In each unit they will develop their practical skills as well as developing tactical and strategic awareness

Performing at Maximum Levels – Fitness

Students will continue to learn how to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Accurate Replication and Exploring Ideas, Concepts and Emotions – Dance and Gymnastic Activities

Students will continue to learn how to accurately replicate movement actions showing an awareness of aesthetic appreciation and quality through gymnastics and trampolining. Through dance, students will learn advanced techniques in a variety of styles and will be able to study some professional pieces.

YEAR 9 PROGRAMME OF STUDY

Students will confidently demonstrate a number of increasingly complex tactics, strategies and skills in order to improve their own and others work. They will start to show more advanced skills in one of the activity areas and will focus their extra-curricular work in this area. Theoretical aspects of PE will be integrated fully into lessons in Year 9 to help prepare students for examination PE in Key Stage 4.

Outwitting Opponents - Games

Students will build on earlier units in invasion games, net wall games and striking and fielding games. In each unit they will develop their practical skills as well as developing tactical and strategic awareness

Performing at Maximum Levels – Fitness

Students will continue to develop their skills are analysing their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Accurate Replication and Exploring Ideas, Concepts and Emotions – Dance and Gymnastic Activities

Learning how to accurately replicate movement actions showing an awareness of aesthetic appreciation and quality through gymnastics and trampolining. Through dance, students will learn advanced techniques in a variety of styles and will be able to study some professional pieces.

WHAT IS ASSESSED AND HOW DO WE DO THIS?

The course is assessed through a mixture of practical and theoretical understanding.

The PE curriculum focuses on the following areas:

Challenge
Health and Fitness
Analysis and Evaluation
Mastery of Skills
Performance

The curriculum covers various sports from:

- Football
- Netball
- Badminton
- Rugby
- Dance
- Trampolining
- Cricket
- Rounders
- Athletics
- Gymnastics
- Swimming
- Handball
- Table tennis



Key Stage 3

Religious Education



WHAT IS IT ALL ABOUT?

Religious Education at Consett Academy is an academically rigorous exploration of religion and worldviews, both religious and non-religious. Students will acquire an informed awareness, and develop skills of religious literacy, understanding that:

- **There is diversity within and between religions and worldviews.**
- **Religions and worldviews are dynamic and changing.**
- **Religions and worldviews influence and are influenced by society, culture and time.**

Students will be able to explore issues of religion and worldviews through a multidisciplinary approach using skills of philosophy, ethics, phenomenology, hermeneutics and a study of the lived experience of religious and non-religious worldviews. Through tolerant lines of enquiry and dialogue, students will have the opportunity to explore, analyse and evaluate the variety of responses to the big questions in life.

YEAR 7 PROGRAMME OF STUDY

This year starts with an introduction to Religion and Worldviews and sets up the ethos of the KS3 programme of study. Looking at evidence, experience and testimony to inform a judgemental rationalism; evaluating credulity, coherence and discernment in a respectful and tolerant manner of enquiry.

After an initial exploration of the similarities, differences and relationships between the major worldviews, we take a closer look at the workings of one theistic worldview – Christianity; exploring the beliefs, practices and lived experience of Christianity in its many forms.

We then take one guiding principle from this worldview – that God created all people equal and use that as the starting point for a Big Issue investigation which looks at the secular and theistic worldview responses to the issue of Equality before exploring the lived experiences of religious people facing or responding to inequality in the world.

Finally, we re-cap the notion of ontological realism whilst acknowledging our epistemic relativity by looking at the ultimate question 'how did we get here?' Starting with creation myths and exploring ways of interpreting and responding to this type of text. Then an exploration of the role of reason to justify faith and the scientific theories that can challenge faith or inspire faith. We finish the year by exploring the different worldviews beliefs about the future.

YEAR 8 PROGRAMME OF STUDY

Year 8 develops and builds upon the skills deployed in Year 7, adding complexity and depth.

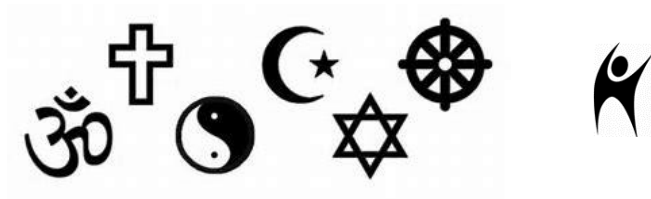
The study begins with the concept of Justice and explores this through various worldviews looking at crime, punishment and attitudes to war. We then explore the theistic worldview of Islam in detail exploring the beliefs, practices and lived experience of Islam in its many forms.

Picking up on the Night of Power we go on to explore the Big Question of whether we can experience the divine. Using the backdrop of a variety of theistic worldviews we examine revelation through scripture, conscience, miracles, mystical experiences and conversion experiences. Developing our judgemental rationalism by examining credulity and testimony with tolerance and epistemic humility. We turn then to explore the Buddhist worldview which has many of the features of a theistic worldview but without the concepts of a Creator God. We explore in detail the beliefs, practices and lived experience of Buddhism in its many forms.



ASSESSMENT

In each year group students will receive end of unit assessments to classify their achievement. In addition to this, twice each term, student's attainment will be reviewed using a wide range of assessment for learning methods. This may include presentation, extended writing and debate and discussion tasks. All students will have progress reviewed regularly and be given feedback on how to progress further in their studies.



HELPFUL RESOURCES

www.educationquizzes.com/ks3/religious-education

www.bbc.co.uk/education/subjects/zh3rkqt