



Key Stage 3 Curriculum Overview

<u>Class</u>	<u>Autumn</u>	<u>Spring</u>		<u>Summer</u>		
<u>English</u>						
Newton (Year 7)	<p><u>Book study: Michael Morpurgo - friend or foe</u></p> <p>Developing students' reading and listening skills.</p> <p>Developing writing for different pieces.</p> <p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p>	<p><u>Book study: Michael Morpurgo - friend or foe</u></p> <p>Exploring structure of a story - beginning, middle, end, suspense and plot twist/cliff hanger.</p> <p>Write their own story from POV of evacuee.</p> <p>Development of writing techniques.</p>	<p><u>Roald Dahl poetry</u></p> <p><u>Audiences</u></p> <p>Structure of poems</p> <p>Poetry features- alliteration, onomatopoeia.</p> <p>Similes and metaphors.</p> <p>Investigating Roald Dahl as an author</p>	<p><u>Newspaper/ Advertisement</u></p> <p>Investigate newspaper features- headlines, images, factual language, slang</p> <p>Types of newspapers- Tabloid/ Broadsheet</p>	<p><u>Book study: Gangsta Grandma</u></p> <p>Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary.</p> <p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p>	<p><u>Persuasive writing</u></p> <p>Looking at animal rights.</p> <p>Persuasive language- modal verbs/ emotive language/ personal/ hyperboles Letter writing</p>



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<p>Parks (Year 7)</p>	<p style="text-align: center;"><u>Book study: Gangsta Grandma</u></p> <p>Developing students' reading and listening skills.</p> <p>Developing writing for different pieces, for example, police report, diary.</p> <p>Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing</p> <p>HR: SPaG and Guided Reading/Accelerated reader in liaison with RH_</p>	<p style="text-align: center;"><u>Roald Dahl Poetry</u></p> <p>Audiences</p> <p>Structure of poems</p> <p>Poetry features- alliteration, onomatopoeia.</p> <p>Investigating Roald Dahl as an author</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p style="text-align: center;"><u>Newspaper/ Advertisement</u></p> <p>Investigate newspaper features- headlines, images, factual language, slang</p> <p>Types of newspapers- Tabloid/ Broadsheet</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p style="text-align: center;"><u>Book study: The London Eye Mystery</u></p> <p>Investigate what prediction is by showing examples and talking about this with peers.</p> <p>Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens</p> <p>Characters- description, feelings</p> <p>Setting- 5 senses</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p style="text-align: center;"><u>Book study: The London Eye Mystery</u></p> <p>Investigate what prediction is by showing examples and talking about this with peers.</p> <p>Writing their own predictions from watching short video clips and reading the beginning of a text and predicting what happens</p> <p>Characters- description, feeling</p> <p>Setting- 5 senses</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>	<p style="text-align: center;"><u>Persuasive writing</u></p> <p>Looking at animal rights.</p> <p>Persuasive language- modal verbs/ emotive language/ personal/ hyperboles</p> <p>Letter writing</p> <p>HR: SPaG and Guided Reading /Accelerated reader in liaison with RH</p>
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<p>Curie (Year 8)</p>	<p style="text-align: center;"><u>Newspaper Writing</u></p> <p>Features and language of a newspaper</p> <p style="text-align: center;">Headlines</p> <p>Using current newspaper articles</p> <p>SPAG - focusing on speech, paragraphs, past tense and sentence structure.</p> <p>Create their own article_</p>	<p style="text-align: center;"><u>Fantasy Writing</u></p> <p>SPAG - focusing on individual targets, expanded noun phrases</p> <p>Features of a fantasy story</p> <p>Create characters - heroes and villains</p> <p>Use pobble 365 Images to help with imagination</p> <p>Plan and write a fantasy story - dilemmas and mysterious endings</p>	<p style="text-align: center;"><u>Book study: How to train your dragon</u></p> <p>Reading and listening skills</p> <p>Character and setting descriptions</p> <p>Writing from a character's point of view</p> <p>Writing for different purposes, for example, diary entry, instruction writing, letters.</p> <p>SPAG - Capital letters, full stops and imperative verbs to enhance writing.</p> <p>Book review</p>	<p style="text-align: center;"><u>Persuasive Writing</u></p> <p>Letter writing, adverts and posters.</p> <p>Persuasive language - paragraphs, emotive language and adverbs</p>	<p style="text-align: center;"><u>Book study : Holes</u></p> <p>Prediction</p> <p>Language used in the book</p> <p>Setting and Character descriptions</p> <p>What makes a good hook?</p> <p>Reading and Listening skills</p> <p>Sentence structure and paragraph writing</p>	<p style="text-align: center;"><u>Book Study: Holes</u></p> <p>Research Author</p> <p>Building tension</p> <p>Retelling the story</p> <p>Writing for different purposes - Newspaper report, diary entry, Letter home.</p> <p>Comparison to the book</p> <p>Book review</p> <p>Film review</p> <p>End of year assessment</p>
<p>Castner (Year 8)</p>	<p style="text-align: center;"><u>Book study: The Savage Reading and listening skills</u></p>	<p style="text-align: center;"><u>Fantasy Writing</u></p>	<p style="text-align: center;"><u>Newspaper Writing</u></p>	<p style="text-align: center;"><u>Persuasive Writing</u></p>	<p style="text-align: center;"><u>Book study : Holes</u></p> <p>Prediction</p>	<p style="text-align: center;"><u>Book Study: Holes</u></p>



