

KEY STAGE 3 CROSS-CURRICULAR PLAN

Learning area: Media/Creative/Discovery (History/Design and technology focus)	
Topic: Inventions	
Teaching objectives	Learning outcomes
Pupils should:	Pupils will:
Learn about existing inventions	Recognise/Name specific inventions Identify the purpose of specific inventions Use specific inventions for their intended purpose Show/Explain what people did before a specific invention was invented Compare ways of doing things (i.e. before and after specific inventions) over time Express an opinion about/Evaluate aspects of specific inventions
Design, make and evaluate a new invention	Recognise/Identify a problem to be solved or situation to be improved Make suggestions of how to solve a problem/improve a situation Explore practical ways of solving a problem/improving a situation Evaluate ways of solving a problem/improving a situation Work with others to solve a problem/improve a situation Communicate elements of the problem and solution to others

Learning area: Media/Creative/Discovery (Geography/Music/Art and design focus)	
Topic: Celebrations	
Teaching objectives	Learning outcomes
Pupils should:	Pupils will:

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<p>Learn about a specific celebration (e.g. Christmas) as celebrated in different parts of the world or Learn about a small number of celebrations from different parts of the world</p>	<p>Show awareness of where in the world the celebration(s) is/are celebrated Show awareness of differences between aspects the countries in question, e.g. climate, lifestyle, language spoken, diet Recognise/Identify/describe images, items, and practices associated with the celebration(s) Show awareness of the importance of celebrations to those who celebrate them Respond to/Communicate about music associated with the celebration(s)</p>
<p>Share information and ideas about a celebration with others</p>	<p>Make choices about designs, materials, colours, and techniques in creative activities associated with the celebration(s) Actively participate in musical activities associated with the celebration(s) Respond to suggestions about/Contribute ideas towards a performance or presentation about the celebration(s) Take part in a performance or presentation about the celebration(s)</p>

<p>Learning area: Media/Creative/Discovery (Geography/Art and design focus)</p>	
<p>Topic: Wonderful world</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>
<p>Pupils should:</p>	<p>Pupils will:</p>

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<p>Learn about ways of looking after the environment/planet</p>	<p>Show awareness of physical features of an environment Show awareness of the state of an environment (e.g. clean/dirty; tidy/untidy; safe/unsafe) Recognise/Identify/Describe environmental problems Recognise/identify/Describe the effects of environmental problems Suggest solutions to environmental problems Communicate understanding of environmental problems and solutions to others</p>
<p>Express an appreciation of the natural world in creative ways</p>	<p>Experience and respond to features of the natural world at first hand Investigate and comment on features of the natural world using a range of information sources Respond to natural stimuli to create an image or a sculpture, making choices about designs, materials, colours and techniques Work as part of a group to design and create a 'Wonderful world' display, film, slideshow, or book</p>

<p>Learning area: Media/Creative/Discovery (Design and technology/Music focus)</p>	
<p>Topic: Wildlife</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>
<p>Pupils should:</p>	<p>Pupils will:</p>

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<p>Design, make and evaluate homes for local wildlife</p>	<p>Explore commercially available animal home products, showing an awareness of their purpose Show an awareness of the qualities and features of animal home products Experiment with and comment on materials for own animal homes Experiment with and comment on construction methods for own animal homes Contribute to devising and conducting a test for commercially available and own products Comment on/Communicate about differences between commercially available and own animal homes</p>
<p>Explore sounds, music and movement inspired by local wildlife</p>	<p>Respond to recordings of local wildlife Match sounds with the wildlife that makes them Respond to/Communicate about music inspired by wildlife, e.g. Flight of the Bumblebee, for example by making movements Experiment with ways of recreating wildlife sounds and movements Work as part of a group to make a composition inspired by wildlife sounds and movements</p>

<p>Learning area: Media/Creative/Discovery (History/PSHE focus)</p>	
<p>Topic: Leisure then and now</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>

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Pupils should:	Pupils will:
Learn about sports and other leisure activities over the years	Experience and respond to objects and activities related to sports and pastimes over the years Take part in sports and pastimes as practised over the years Show awareness of/Comment on changes in sports and pastimes over the years Show an understanding of rules and conventions of past and present sports and pastimes Contribute to making a record of experiences and understanding of the above
Find out about, try, and express personal preferences about locally available sports and leisure activities	Show an awareness of/Identify sports and leisure activities which are available locally Show an awareness of what is required to take part in a leisure activity, e.g. special clothes, equipment, facilities, companions, transport, money Take part in a sport or leisure activity for the first time, commenting on the experience Express responses to/preferences between different sports and leisure activities tried Identify a sport/leisure activity to try in the future, showing an awareness of what is involved

Learning area: Media/Creative/Discovery (Design and technology/Art and design/Music focus)

Topic: **Fairgrounds**

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Teaching objectives	Learning outcomes
Pupils should:	Pupils will:
Find out about and re-create fairground activities, e.g. coconut shy, hook-a-duck, hoop-la, ball in a bucket, buzz wire, tin can alley	Use a range of sources to identify traditional fairground activities Respond to/Suggest materials for making own fairground activities Choose designs and colours for own fairground activities Use different materials and techniques to make own fairground activities Test out and respond to/comment on own fairground activities
Plan and carry out a fairground-themed event	Contribute to designing posters or invitations to publicise event Select appropriate music to accompany fairground activities Select and prepare refreshments to provide at event Interact with others appropriately during the activity Show/explain to others how to use fairground activity Record event in some way, e.g. take photos of event for school newsletter

