

Key Stage 3



Curriculum Information

The purpose of this section is to provide an overview of the Y7, Y8 and Y9 curriculum. For each of the subjects which your son / daughter are following this year, you will find:

- a brief outline of the aims of work to be covered in Y7, Y8 and Y9, together with an indication of the typical approaches to teaching and learning that are adopted,
- **the main skills that your son / daughter will be expected to acquire,**
- **a brief description of the content of the curriculum for the subject,**
- **information on the ways in which your son / daughter's work and progress will be assessed.**

We hope that you find this information useful. If you have any queries about any aspect of your son / daughter's education during Y7, Y8 and Y9, please do not hesitate to contact us.

Art

We start with the basic skills – how to use wet and dry media, appropriately, expressively and safely. Our aim is to give students the knowledge and understanding to use a variety of media confidently by the end of Year 7. As students progress through the key stage we link projects to Artists/Art movements, to give them a general understanding of aspects of Art/Craft history. All lessons and projects are practical and revolve around research, design and realisation. We expect students to become more independent in their approach to art and be able to discuss their work using appropriate art terms.

Students will develop skills in:

- drawing and painting,
- dry media,
- wet media,
- clay,
- ICT, specifically adobe photoshop,
- discussing and critically evaluating their work and the work of others,
- researching, developing and producing an idea to a final piece.

In Year 7 we study:

- abstract expressionism,
- expressive portrait,
- still life,

In Year 8 we study:

- Cubism,
- Surrealism,
- Non-Western Art

In Year 9 we study:

- figure drawing,
- metamorphosis,
- sculpture/mobile work,
- specific artists eg Kandinsky, Opie, Magritte, Hundertwasser,
- composition,
- a ‘mini’ GCSE design brief is offered to students who are thinking of taking Art at GCSE.

Assessment

Assessment is ongoing. Verbal feedback is given regularly. Class critiques and partner work aids critical assessment. Students will always know how to improve their work and be encouraged to do so. Formal assessment occurs six times a year.

Drama

We aim to give students a good grounding and understanding of what theatre is and how it works. Students learn about strategies and techniques used by writers to communicate with an audience and are given many opportunities to put their knowledge and understanding into practice. Most of the work at KS3 is practical but not all about performance. Drama is used to explore and investigate theatre and often work is presented to others as a learning experience. Students learn to successfully communicate with the audience, with full knowledge of what they intend the audience to experience. Students learn how to constructively evaluate their own work and the work of others and are encouraged to develop an appreciation of drama and theatre.

Students will develop skills in:

- **working as part of a group,**
- **presenting ideas to others,**
- **communicating ideas to an audience,**
- **performing,**
- **evaluating,**
- **interpreting script,**
- **directing and shaping theatre,**
- **controlling concentration and focus.**

In Year 7 we study:

- **understanding the basics eg mime, stage voice, suspension of disbelief,**
- **silent movies,**
- **communication without words,**
- **story telling,**
- **stage fighting,**
- **devising – bullying.**

In Year 8 we study:

- **spontaneous improvisation,**
- **how to tackle script,**
- **Romeo and Juliet,**
- **devising – identity,**
- **whole class devising,**
- **character – hot seating,**
- **status.**

In Year 9 we study:

- **using strategies to devise theatre,**
- **interpreting script,**
- **understanding sub-text,**
- **characterisation – Stanislavski,**
- **Too Much Punch for Judy by Mark Wheeler,**

devising – relationships.

Assessment

Students will be assessed at the end of each block. This will sometimes be based on a performance or presentation and, sometimes, based on an ongoing judgement by the teacher.

English

Our English courses in Year 7-9 are based on the National Curriculum requirements for Key Stage Three. They are designed to enable students to communicate fluently and accurately in both speech and writing. We foster student's enjoyment of a wide range of literature, including literature from different times and cultures. To increase student engagement with texts and facilitate them in becoming confident and competent writers, we encompass a range of teaching methods including ICT, role play, group work and questioning.