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	<p>Character and setting descriptions</p> <p>Writing from a character's point of view</p> <p>Writing for different purposes, for example, diary entry, instruction writing, letters.</p> <p>SPAG - Capital letters, full stops and imperative verbs to enhance writing.</p> <p>Book review</p>	<p>SPAG - focusing on individual targets, expanded noun phrases</p> <p>Features of a fantasy story</p> <p>Create characters - heroes and villains</p> <p>Use pobble 365 Images to help with imagination</p> <p>Plan and write a fantasy story - dilemmas and mysterious endings</p>	<p>Features and language of a newspaper</p> <p>Headlines</p> <p>Using current newspaper articles</p> <p>SPAG - focusing on speech, paragraphs, past tense and sentence structure.</p> <p>Create their own article</p>	<p>Letter writing, adverts and posters.</p> <p>Persuasive language - paragraphs, emotive language and adverbs</p>	<p>Language used in the book</p> <p>Setting and Character descriptions</p> <p>What makes a good hook?</p> <p>Reading and Listening skills</p> <p>Sentence structure and paragraph writing</p>	<p>Research Author</p> <p>Building tension</p> <p>Retelling the story</p> <p>Writing for different purposes - Newspaper report, diary entry, Letter home.</p> <p>Comparison to the book</p> <p>Book review</p> <p>Film review</p> <p>End of year assessment</p>
<p>Anderson (Year 9)</p>	<p><u>Travel Writing - Non Fiction</u></p> <p>Writing for different purposes and audiences eg to entertain, inform, persuade.</p> <p>Exploring past and contemporary texts.</p>	<p><u>The Garbage King - Book Study</u></p> <p>Reading and listening skills.</p>	<p><u>The Garbage King - Book Study</u></p> <p>Character and setting descriptions</p> <p>Writing for different purposes and</p>	<p><u>Pop and Poetry</u></p> <p>Comparing poems and music</p> <p>How poems and songs are structured</p>	<p><u>Kindertransport - Book/Play Study</u></p> <p>Cross curricular - exploring the context of WW2, The</p>	<p><u>Debates and Balanced Arguments</u></p> <p>Writing to persuade</p> <p>Encouraging class debate</p>



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	<p>Finding features within the text that make it effective eg adjectives, extended metaphors</p> <p>Bill Bryson - analysis of short story writing</p> <p>SPAG - paragraphs, descriptive writing, expanding sentences.</p>	<p>Exploring other cultures and making comparisons</p> <p>Identifying features and structure of a good story eg emotive language, cliff hangers.</p>	<p>different points of view eg diary, newspaper article</p> <p>Develop writing skills, eg used expanded noun phrases, fronted adverbials and punctuation</p> <p>Book review</p>	<p>Exploration of voice, place and identity</p> <p>Writing similes, metaphors, hyperbole</p> <p>Creating their own poem inspired by a pop song</p>	<p>Holocaust and evacuation</p> <p>How plays are written and structured</p> <p>Emotive language</p> <p>Opportunity to perform and read out loud</p> <p>Writing for different purposes and from different perspectives eg diary entries</p>	<p>and forming evidenced arguments</p> <p>SPAG - how to structure an argument eg paragraphs, evidence and using language to persuade</p> <p>Animal testing, should zoos be banned</p>
<p>Turing (Year 9)</p>	<p><u>Functional Skills - Level 1 English - Speaking and Listening</u></p> <p>Analysing and developing good communication skills. Enable pupils to communicate effectively - sharing their ideas confidently and convey their ideas and opinions clearly, coherently and confidently.</p>	<p><u>Functional Skills - Level 1 English - Reading</u></p> <p>Developing good reading skills. Enabling pupils to read a range of texts with confidence and understanding. Familiarise pupils with the format</p>	<p><u>Functional Skills - Level 1 English - Writing</u></p> <p>Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level of detail and of</p>	<p><u>Functional Skills - Level 1 English - Speaking and Listening</u></p> <p>Develop the speaking and listening skills learned in Autumn 1. Follow and understand discussions and make</p>	<p><u>Functional Skills - Level 1 English - Reading</u></p> <p>Compare information, ideas and opinions in different texts. Identify meanings in texts and distinguish</p>	<p>Functional Skills - Level 1 English - Writing</p> <p>Developing the skills learned in Spring 1. Communicate information, ideas and opinions clearly,</p>



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	<p>. Identify relevant information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions. Communicate information, ideas and opinions clearly and accurately on a range of topics. Express opinions and arguments and support them with evidence.</p>	<p>of FS exam questions. Develop specific reading skills (skimming, scanning, indepth). Identify and understand the main points, ideas and details in texts. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings,</p>	<p>appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: articles, letters, emails, reviews; information/advice sheets.</p>	<p>contributions relevant to the situation and the subject. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. . Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p>	<p>between fact and opinion. Recognise that language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) Read and understand a range of specialist words in context. Use knowledge of punctuation to aid</p>	<p>coherently and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: eye-witness accounts;</p>
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		<p>paragraphs) in a range of straightforward texts</p> <p>Infer from images meanings not explicit in the accompanying text.</p>			<p>understanding of straightforward texts</p>	<p>online feedback forms; reviews; web-page entries; and newsletters.</p>
<u>Maths</u>						
<p>Newton (Year 7)</p>	<p>Baseline assessment</p> <p>Number and Place Value- Count to 1000 and backwards</p> <p>Explore number values.</p> <p>Multiplication tables (in particular 2, 5 and 10)</p>	<p>Addition & Subtraction- dependent on pupils' ability</p> <p>Statistics</p>	<p>Multiplication tables (1-12)</p> <p>Long Multiplication and Division.</p> <p>Problem Solving- dependent on pupils' ability.</p> <p>Some pupils may focus on their multiplication tables</p>	<p>Fractions- Equivalent Fractions, Comparing fractions with the same/ a different denominator</p> <p>Adding and Subtracting Fractions</p>	<p>Geometry- Properties of 2D and 3D shapes.</p> <p>Lines of Symmetry</p> <p>Angles</p> <p>Position and direction</p>	<p>Measurement- length/height weight/capacity</p> <p>Telling the time</p> <p>Understanding money</p> <p>Perimeter and Area</p>
<p>Parks (Year 7)</p>	<p>Baseline assessment</p> <p>Number and Place Value- Count to 1000 and backwards</p> <p>Explore number values.</p>	<p>Addition & Subtraction- dependent on pupils' ability</p> <p>Statistics</p>	<p>Multiplication tables (1-12)</p> <p>Long Multiplication and Division.</p>	<p>Fractions- Equivalent Fractions, Comparing fractions with the same/ a different denominator</p>	<p>Geometry- Properties of 2D and 3D shapes.</p> <p>Lines of Symmetry</p>	<p>Measurement- length/height weight/capacity</p> <p>Telling the time</p> <p>Understanding money</p>



