

**Curriculum Intent: Project Based Learning – Discovery
Key Stage 3 2025-2026**

At Compass School, our overall aim is to engage the pupils in the cultures of others and the wider world. We wish to encourage pupils to be inquisitive and have an opportunity to explore and try new things and be creative. All pupils are assessed on entry and the curriculum intent is adjusted and differentiated accordingly to address any gaps in knowledge. The curriculum has carefully chosen topics that create interest for the pupils and provides them with the opportunity to develop pupils' global citizenship, sense of community, and Cultural Capital to improve targeted skills and to prepare for assessment. We aim for pupils to leave Compass School equipped with the skills and knowledge to express their observations, opinions, feelings and needs in any situation.

Skills and Knowledge Key Stage 3

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject.

Cross Curricular links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing).

	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT1	<p align="center">Brilliant Britain – Southampton & the Titanic</p> <p align="center">CC - Eng, Sc, PS, FT, G, H, R</p> <p align="center">SMSC – B, M, So, C</p>	Problem Solving Discussion Research Map Skills Collaboration Computing Retrieval Critical Thinking Inquiry Comprehension Chronology Critical analyse of sources Perspective Interpretation Cause and Effect	To identify the sinking of the Titanic on a timeline of key historical events To explain the historical significance of the Titanic sinking and the impact it has had on modern day society To identify and map the route the Titanic took including key dates To identify and explain the causes for the sinking of the Titanic and who was to blame To Identify the key events in the sinking of the titanic and place these onto a timeline of events To understand what it was like for the passengers and crew on Titanic To understand and explain why more people were not saved To research personal accounts of passengers on board Titanic
HT2	<p align="center">World War two</p> <p align="center">CC - Eng, Sc, PS, FT, G, H, R</p> <p align="center">SMSC – B, M, So, C</p>	Problem Solving Discussion Collaboration Computing Retrieval Research Critical Thinking Inquiry Comprehension Chronology Source Analysis Perspective Interpretation Cause and Effect Critical analyse of sources	To understand and explore who fought and died in World War two To identify and explain what caused World War two To identify key events in World War two and place these onto a timeline of events To explain who was to blame for World War two To evaluate how successful evacuation was during World War two To explain what happened at Dunkirk and the impact this had on the war To explain what happened in the battle of Britain and the impact this had on the war To identify what happened in the Blitz and the impact of this on the population of Southampton and Britain
HT3	<p align="center">Continent study – Europe</p> <p align="center">CC – M, Eng, Sc, PS, C, G, R, Ec</p> <p align="center">SMSC – M, So, C, E</p>	Map and atlas skills Data interpretation and analysis Fieldwork and enquiry skills Critical thinking Discussion Computing Retrieval Research Inquiry Perspective	To identify Europe's location in the world using latitude, longitude and compass directions To name and locate European countries and major capital cities To describe physical and human features of selected European countries To describe key physical features of Europe (e.g., mountain ranges, rivers and climate zones) To understand how physical geography influences human activity (eg. agriculture in Mediterranean regions, tourism in mountainous areas) To understand patterns of population distribution across different European regions (eg. industrial areas, farming, service sector) To explore environmental challenges in Europe (eg air pollution, deforestation, climate change impacts) To understand how different European counties manage and protect their natural environments
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge

HT4	<p>Sustainability – Reuse, Reduce, Recycle (Including urban sustainability)</p> <p>CC – M, Eng, Sc, PS, C, G, R, Ec</p> <p>SMSC – M, So, C, E</p>	<p>Map and atlas skills Data interpretation and analysis Fieldwork and enquiry skills Critical thinking Discussion Computing Retrieval Research Inquiry Perspective</p>	<p>To understand the principles of sustainability (environmental, economic and social)</p> <p>To explain the meaning and importance of reduce, reuse, recycle</p> <p>To describe the environmental impacts of resource consumption (including plastic waste, landfill, carbon emissions)</p> <p>To identify sustainable alternatives to everyday products</p> <p>To explain urban sustainability and identify why it is important</p> <p>To describe the features of sustainable cities (e.g. green transport, energy-efficient buildings, waste management, green spaces)</p> <p>To describe the life cycle of a product/material</p> <p>To explore examples of sustainable urban projects from the UK and around the world</p> <p>To investigate and discuss the impact of the fashion and textile industry on sustainability</p>
Key Stage 3 Topics		Key Stage 3 Skills	Key Stage 3 Knowledge
HT5	<p>The Environment – Rainforest of Brazil</p> <p>CC – M, Eng, Sc, PS, C, G, R, Ec</p> <p>SMSC – M, So, C, E</p>	<p>Map and atlas skills Data interpretation and analysis Fieldwork and enquiry skills Critical thinking Discussion Computing Retrieval Research Inquiry Perspective</p>	<p>To locate the Amazon Rainforest within Brazil and South America, including key countries it spans</p> <p>To describe the physical characteristics of tropical rainforests, including climate patterns (temperature, precipitation) and soil profiles</p> <p>To Identify the four layers of the rainforest (emergent, canopy, understory, forest floor) and the biodiversity within each layer</p> <p>To understand the importance of the Amazon Rainforest in the Earth's climate and carbon cycle</p> <p>To explain the causes and effects of deforestation in the Brazilian Amazon (economic, environmental, social)</p> <p>To describe the short- and long-term environmental impacts of deforestation (e.g. loss of biodiversity, climate change, soil erosion, disruption of water cycles)</p> <p>To identify global responses to rainforest destruction (eg. REDD+, conservation programs, sustainable forestry)</p> <p>Understand the concept of sustainability and how it applies to rainforest use and conservation</p> <p>To understand the socio-economic impacts of rainforest exploitation on local and global communities</p> <p>To recognise the influence of global consumption patterns (eg. demand for beef, palm oil, timber) on rainforest health</p>
Key Stage 3 Topics		Key Stage 3 Skills	Key Stage 3 Knowledge
HT6	<p>Around the World Focus on Africa, Russia, Asia (including China and India), and the Middle East</p> <p>CC – M, Eng, Sc, PS, C, G, R, Ec</p> <p>SMSC – M, So, C, E</p>	<p>Map and atlas skills Data interpretation and analysis Fieldwork and enquiry skills Critical thinking Discussion Computing Retrieval Research Inquiry Perspective</p>	<p>To identify and locate key countries in Africa, Russia, Asia (including China and India), and the Middle East using world maps and atlases</p> <p>To describe the position of major countries in relation to the Equator, tropics and lines of latitude and longitude</p> <p>To recognise and describe major physical features such as mountain ranges, rivers, deserts and polar regions</p> <p>To identify major human features including key cities and population patterns in each region</p> <p>To identify major human features including key cities (e.g., Cairo, Moscow, Beijing, Mumbai, Dubai) and population patterns in each region</p> <p>To compare and describe different environmental regions in Africa, Russia, Asia and the Middle East</p> <p>To explain how climate and physical geography influence where people live and how they use the land</p> <p>To describe the physical geography (climate, landscape, natural resources) of a chosen region in Africa and a region in Asia</p> <p>To describe the human geography (population, economy, culture, land use) of the selected chosen region in Africa and a region in Asia</p> <p>To identify and explain similarities and differences in the ways people live and work in the selected chosen region in Africa and a region in Asia</p> <p>To explain how physical geography affects human activities such as farming, settlement, and industry in both of the selected chosen regions in Africa and Asia</p>