Throughout Key Stage Three, students will develop skills in:

- **Writing for a range of purposes and audiences**
- **Structuring writing into paragraphs and sequencing ideas within paragraphs**
- **Using words in speech and writing to clarify meaning and interest their audience**
- **Recognising implicit meaning and writer's opinion; selecting and explaining material from text**
- **Commenting on writer's use of language.**

Departmental Assessment

Students will receive regular feedback in their exercise books which will indicate strengths and give specific targets for improvement. We encourage students to be active and reflective learners through peer and self assessment. Year 9 students will be explicitly taught the Assessment and Marking criteria followed by examiners of their SAT tests.

SATs

In Year 9, students will be preparing for their SATs which take place at the beginning of May. They will develop skills for the writing paper, working on understanding how to write in different styles (these are split into triplets – imagine, explore, entertain; persuade, argue, advise; review, analyse, comment; inform, explain, describe. They will also develop skills for the reading paper and study a Shakespeare play.

Geography

During Year 7 students will develop knowledge and understanding of places as well as investigating the physical and human features that give places these characteristics.

They will investigate weather patterns and develop a range of skills, including map skills, atlas skills and enquiry skills.

These skills will include:

- **describing and comparing places using geographical terms,**
- **finding places on an OS map or in an Atlas,**
- **collecting and processing data and presenting it in a relevant way,**
- **assessing the impact of change in the local area.**

Assessment

Year 7 students will complete several key pieces of work for assessment including a unit test on map skills, assignments on change in the local area and keeping a weather diary.

In Year 8 and 9 students will investigate the geographical features of specific environments and increase their knowledge and understanding of physical and human processes that create patterns on the earth's surface. They will become increasingly aware of the need to manage environments to prevent present and future disasters.

Students will develop skills in:

- **collecting information from different sources,**
- **presenting information in a variety of different ways (including ICT),**
- **describing and interpreting patterns and features from different pieces of evidence,**
- **organising work on a topic into a logical order,**
- **describing, linking and explaining the processes that create and change landscapes,**
- **understanding the effects of these changes on people's everyday lives,**
- **understanding people's responses to change depends on their level of development,**
- **understanding the fragile nature of some environments,**
- **understanding the need to manage the environment for future generations.**

In Year 8 we study the landscapes produced by rivers and their effects on people's lives.

We investigate the ways that different environments affect the lives of people and the problems that environmental change creates locally and globally.

We complete detailed regional studies of less economically developed countries eg Ghana and the problems they face.

Assessment

There are several key assessment pieces which allow students to demonstrate their geographical skills at all levels.

These include:

- a formal test assignment on rivers,**
- a study of the development of the Tropical Rain Forest and its impact,**
- an assessment of the impact of a major change to a less economically developed country,**
- an evaluation of different types of developments.**

In Year 9 we study the impact of tourism in Britain and Europe, the problems this creates and the need to manage these problems.

We investigate the causes and effects of national disasters such as earthquakes and volcanoes.

We complete detailed regional studies of economically developed countries such as Japan and Italy. We look at the need to manage fragile and unique environments.

Assessment

There are several key assessment pieces which allow students to demonstrate their geographical skills at all levels.

These include:

- a study of the impact of tourism in Majorca,**
- an account of the causes and effects of a natural disaster,**
- a regional study of a more economically developed country,**
- an investigation of the need to manage a fragile environment.**

History

In KS3 we follow a chronological approach with a strong emphasis on investigation. We aim to enthuse students with a willingness to question events and empathise with people in the past in order to understand how and why they lived as they did. We encourage students to be curious about the past and recognise how the present has been shaped by past events and individuals. We encourage students' curiosity about the past and prompt them to ask questions and not accept accounts at face value. By comparing their lives with those of people from other eras they begin to understand the impact of major social and political changes, and technological progress, and how they have shaped our world today

We lay the foundations of enquiring into the past through a varied teaching approach including class and group discussion, written research and presentation of findings, ICT, source comparison, independent study, role play, questioning and video.