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	Multiplication tables (in particular 2, 5 and 10)		Problem Solving- dependent on pupils' ability. Some pupils may focus on their multiplication tables	Adding and Subtracting Fractions	Angles Position and direction	Perimeter and Area
Anderson	Number Calculations Baseline assessment Written and mental methods - using all 4 operations. Sequences and equations (nth term, finite and infinite, arithmetic sequences, multiples).	Statistics (analysing data) Analysing and Displaying data using tables and graphs. Calculating averages from data.	Fractions, decimals and percentages Geometry in 2D and 3D shapes	Measuring and shapes (converting units, using the appropriate measures) Angles (polygons, on a line and around a point) Drawing and measuring angles	Algebra Algebraic and real life graphs Using multiplication and division to reason and problem solve	Probability Using ratios (to share, problem solve and reason
Turing (Year 9) Functional skills L1 (Open to Y9- 11 based on teachers assessment)	L1.1 Read, write, order and compare large numbers (up to one million) L1.2 Recognise and use positive and negative numbers L1.3 Multiply and divide whole numbers and decimals by 10, 100, 1000 L1.4 Use multiplication facts and make connections with division facts	L1.11 Add, subtract, multiply and divide decimals up to two decimal places L1.12 Approximate by rounding to a whole number or to one or two decimal places	L1.13 Read, write, order and compare percentages in whole numbers L1.14 Calculate percentages of quantities, including simple percentage increases and decreases by 5%	L1.21 Recognise and make use of simple scales on maps and drawings L1.22 Calculate the area and perimeter of simple shapes including those that are made up	L1.25 Interpret plans, elevations and nets of simple 3-D shapes L1.26 Use angles when describing position and direction, and measure	Revision



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	<p>L1.5 Use simple formulae expressed in words for one or two-step operations</p> <p>L1.6 Calculate the squares of one-digit and two-digit numbers</p>		<p>and multiples thereof</p> <p>L1.15 Estimate answers to calculations using fractions and decimals</p> <p>L1.16 Recognise and calculate equivalences between common fractions, percentages and decimals</p> <p>L1.17 Work with simple ratio and direct proportions</p> <p>L1.18 Calculate simple interest in multiples of 5% on amounts of money</p>	<p>of a combination of rectangles</p> <p>L1.23 Calculate the volumes of cubes and cuboids</p> <p>L1.24 Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles</p>	<p>angles in degrees</p> <p>L1.27 Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs</p> <p>L1.28 Group discrete data and represent grouped data graphically</p> <p>L1.29 Find the mean and range of a set of quantities</p> <p>L1.30 Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events</p>	
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					L1.31 Use equally likely outcomes to find the probabilities of simple events and express them as fractions	
<p>Functional skills L2 (Open to year 9-11 based on teachers assessment)</p>	<p>1. Read, write, order and compare positive and negative numbers of any size 2. Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation</p> <p>3. Evaluate expressions and make substitutions in given formulae in words and symbols 4. Identify and know the equivalence between fractions, decimals and percentages 5. Work out percentages of amounts and express one amount as a percentage of another 6. Calculate percentage change (any size increase and decrease), and original</p>	<p>7. Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers 8. Express one number as a fraction of another 9. Order, approximate and compare decimals 10. Add, subtract, multiply and divide decimals up to three decimal places 11. Understand and calculate</p>	<p>13. Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting 14. Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph 15. Calculate using compound measures including speed, density and rates of pay angles and/or coordinates with 2-D and 3-D shapes</p>	<p>17. Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)</p> <p>18. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements</p> <p>19. Use coordinates in 2-D, positive and negative, to</p>	<p>21. Draw 3-D shapes to include plans and elevations</p> <p>22. Calculate values of angles and/or coordinates with 2-D and 3-D shapes</p> <p>23. Calculate the median and mode of a set of quantities</p> <p>24. Estimate the mean of a grouped frequency distribution from discrete data</p>	<p>25. Use the mean, median, mode and range to compare two sets of data</p> <p>26. Work out the probability of combined events including the use of diagrams and tables, including two-way tables</p> <p>27. Express probabilities as fractions, decimals and percentages</p>



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	value after percentage change	using ratios, direct proportion and inverse proportion 12. Follow the order of precedence of operators, including indices	16. Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including nonrectangular shapes (formulae given except for triangles and circles)	specify the positions of points 20. Understand and use common 2-D representations of 3-D objects 21. Draw 3-D shapes to include plans and elevations 22. Calculate values of angles and/or coordinates with 2-D and 3-D shapes		
<u>Science</u>						
Newton (Year 7)	Introduction to Secondary Science 7F Acids and Alkalis 7A Cells, tissues, organs and systems	7I Energy 7B Sexual reproduction in animals	7J Current electricity 7E Mixtures and separation	7C Muscles and bones 7G The particle model	7K Forces 7D Ecosystems	7H Atoms, elements and compounds 7L Sound