Learning area: Media/Creative/Discovery (Geography/Citizenship focus)	
Topic: Listen to us!	
Teaching objectives	Learning outcomes
Pupils should:	Pupils will:
Learn about children's rights across the world See: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf	Experience/Recognise/Identify (through objects, activities or ideas) some of the rights all children should have Respond to simulations/accounts of children not having their rights upheld Take part in role plays/drama activities related to children's rights Share with others what they have learned about children's rights, e.g. in an assembly

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<p>Learn about exercising their own rights in different contexts</p>	<p>Recognise/Identify (through objects, activities, or ideas) when and how they exercise their own rights Show an awareness of the people who can support (or limit) their rights Take part in a creative activity inspired by a right they exercise Recognise/Identify when and how their own rights could be improved Contribute to drawing attention to how their own rights could be improved</p>
<p>Learning area: Media/Creative/Discovery (History focus) Topic: Time travel</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>
<p>Pupils should:</p>	<p>Pupils will:</p>
<p>Learn about aspects of life at a chosen time in the past, e.g. housing, diet, dress, occupations, transport, the arts, technology, family life, education, gender roles, religious beliefs, government</p>	<p>Experience and respond to objects and stimuli associated with life at a time in the past Use a range of information sources to gain information about life at a time in the past Show an awareness of/Describe aspects of life at a time in the past Distinguish aspects of life in the past from aspects of life today Comment on/Express an opinion about differences between life in the past and life today Share with others in an appropriate format/way what they have learned about life at a time in the past</p>

<p>Learning area: Media/Creative/Discovery (Geography and PSHE focus) Topic: Our community</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>
<p>Pupils should:</p>	<p>Pupils will:</p>

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<p>Learn about places which make up a given community (community can be the school, Warmley, Bristol, England, UK...)</p>	<p>Respond to/Show an awareness of the different places within a given community Show an awareness of what happens in different places in the community Show an awareness of how places within the community are connected Visit and respond to a chosen place in the community Record experiences/understanding of the above in an appropriate way</p>
<p>Learn about people who make up a given community (community can be the school, Warmley, Bristol, England, UK...)</p>	<p>Respond to/Show an awareness of the different people within a given community Show an awareness of the different roles people play in the community Show an awareness of how people in the community are connected Recognise/Identify people who can help them in the community Choose a person in the community to interact with Interact with a chosen person and contribute to making a record of this</p>
<p>Learning area: Media/Creative/Discovery (Design and Technology/Art focus) Topic: Weather and Climate</p>	
<p>Teaching objectives</p>	<p>Learning outcomes</p>
<p>Pupils should:</p>	<p>Pupils will:</p>
<p>Design, make and evaluate an object inspired by the weather, e.g. umbrella, rain jacket, sun hat, parasol, wind chime, kite, whirligig</p>	<p>Show an awareness of/Identify objects associated with different weather conditions Explore/Comment on the properties of objects related to weather conditions Experiment with/Comment on materials and techniques for making a chosen weather object Make choices in relation to designs and colours, materials and techniques Test out and respond to/comment on own weather object Communicate ideas about own weather object with others</p>

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Express themselves creatively in response to weather related stimuli	<p>Experience and respond to a range of weather related stimuli</p> <p>Respond to/Comment on art work inspired by weather conditions</p> <p>Choose a weather related stimulus or art work as a basis for own piece of art</p> <p>Experiment with/Make choices about designs and colours, materials and techniques for own art work</p> <p>Work with a partner or as part of a group to create a piece of art inspired by the weather</p>
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Learning area: Media/Creative/Discovery (Cross-curricular)	
Topic: Making the news	
Teaching objectives	Learning outcomes
Pupils should:	Pupils will:
Create a class news programme, newspaper or newsletter, reflecting issues important to them and to those around them	<p>Explore and respond to news reports in different formats (what others see as newsworthy)</p> <p>Show an awareness of/Identify what is newsworthy/important in their own lives</p> <p>Show an awareness that we all have different interests and priorities</p> <p>Select an issue or event to report on in the class project (something important to them or to someone else)</p> <p>Identify and use appropriate information sources to find out about the issue/event</p> <p>Respond to/Comment on information found</p> <p>Contribute to reporting/recording information found in a suitable way, for example choosing objects, images, words, sounds to include in report</p> <p>Ask for feedback from others on their report in an appropriate way and respond to this</p>

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Learning area: Media/Creative/Discovery (Cross-curricular)	
Topic: Enterprise	
Teaching objectives	Learning outcomes
Pupils should:	Pupils will:
Design, make, promote and sell products (or services) as an enterprise project	<p>Show an awareness that products and services are provided by others</p> <p>Show an awareness that products and services have a cost</p> <p>Match products and services with their providers (e.g. shampoo from a supermarket; haircut from a hairdresser's)</p> <p>Communicate with others to conduct market research about a product or service as an enterprise project</p> <p>Use other information sources to research the product or service</p> <p>Express opinions about aspects of the product or service</p> <p>Contribute to making decisions about aspects of the product or service</p> <p>Contribute to solving problems related to the product or service</p> <p>Contribute to publicising and labelling the product or service</p> <p>Communicate with customers when selling the product/providing the service</p> <p>Show an awareness of costs/expenses and income related to the project</p> <p>Contribute to deciding what any profit will be used for</p>