In Year 7 and 8 Students will develop skills in:

- **explaining reasons for events,**
- **using evidence to support a claim,**
- **researching, selecting, organising and presenting information in a balanced way,**
- **empathising with different people's reactions to events,**
- **listening to their peers and actively participating in discussions,**
- **detecting bias and questioning the reliability of sources**
- **comparing different versions of events.**

In Year 9 Students will develop skills in:

- **evaluating evidence and analysing sources critically to identify and explain bias and reliability,**
- **cross referencing a range of sources and material,**
- **categorising and linking causes to explain events,**
- **understanding key historical concepts such as propaganda, indoctrination and interpretation,**
- **drawing conclusions and substantiating claims,**
- **independently identifying enquiry questions and pursuing appropriate research techniques,**
- **actively listening and taking part in discussions to develop empathetic understanding**

In Year 7 we study the Roman Empire and its' impact on Britain, and focus primarily on Medieval Britain 1066 – 1500. This includes the Battle of Hastings, the Norman Conquest, the Medieval way of life for rich and poor, the development of castles and the church, problems such as the Black

Death and peasants' revolt. Students are encouraged to use the library and internet to develop their understanding of the areas studied.

In Year 8 we study the Renaissance period from 1500 – 1750, focussing on the Tudors and Stuarts, the Reformation, Gunpowder Plot and English Civil War. We then examine the impact of the Industrial Revolution between 1750 – 1900 including the growth of trade, transport and urbanisation, including a study in depth of the Trans-Atlantic Slave Trade.

In Year 9 we study the main events, personalities and developments of the 20th century, including the two world wars. An investigation into the assassination of President Kennedy is designed to develop evidence analysis and investigative skills. We examine the significance of the Holocaust, the developments of women's rights and how technological and political changes impacted on ordinary people's lives.

Assessment

A number of key pieces of written work are marked each term, providing written feedback which indicates strengths and targets for improvement. Assessment criteria are shared with students and they are guided to develop peer and self assessment techniques in order to best understand how to become a good historian.

National Curriculum levels and Effort grades are used to motivate and guide students towards producing written and oral accounts which are more structured, more detailed and which show increasing depth of understanding.

Information and Communications Technology

During Key stage 3, students learn to become increasingly independent users of information sources and ICT tools.

They become more aware of how ICT can help them in their work in other subjects and they develop their understanding of when and how to use ICT, including its limitations.

Students consider the quality and plausibility of information, and access and combine increasing amounts of information. The range, focus, efficiency, complexity and rigour of their ICT work increases.

From year to year students will develop skills across the full range of Microsoft office and further develop skills in multimedia and graphics. They will learn how to find information for themselves, use team work to solve problems and understand the importance of evaluating their own progress and identifying what they need to do to move forward.

A number of projects have been developed which motivate students and sustain interest for the age and ability levels which they are operating at.

Year 7

Students create a slideshow to present information about themselves, create a number of spreadsheets based on a "Harry Potter" theme and develop skills for searching for information based on pirates of the Caribbean project.

Year 8

Students will build and use their own database based on famous superheroes and villains' build their own website and create their own radio station and corporate identity.

Year 9

Students will use their skills which they have developed throughout Key Stage 3 and embark upon their final project. This will be based upon one of two themes depending on the particular group. The two projects available to study consist of either running a school fashion show or opening their own under 18s night club. Both projects enable students to build a brand identity for their business, create real business documents and develop suitable systems to help with the running of their business.

Assessment

All students are given an attainment grade at the end of each module; this is based upon the skills they have developed throughout the project. A student may achieve a level 7 in one area such as spreadsheets for example but only a level 5 in a different area therefore grades are based on an average of all levels achieved to date.

Mathematics

Mathematical thinking is important for everyone in the workplace, business and finance; and for personal decision-making. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Throughout Key Stage 3 we follow the National Curriculum in Mathematics, covering topics in algebra, number, shape and data.