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<p>Parks (Year 7)</p>	<p>Introduction to Secondary Science</p> <p>7F Acids and Alkalis</p> <p>7A Cells, tissues, organs and systems</p>	<p>7I Energy</p> <p>7B Sexual reproduction in animals</p>	<p>7J Current electricity</p> <p>7E Mixtures and separation</p>	<p>7C Muscles and bones</p> <p>7G The particle model</p>	<p>7K Forces</p> <p>7D Ecosystems</p>	<p>7H Atoms, elements and compounds</p> <p>7L Sound</p>
<p>Curie (Year 8)</p>	<p>8A Food and nutrition</p> <p>8E Combustion</p>	<p>8I Fluids</p> <p>8B Plants and reproduction</p> <p>Dyson Project</p>	<p>8F The periodic table</p> <p>8J Light</p>	<p>8C Breathing and respiration</p> <p>8G Metals and their use</p>	<p>8K Energy transfers</p> <p>8D Unicellular organisms</p>	<p>8H Rocks</p> <p>8L Earth and space</p>
<p>Castner (Year 8)</p>	<p>8A Food and nutrition</p> <p>8E Combustion</p>	<p>8I Fluids</p> <p>8B Plants and reproduction</p> <p>Dyson Project</p>	<p>8F The periodic table</p> <p>8J Light</p>	<p>8C Breathing and respiration</p> <p>8G Metals and their use</p>	<p>8K Energy transfers</p> <p>8D Unicellular organisms</p>	<p>8H Rocks</p> <p>8L Earth and space</p>



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<p>Anderson (Year 9)</p>	<p>9A Genetics and evolution 9E Making materials</p>	<p>9I Forces and motion 9B Plant growth</p>	<p>9F Reactivity 9J Force fields and electromagnets</p>	<p>ASDAN Science short course 9C Biology revision and projects 9G Chemistry revision and projects 9K Physics revision and projects</p>	<p>ASDAN Science short course 9D Biology transition to GCSE 9H Chemistry transition to GCSE</p>	<p>ASDAN Science short course 9L Physics transition to GCSE End of Year Test</p>
<p>Turing (Year 9)</p>	<p>9A Genetics and evolution 9E Making materials</p>	<p>9I Forces and motion 9B Plant growth</p>	<p>9F Reactivity 9J Force fields and electromagnets</p>	<p>ASDAN Science short course 9C Biology revision and projects 9G Chemistry revision and projects</p>	<p>ASDAN Science short course 9D Biology transition to GCSE 9H Chemistry</p>	<p>ASDAN Science short course 9L Physics transition to GCSE End of Year Test</p>



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				9K Physics revision and projects	transition to GCSE	
<u>Computing/ICT</u>						
Newton (year 7)	Impact of Technology - Collaborating online respectfully	Using Media - Gaining support for a cause	Networks from semaphores to the Internet	Spreadsheets Modelling Data	Programmin g essentials in Scratch 1	Programmin g essentials in Scratch 2
Parks (Year 7)	Impact of Technology - Collaborating online respectfully	Modelling Data - Spreadsheets	Programming essentials in Scratch 1	Using Media - Gaining support for a cause	Programmin g essentials in Scratch 2	Networks from semaphores to the Internet
Curie (Year 8)	Design vector graphics	Computing systems	Networks 2	Representation s: from clay to silicon	Mobile app developme nt	Intro to Python programmin g
MacArthur (intervention)	Spreadsheets Working with spreadsheets Enhancing productivity Insert, select Edit, sort Copy, move, delete	Spreadsheets Functions Numbers, dates Alignment, border effects	Word Processing Working with documents Enhancing productivity Enter text	Word Processing Table formatting Graphical objects Preparation	Presentation Skills Open a presentation file	Presentation Skills Set default Username



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	rows and columns Worksheets Arithmetic formulas	Create charts Edit charts Setup Check and print	Select, edit Text Paragraphs Styles Table creation	Outputs Set up Check and print	Save the presentation to your area Changing Author name Set the default folder Set the default location Copy a slide using two different methods Transition effects Set the slide timings Add notes Insert an Image Adding text	Copy and Pasting a slide Using appropriate Image Changing Author name Changing the speed Set slide timings change advanced slide setting Setting up a table Entering data in a table Inserting row and columns Resizing columns and Rows Deleting rows
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						Alignment setting
Turing (Year 9)	3D graphics, animation, video editing	Data Science	Cybersecurity	Representation s: going audio-visual	Python programming with sequences of data	Programming physical computing
<u>PSHE/RSE</u>						
Lower School	Friendships Relationships	Managing my emotions	Mental wellbeing	Changing and growing	Healthy Lifestyle	The World I live in
	<p>Making new friends Good qualities/ bad qualities in a friend</p> <p>How to make friends Playing and working together Bullying behaviours LGBTQ+</p>	<p>What makes me feel happy/ angry or sad? How to express how I am feeling.</p> <p>Exploring strategies Main focus- Emotional</p>	<p>What is mental health How can we look after our mental health Body image/ social</p> <p>Media Explore what makes me me.</p>	<p>Baby to adult Dealing with touch Different types of relationships (friendships and relationships) Peer on peer abuse</p>	<p>What is a balanced diet? Different foods- good and bad foods.</p> <p>Drug abuse Alcohol abuse</p>	<p>Online safety Respect differences Rules and laws Belonging to a community Money</p>



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		Regulations Chart				
<u>Art</u>						
Newton	<p><u>Colour Theory</u> Pupils will take a <u>baseline art assessment</u> to see the knowledge they already know.</p> <p>They will have a series of lessons based around the <u>colour wheel</u>.</p> <p>Refer to artists such as <u>Kandinsky</u> to see how artists use colour theory in their work.</p>	<p><u>Class Project around Colour Theory-</u></p> <p>Photographs of Animals- Using Colour to transform the animal- What does this do etc?</p>	<p><u>How media influences art</u></p> <p>Using favourite media e.g. film, music, tv within art - collage making.</p> <p>Art based on a celebrity/role model. Creating art to music - how a piece of music they listen to can be reflected within a pupil's work.</p>	<p><u>Class Project around Culture in Art</u></p> <p>World Art Festivals and Celebrations.</p> <p>Day of the Dead Festival of Light</p>	<p><u>Different Artists</u></p> <p>Pupils explore different techniques of the Great Artists. From Vincent Van Gogh to Andy Warhol. Pupils are to understand what techniques are and how to recognise different artists' work</p>	<p><u>Colours of Asia</u></p> <p>Students will use their skills gained across the year to produce pieces of work which reflect the continent of Africa. This will include using different types of media for example printing, modelling, sketching, jewellery making gathered from both primary and secondary sources. They will examine and reflect on the different colours used to represent the continent and use them in a final piece of artwork.</p>



