

<p style="text-align: center;"><b>Key stage 3 &amp; 4 Curriculum Links:</b></p> <p style="text-align: center;"><b><u>Science</u></b></p>	Teaching Sessions					Self-guided activities								
	Animal Handling Session	Glasshouse Tours	KS3/4 Rainforest Challenge	Cryptic orienteering	Maths in Plants	Pond Explorers	KS3 Geography Fieldwork Pack	Botany Pack	Education for Sustainable Development (EDS) Pack	Art Activities	History (Egyptians, Victorians, Tudors)	KS3 Maths Trail	KS3 Poetry Trail	Investigating map skills
<b>Working scientifically</b>														
Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.	•	•	•	•	•	•	•	•	•					•
Make predictions using scientific knowledge and understanding.	•	•	•	•	•	•	•	•	•					
Use appropriate techniques, apparatus and materials during fieldwork, paying attention to health and safety.			•	•	•	•	•							•
Make and record observations and measurements using a range of methods for different investigations.			•		•	•	•	•						•
Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.			•		•	•	•							
<b>Biology</b>														
Biomechanics – the interaction between skeleton and muscles.	•					•								
Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.		•	•		•		•	•						
The role of leaf stomata in gas exchange in plants.		•	•				•	•						



Key stage 3 & 4 Curriculum Links:  <u>Geography</u>	Teaching Sessions					Self-guided activities								
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<b>Locational knowledge</b>														
Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on environmental regions (e.g. tropical rainforests and hot deserts).		•	•				•		•					
<b>Human and physical geography</b>														
Understand the key processes in physical geography relating to weather and climate.		•	•				•							
Understand the key processes in human geography relating to: population and urbanization; international development; and the use of natural resources.		•	•				•	•						
Understand how human and physical processes interact to influence and change landscapes, environments and the climate; how human activity relies on effective functioning of natural systems.		•	•				•	•						
<b>Geographical skills and fieldwork</b>														
Build on their knowledge of maps and apply and develop this in the field.							•							•
Interpret maps in the field, including using grid reference and scale, and aerial photographs.							•							•
Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.			•				•							•

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<b>English</b>														
Spoken language: using Standard English confidently in a range of formal and informal contexts; giving short speeches and presentations, expressing their own ideas.	•	•	•	•	•	•	•	•	•		•		•	
Writing notes; summarising and organising material, and supporting ideas and arguments with any necessary factual detail.			•				•							
<b>Mathematics</b>														
Select and use appropriate calculation strategies.					•							•		
Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.					•							•		
Select appropriate concepts, methods and techniques to apply to problems.					•		•					•		
Use standard units of mass, length, time, money and other measures (e.g. degrees Celsius for temperature); change freely between related standard units.					•		•					•		
Calculate and solve problems involving: perimeters of 2-D shapes (including circles).												•		
Draw and measure line segments and angles in geometric figures including interpreting scale drawings.												•		
Estimate and measure angles.					•							•		
Use the properties of 2-D and 3-D shapes to solve problems.					•							•		

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<b>Art &amp; Design</b>														
Use a range of techniques to record their observations as a basis for exploring their ideas.								•	•		•			
<b>Design &amp; Technology</b>														
Understand and apply the principles of nutrition and health.								•	•					
Understand the source, seasonality and characteristics of a broad range of foods.		•						•	•					
<b>History</b>														
Society, economy and culture in Tudor / Victorian Britain.													•	
A study of how sites in their locality reflect aspects of national history.													•	
A study of a significant society in world history (Ancient Egyptians).													•	
<b>Physical Education</b>														
Take part in outdoor and adventurous activities in a range of environments which present intellectual and physical challenge and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.			•	•	•		•						•	•