Methods will include whole class teaching, individual, paired and small group work. The use of ICT by teachers and students will become an increasingly important feature of mathematics lessons at Key Stage 3

We aim to create mathematicians who can:

- **use skills and processes efficiently,**
- **think in abstract ways about situations presented to them,**
- **apply mathematics in a variety of contexts as well as enjoying mathematics as a discipline in itself,**
- **use mathematics to model real situations but realise the limitations and scope of these models.**

Year 7

In Year 7, students will build upon their experiences of mathematics from junior school and develop their skills further.

We aim to increase skills of independent learning and start to introduce a greater number of formal mathematical methods that students will be able to use throughout their time in secondary education and beyond.

Topics taught include fractions, place value, symmetry, formulas and rules, surveys, solving equations, shapes, negative numbers, angles, averages, coordinates, ratio, scales, patterns in number, real life graphs, probability, area, perimeter and volume.

Year 8

In Year 8, students will build upon their experiences of mathematics from Year 7 and develop many of their skills.

We aim to increase independent learning and start to focus on skills of mathematical reasoning that students will be able to use throughout their time in secondary education and beyond.

Topics taught include powers, sequences, measures, probability, fractions, decimals and percentages, equations and formulae, angles and constructions, sequences and graphs, decimals and place value, transformations, averages, calculations and ratio.

Year 9

In Year 9, students are setted according to ability. The scheme of work followed will depend on their level of ability and target level for the end of Key Stage 3. There is an increasing focus on developing students as independent learners and the ability to apply familiar areas of mathematics to unfamiliar contexts, a skill which they will be able to use throughout their time in secondary education and beyond.

Assessment

Teacher assessment at Key Stage 3 will be based on a combination of written tests, listening tests, classwork, homework and extended level-assessed pieces of work.

Sometimes students in a class will be working on the same task and at times the work will be different depending on ability.

In addition to teacher assessment, students will have the opportunity to assess their own work and that of their peers in a structured and supportive manner.

MFL

Aims and Objectives

The Languages Department contributes to creating a learning environment that encourages all students to achieve their full academic potential.

We aim to give students the opportunity to experience the language and culture of an important European country, and to enable them to communicate effectively and confidently in the target language, equipping them with the necessary linguistic skills for life within a rapidly developing European community and to promote the importance of foreign languages in a rapidly growing multi-cultural society.

We use a varied teaching approach including pair work, group-work, role play and independent study and regularly use ICT to enhance learning.

Students will develop skills in:

Listening:

- to enable the student to understand speakers in a variety of registers across a range of situations within the student's own experience

Responding;

- to use the language effectively to respond, seeking and providing information, taking part in conversations and expressing opinions with good intonation and pronunciation.

Reading;

- to extract information as required from a variety of written texts in the target language such as passages, articles, advertisements and letters and to translate a text accurately into acceptable English if/as required.

Writing;

- to write French/ /Spanish with increasing accuracy and complexity leading eventually to express ideas freely and accurately in the target language, using a wide variety of vocabulary and idiom.

Assessment:

A number of key pieces of work are marked each term, providing written feedback to students highlighting strengths and targets for improvement. Assessment criteria are shared with students and we use peer and self assessment techniques to enhance learning. We also have end of topic tests at the end of each unit of work.

Music

In KS3 we aim to give every student the experience of playing in a variety of musical ensembles, from pair work through to a large class ensemble. Students learn how to play the keyboard and a variety of percussion instruments and they learn to improvise and compose pieces of music. They regularly listen to each other's performances and they learn to evaluate these with an increasing amount of musical vocabulary. Towards Year 9 they become more aware of different roles and contributions of each member of the group. Students explore specific genres and styles from different times and cultures with an increasing ability to discriminate.