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Parks	<p><u>Colour Theory</u> Pupils will take a baseline art assessment to see the knowledge they already know.</p> <p>They will have a series of lessons based around the colour wheel.</p> <p>Refer to artists such as Kandinsky to see how artists use colour theory in their work.</p>	<p>Class Project around Colour Theory-</p> <p>Photographs of Animals- Using Colour to transform the animal- What does this do etc?</p>	<p><u>Aboriginal Art-</u></p> <p>Rock painting, dot painting, bark painting.</p> <p>Pupils are to explore Dream Paintings and create their own Dream Paintings using symbols and dot painting techniques</p>	<p><u>Class Project around Culture in Art</u></p> <p>World Art Festivals and Celebrations.</p> <p>Day of the Dead Festival of Light</p>	<p><u>Different Artists</u></p> <p>Pupils explore different techniques of the Great Artists. From Vincent Van Gogh to Andy Warhol. Pupils are to understand what techniques are and how to recognise different artists' work</p>	<p><u>Colours of Africa</u></p> <p>Students will use their skills gained across the year to produce pieces of work which reflect the continent of Africa. This will include using different types of media for example printing, modelling, sketching, jewellery making gathered from both primary and secondary sources. They will examine and reflect on the different colours used to represent the continent and use them in a final piece of artwork.</p>
Castner						
Curie						
Anderson	<p><u>Day of the Dead-3D Making</u></p> <p>Pupils are to explore the Day of the Dead</p>	<p><u>Formal Elements and Mark Making</u></p>	<p><u>Observational Drawing</u></p> <p>Pupils will learn how to draw from</p>	<p><u>Portraits</u></p> <p>Pupils will look at the technical side of drawing</p>	<p><u>Silhouettes</u></p> <p>Pupils will explore silhouettes in</p>	<p><u>GCSE Art</u></p> <p>Introduction to GCSE Art. Pupils will experience what a GCSE Art course</p>



Key Stage 3 Curriculum Overview

	<p>Festival. They are to explore shape and pattern as well as exploring colour. Pupils will start to recognise relationships through colour and also develop techniques such as colour blending.</p>	<p>Pupils will explore formal elements and build on their prior knowledge from previous years. They will look at mark making techniques and materials. They will explore the theme of Autumn and Natural Forms.</p>	<p>direct observation. Using classroom resources such as trainers etc.. They will use their knowledge of mark-making techniques to make a series of observational drawings and paintings. Photography</p>	<p>portraits. They will use grids and photography to develop realistic portraits. They will use digital media and photography.</p> <p>Chuck Close Hyper-Realistic Photography</p>	<p>Art. They will explore moonscapes and sunsets. Pupils will work around the concept of light and dark and complete work with paints, chalks, pastels, photography, spray paints and collage.</p>	<p>entails. They will look at past work and portfolios. Pupils will complete a mini Sketchbook project which they will take home to complete during the Summer Holidays.</p>
Turing	<p><u>Day of the Dead-3D Making</u></p> <p>Pupils are to explore the Day of the Dead Festival. They are to explore shape and pattern as well as exploring colour. Pupils will start to recognise relationships through colour and also develop techniques</p>	<p><u>Formal Elements and Mark Making</u></p> <p>Pupils will explore formal elements and build on their prior knowledge from previous years. They will look at mark making techniques and</p>	<p><u>Observational Drawing</u></p> <p>Pupils will learn how to draw from direct observation. Using classroom resources such as trainers etc.. They will use their knowledge of mark-making techniques to</p>	<p><u>Portraits</u></p> <p>Pupils will look at the technical side of drawing portraits. They will use grids and photography to develop realistic portraits. They will use digital media and photography.</p>	<p><u>Silhouettes</u></p> <p>Pupils will explore silhouettes in Art. They will explore moonscapes and sunsets. Pupils will work around the concept of light and dark and</p>	<p><u>GCSE Art</u></p> <p>Introduction to GCSE Art. Pupils will experience what a GCSE Art course entails. They will look at past work and portfolios. Pupils will complete a mini Sketchbook project which they will take home to complete</p>



Key Stage 3 Curriculum Overview

	such as colour blending.	materials. They will explore the theme of Autumn and Natural Forms.	make a series of observational drawings and paintings. Photography	Chuck Close Hyper-Realistic Photography	complete work with paints, chalks, pastels, photography, spray paints and collage.	during the Summer Holidays.
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Religious Education

Newton	<u>Religious Festivals</u> <u>Festival of Hungry Ghosts (Buddhism)</u> 2/08 <u>Harvest (Christianity)</u> 27/9 <u>Diwali (Hinduism)</u> 14/11 <u>Human Rights Day (National Holiday)</u> 10/12	<u>Places of Worship</u> <u>Church</u> <u>Synagogue</u> <u>Mosque</u> <u>Buddhist Temple</u> <u>Gurdwara</u> <u>Comparisons</u>	<u>Religious Celebrations</u> <u>Weddings/ Funerals and the birth of babies across a variety of religions</u> <u>Non religious celebrations</u> <u>Comparisons</u>	<u>Study of a religion Christianity</u> <u>What do you already know about Christianity?</u> <u>Christian celebrations- Christmas, and Easter</u> <u>Religious texts (the bible)</u>	<u>Pilgrimages within different religions</u> <u>Buddhist Pilgrimage</u> <u>Christian Pilgrimage</u> <u>Hindu Pilgrimage</u> <u>Muslim Pilgrimage</u> <u>Special Journeys</u>	<u>Study of a religion Buddhism</u> <u>What do you know about buddhism?</u> <u>Understanding Buddhism</u> <u>Mindfulness in Buddhism</u> <u>Comparisons with Christianity</u>
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Key Stage 3 Curriculum Overview

	<u>Hanukkah (Judaism)</u> 11/12					
Parks	<p><u>Religious Festivals</u></p> <p><u>Festival of Hungry Ghosts (Buddhism)</u> 2/08</p> <p><u>Harvest (Christianity)</u> 27/9</p> <p><u>Diwali (Hinduism)</u> 14/11</p> <p><u>Human Rights Day (National Holiday)</u> 10/12</p> <p><u>Hanukkah (Judaism)</u> 11/12</p>	<p><u>Places of Worship</u></p> <p><u>Church</u></p> <p><u>Synagogue</u></p> <p><u>Mosque</u></p> <p><u>Buddhist Temple</u></p> <p><u>Gurdwara</u></p> <p><u>Comparisons</u></p>	<p><u>Religious Celebrations</u></p> <p><u>Weddings/ Funerals and the birth of babies across a variety religions</u></p> <p><u>Non religious celebrations</u></p> <p><u>Comparisons</u></p>	<p><u>Study of a religion Christianity</u></p> <p><u>What do you already know about Christianity?</u></p> <p><u>Christian celebrations- Christmas, and Easter</u></p> <p><u>Religious texts (the bible)</u></p>	<p><u>Pilgrimages within different religions</u></p> <p><u>Buddhist Pilgrimage</u></p> <p><u>Christian Pilgrimage</u></p> <p><u>Hindu Pilgrimage</u></p> <p><u>Muslim Pilgrimage</u></p> <p><u>Special Journeys</u></p>	<p><u>Study of a religion Buddhism</u></p> <p><u>What do you know about buddhism?</u></p> <p><u>Understanding Buddhism</u></p> <p><u>Mindfulness in Buddhism</u></p> <p><u>Comparisons with Christianity</u></p>
Curie	<p><u>Religious symbols</u></p> <p><u>What is a symbol?</u></p> <p><u>Why do people use them?</u></p> <p><u>What do they represent?</u></p>	<p><u>Study of a religion - Hinduism</u></p> <p><u>What do you already know?</u></p> <p><u>Beliefs</u></p> <p><u>Places and Festivals</u></p>	<p><u>Love and forgiveness</u></p> <p><u>What is forgiveness?</u></p> <p><u>Why is it important?</u></p> <p><u>Forgiveness in different religions</u></p>	<p><u>Study of a religion - Sikhism</u></p> <p><u>What do you already know?</u></p> <p><u>Beliefs</u></p> <p><u>Places and Festivals</u></p>	<p><u>Justice and Freedom</u></p> <p><u>What is justice?</u></p> <p><u>What is freedom?</u></p> <p><u>Human rights</u></p> <p><u>Animal rights</u></p>	<p><u>Non religious beliefs</u></p> <p><u>Beliefs</u></p> <p><u>Values</u></p> <p><u>Practices</u></p> <p><u>Non religious ceremonies</u></p>



Key Stage 3 Curriculum Overview

	<u>Symbols used by different religions</u>	<u>Symbols/ Holy Books</u>	<u>The importance of being kind</u> <u>Create a symbol for forgiveness</u>	<u>Symbols/Holy Books</u>	<u>Famous people who have fought for justice and freedom</u>	<u>Humanism</u>
Anderson	<u>Extremism</u> <u>What is extremism?</u> <u>What causes people to turn to extremism?</u> <u>Where do terrorists come from?</u> <u>Salem witch trials.</u> <u>Holocaust.</u> <u>Incels.</u>	<u>Non religious beliefs</u> <u>Beliefs</u> <u>Values</u> <u>Practices</u> <u>Non religious ceremonies</u> <u>Humanism</u>	<u>Study of a religion - Buddhism</u> <u>Where and when was Buddhism founded</u> <u>Beliefs, symbols and places of worship</u> <u>Festivals and celebrations</u>	<u>Morals, Ethics and Philosophy</u> <u>Does religion cause peace or conflict?</u> <u>Why do people suffer?</u> <u>Treatment of animals</u> <u>Life after death</u> <u>Religion and nature</u>	<u>Justice and Freedom</u> <u>What is justice?</u> <u>What is freedom?</u> <u>Human rights</u> <u>Animal rights</u> <u>Famous people who have fought for justice and freedom</u>	<u>Study of a religion - Sikhism</u> <u>Where and when was Sikhism founded</u> <u>Beliefs, symbols and places of worship</u> <u>Festivals and celebrations</u>
Turing	<u>Extremism</u> <u>What is extremism?</u> <u>What causes people to turn to extremism?</u> <u>Where do terrorists come from?</u>	<u>Christianity</u> <u>Key beliefs</u> <u>Holy texts</u> <u>Misconceptions</u> <u>Places of worship</u> <u>Religious clothing</u>	<u>Hinduism</u> <u>Key beliefs</u> <u>Holy texts</u> <u>Misconceptions</u> <u>Places of worship</u> <u>Religious clothing</u>	<u>Judaism</u> <u>Key beliefs</u> <u>Holy texts</u> <u>Misconceptions</u> <u>Places of worship</u> <u>Religious clothing</u>	<u>Islam</u> <u>Key beliefs</u> <u>Holy texts</u> <u>Misconceptions</u> <u>Places of worship</u>	<u>Non religious beliefs</u> <u>Beliefs</u> <u>Values</u> <u>Practices</u> <u>Non religious ceremonies</u> <u>Humanism</u>



Key Stage 3 Curriculum Overview

	<u>Salem witch trials.</u> <u>Holocaust.</u>				<u>Religious</u> <u>clothing</u>	
<u>Physical Education</u>						
Newton and Storey	<u>Long ball</u> Learning different skills such as kicking, catching, dodging and teamwork.	<u>Sitting Volleyball</u> Learning about the different techniques in sitting volleyball to play a competitive game.	<u>Invictus</u> To develop children's ability to solve problems. To develop children's ability to engage in new activities fairly	<u>Invasion games</u> The objective is to attack the opposition's territory and score a goal or point. They are usually played between teams of equal players and these fast paced games focus on teamwork,	<u>Striking and fielding</u> Focus on different striking and fielding games such as Rounders, cricket, soft ball. continuing to focus on catching.	<u>Athletics/ Football</u> <u>Work through the different athletic principles and compete against others in the class, e.g. 100m, shot putt, javelin, high jump etc.</u>
Castner and Curie	<u>Badminton/ Table Tennis</u> Learning the different skills such as overhead clear, drop shot, smash, drive, Ready Position. focus on the different techniques to play a	<u>Sitting Volleyball</u> Learning about the different techniques in sitting volleyball to play a competitive game.	<u>Invictus</u> To develop children's ability to solve problems. To develop children's ability to engage in new activities fairly	<u>Basketball/ Long ball</u> Looking at the different skills in basketball, identify the rules and how to play a competitive game.	<u>Striking and fielding</u> Focus on different striking and fielding games such as Rounders, cricket, soft ball. continuing to	<u>Athletics/ Football</u> Work through the different athletic principles and compete against others in the class, e.g. 100m, shot putt, javelin, high jump etc.



Key Stage 3 Curriculum Overview

	shot. Learn the different shots such as drive, backhand, forehand.			Learning different skills such as kicking, catching, dodging and teamwork.	focus on catching.	
Turing and Anderson	<p><u>Badminton/ Table Tennis</u></p> <p>Learning the different skills such as overhead clear, drop shot, smash, drive, Ready Position.</p> <p>focus on the different techniques to play a shot. Learn the different shots such as drive, backhand, forehand.</p>	<p><u>Sitting Volleyball</u></p> <p>Learning about the different techniques in sitting volleyball to play a competitive game.</p>	<p><u>Invictus/ Dodgeball</u></p> <p>To develop children's ability to solve problems. To develop children's ability to engage in new activities fairly</p>	<p><u>Basketball/ Long ball</u></p> <p>Learning different skills such as kicking, catching, dodging and teamwork.</p>	<p><u>Striking and fielding</u></p> <p>Focus on different striking and fielding games such as rounders, cricket, soft ball. continuing to focus on catching.</p>	<p><u>Athletics/ Football</u></p> <p>Work through the different athletic principles and compete against others in the class, e.g. 100m, shot putt, javelin, high jump etc.</p>
<u>Geography</u>						



Key Stage 3 Curriculum Overview

<p style="text-align: center;">Newton</p>	<p style="text-align: center;">Location</p> <p>Locating countries on a map</p> <p>Looking at the world</p> <p>Rivers of the UK & the world - comparison with world rivers</p> <p>Mountain ranges of the UK - comparison with world mountain range.</p>	<p style="text-align: center;">Map and atlas skills</p> <p>How do we find places?</p> <p>Where is my place?</p> <p>What is good where I live?</p> <p>Using grid references</p> <p>Identifying map symbols</p> <p>Using a compass</p>	<p style="text-align: center;">Europe</p> <p>Countries</p> <p>Capital cities</p> <p>Cultures</p> <p>Comparison between countries</p> <p>Famous landmarks including rivers and mountain ranges.</p>	<p style="text-align: center;">UK cities and counties</p> <p>Major cities of the UK</p> <p>Which cities are near me?</p> <p>Comparison with northern and southern UK city</p> <p>Which county do I live in?</p>	<p style="text-align: center;">Asia</p> <p>Comparing regions within the continent</p> <p>Scale and diversity</p> <p>Dealing with common misconceptions</p> <p>People and tribes</p>	<p style="text-align: center;">Asia</p> <p>Comparing locations - urban, desert and jungle</p> <p>Animals of Asia</p> <p>Illegal wildlife trade</p> <p>Comparison with the region of Asia - population, climate, location etc</p> <p>*Visits from guest speakers and visits to Liverpool museum and Chester Zoo.</p>
<p style="text-align: center;">Parks</p>	<p>Location-locating countries on a map</p> <p>Looking at the world</p> <p>Counties of the UK</p>	<p style="text-align: center;">Map and atlas skills</p> <p>How do we find places?</p> <p>Where is my place?</p>	<p style="text-align: center;">River Landscapes</p> <p>The hydrological and drainage basic cycles</p> <p>Key features of a river</p> <p>Causes of flooding</p>	<p style="text-align: center;">Eco-systems</p> <p>Understand where the major world ecosystems are and what they look like.</p> <p>Understand food chains and food webs.</p>	<p style="text-align: center;">Africa</p> <p>Comparing regions within the continent</p> <p>Scale and diversity</p>	<p style="text-align: center;">Africa</p> <p>Comparing locations - urban, desert and jungle</p> <p>Animals of Africa</p> <p>Illegal wildlife trade</p>



Key Stage 3 Curriculum Overview

	<p>Rivers of the UK & the world - comparison with world rivers</p> <p>Mountain ranges of the UK - comparison with world mountain range.</p>	<p>What is good where I live?</p> <p>Using grid references</p> <p>Identifying map symbols</p> <p>Using a compass</p>	<p>Flood hydrographs</p> <p>Effects and management of flooding</p>	<p>Investigate a range of ways plants and animals adapt to their surroundings.</p> <p>Understand why species are endangered and how important conservation is.</p> <p>Understand the location of and features of the Amazon Rainforest.</p> <p>Understand the uses and conflicts taking place in the Amazon rainforest</p>	<p>Dealing with common misconceptions</p> <p>People and tribes</p>	<p>Comparison with the region of Asia - population, climate, location etc</p> <p>*Visits from guest speakers and visits to Liverpool museum and Chester Zoo/Knowsley Safari park</p>
Curie	<p>Earthquakes and Volcanoes</p> <p>The Earth's structure; tectonic plates; and plate movements.</p>	<p>Climate change</p> <p>Causes of climate change</p> <p>Effects of climate change</p>	<p>China</p> <p>Identifying the characteristics of China</p> <p>Researching the different cities in China</p> <p>Population issues</p>	<p>India</p> <p>Population and urbanisation</p> <p>Economic activity in primary, secondary, tertiary</p>	<p>The Ice Age</p> <p>What happened in the Ice Age?</p> <p>When did it happen?</p> <p>Glaciers - What are they? Where are they?</p>	<p>Rocks, Weathering and Soil</p> <p>Different types of rock - Igneous, Sedimentary and Metamorphic</p> <p>The Rock cycle</p> <p>Weathering</p>



Key Stage 3 Curriculum Overview

	<p>How Earthquakes and volcanoes are formed.</p> <p>Introduction to case studies: including social, economic and environmental impacts.</p>	What can we do?		and quaternary sectors		
Anderson	<p>Population</p> <p>Ageing and youthful populations</p> <p>Population pyramids</p> <p>Birth rates, death rates and fertility rates - factors affecting them</p>	<p>Population (case studies).</p> <p>Country Comparison - United Kingdom/ India</p> <p>Comparison of population pyramids, providing reasons for differences</p>	<p>Economy and Natural Resources</p> <p>How are people making money off the earth?</p> <p>The destruction of the Amazon rainforest</p> <p>The palm oil problem</p> <p>Money vs nature debate - which is more important?</p>	<p>Hydrology and Coasts</p> <p>Britain's coastline</p> <p>Formation of a wave</p> <p>Features of a coastline and their formation</p> <p>Arches</p>	<p>Natural Disasters and Climate Change</p> <p>Flooding, wildfires etc</p> <p>How are they linked to climate change?</p> <p>Impacts on the population</p>	<p>Climate Change</p> <p>What is causing climate change?</p> <p>Social, economic and environmental impacts</p> <p>Can we do anything?</p>



Key Stage 3 Curriculum Overview

	China and the one child policy Migration	Comparing birth, death and fertility rates etc Economic and social differences		Stacks Wave cut platforms Bays Building on the coast		
<u>History</u>						
Newton	Understanding history Baseline test What is History? Primary/Secondary Evidence Chronology BC/AD Centuries Bias: Fact or opinion Horrible Histories chronology.	WWI & WWII Allies around the world Reasons for the commencement of both wars. Holocaust The blitz Role of Winston Churchill and his achievements	Pre 1066: The vikings Life as a viking Invasion Battles and weapons The impact on Britain	The black death Timeline of events Causes and cures The plague doctor	Medieval life Life of a villain Life in medieval towns and villages Peasants revolt Knight's life	Women's suffrage Timeline of major events Life in prison Treatment of women Comparison with modern day Study of a famous suffragette



Key Stage 3 Curriculum Overview

	Artefacts & Timelines.			Impact on the nation		
Parks	<p>Understanding history</p> <p>Baseline test</p> <p>What is History?</p> <p>Primary/Secondary Evidence</p> <p>Chronology BC/AD Centuries</p> <p>Bias: Fact or opinion</p> <p>Horrible Histories chronology. Artefacts & Timelines.</p>	<p>WWI & WWII</p> <p>Allies around the world</p> <p>Reasons for the commencement of both wars.</p> <p>Holocaust</p> <p>The blitz</p> <p>Role of Winston Churchill</p>	<p>Pre 1066: The vikings</p> <p>Life as a Viking</p> <p>Invasion</p> <p>Battles and weapons</p> <p>The impact on Britain</p>	<p>The Black Death</p> <p>Timeline of events</p> <p>Causes and cures</p> <p>The plague doctor</p> <p>Impact on the nation</p>	<p>Medieval life</p> <p>Life of a villain</p> <p>Life in medieval towns and villages</p> <p>Black death</p> <p>Peasants revolt</p> <p>Knight's life</p>	<p>Women's suffrage</p> <p>Timeline of major events</p> <p>Life in prison</p> <p>Treatment of women</p> <p>Comparison with modern day</p> <p>Study of a famous suffragette</p>
Curie	<p>Medieval Britain</p> <p>Claims to the throne</p>	<p>The English reformation</p> <p>Henry V 111</p>	<p>British Civil war</p> <p>Causes and events</p> <p>Interregnum</p> <p>The restoration</p>	<p>Industry and Empire Britain 1745- 1901</p> <p>Transatlantic slave trade</p>	<p>The Great Depression</p> <p>Wall Street Crash</p> <p>Causes and consequences</p> <p>Life during the Great Depression</p>	<p>The Second World War</p> <p>Countries involved</p> <p>Causes of the Second World War</p> <p>The Holocaust</p>



Key Stage 3 Curriculum Overview

	<p>The Battle of Stamford Bridge</p> <p>The Battle of Hastings</p> <p>William the Conqueror</p>	<p>Edward V1</p> <p>Bloody Mary</p> <p>Elizabeth 1</p>		<p>Effects of the slave trade</p> <p>Abolition</p>		<p>The leadership of Winston Churchill</p>
Anderson	<p>Local History Study</p> <p>Research the history of Liverpool including Art, Music and clothing</p>	<p>British Empire</p> <p>Seven years' war</p> <p>Causes and consequences</p> <p>Trading</p>	<p>Darwin</p> <p>Who is Charles Darwin?</p> <p>Evolution Theory and natural selection</p> <p>The development of his ideas</p>	<p>Post war Britain</p> <p>Life after the war</p> <p>How has Britain changed over the decades?</p>	<p>Medieval Britain</p> <p>Religion in daily life</p> <p>Struggle between Church and crown</p> <p>Life in Medieval Britain</p> <p>Wool trade, Architecture and Art</p>	<p>Industrial Revolution</p> <p>How did it start?</p> <p>What changed during this time?</p> <p>Positives and negatives about the industrial revolution</p> <p>Life during this time</p> <p>Inventions and Inventors</p>



Key Stage 3 Curriculum Overview

	Life in Liverpool through the decades Transatlantic slave trade	War of Independence		How art and music has changed.		
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