Students will develop skills in:

- **performing,**
- **improvising,**
- **composing,**
- **listening and appraising,**
- **working as part of a group,**
- **rehearsing.**

In Year 7 we study:

- **playing tunes and chord patterns,**
- **reading basic notation,**
- **improvising,**
- **composing,**
- **rhythm using percussion.**

In Year 8 we study:

- **tunes, bass line and chords,**
- **cowboy music,**
- **Chinese music,**
- **composing using tunes and chords,**
- **composing music for a quiz show.**

In Year 9 we study:

- **Pachelbel's Canon,**
- **Blues music,**
- **Samba music,**
- **Atmospheric music,**
- **Ejay – composing using IT software.**

Assessment

Students are assessed regularly in each block. This is sometimes based on a performance and sometimes based on on-going judgements by the teacher.

Physical Education

During Key Stage 3, students are taught the knowledge, skills and understanding through four areas of activity from the National Curriculum. Teaching should ensure that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

This is achieved through a varied teaching approach including: indoor and outdoor activities; individual and group activities; problem solving; key questioning; practising and refining skills; reciprocal teaching methods and the use of ICT.

Students will develop skills in:

- **Developing, selecting and applying skills to different situations:**
In Games (shooting, passing, dribbling, tackling, striking and fielding).
In Gymnastics/Dance (balancing, jumping, rolling and travelling).
In Athletics (be introduced to the techniques of running, jumping and throwing).
- **Evaluating strengths and weaknesses in their and others' performance.**
- **Understanding the importance of preparing the body for physical activity.**
- **Planning and adapting compositions, tactics and strategies to apply the skills successfully.**
- **Recognising the importance of safety requirements and rules governing the various activities.**
- **Working individually, part of a team and adapting in various situations, to produce an effective outcome.**
- **Various sporting roles including team leadership roles.**

Throughout Key Stage 3, students study a comprehensive range of sporting activities that meet the needs of individual students. These are taken from the following themes: **Outwitting opponents; Accurate replication of actions; Exploring & communicating ideas, concepts and emotions; Performing at maximum levels; Identifying and solving problems; Exercising safely and effectively.** Activities within this include: **outdoor games (hockey, netball, football and rugby), gymnastics, basketball, net games (badminton and tennis), athletics, striking games (cricket and rounders), outdoor and adventurous activities, health related fitness and dance.**

Students are encouraged to attend the comprehensive extra curricular Physical Education and Sports Programme to develop their skills and understanding of the areas studied.

Assessment

Students are assessed throughout each of the sporting activities. They are awarded a national curriculum level which is then subdivided into a,b,c where 'a' is nearer to the next grade up. This level is based upon the five key strands of the National Curriculum for Physical Education, which are: performance; knowledge and

understanding; selecting and applying; evaluating and improving and knowledge of health and fitness. Within Key Stage 3 there are eight attainment levels with the intention that most students will achieve a level 5 at the end of Year 9.

In addition to attainment levels being awarded, students will also achieve a Behaviour for Learning grade (or effort grade).

Assessment criteria are shared with students and through the school's assessment programme are guided to develop peer and self assessment techniques. Also each individual student will receive a personal attainment and Behaviour for Learning 'target' to support them in their quest for personal success in Physical Education.

Religious Studies

In KS3, students undertake a thematic approach to religion, by examining moral and social issues that are relevant to a 21st century world. These themes include such areas as war, the environment, crime, multiculturalism and belief. Students examine why particular religions have particular standpoints on these issues and time is given for students to reflect on their own viewpoints. Learning is enhanced through the use of ICT, visual resources, guest speakers, DVD and project work.

Students will develop skills in:

- researching relevant social issues,
- understanding and respecting different religious and social viewpoints,
- examining the difference in opinions amongst some religions,
- using question and analysis to examine moral and religious viewpoints,
- examining the impact religious, cultural and moral issues have on their lives.

Assessment

There are no national, statutory levels for Religious Studies, however students will be assessed via guidelines for Religious Studies published by the Qualification and Curriculum Authority. Assessment criteria are given to students before each Extended Learning Project and student attainment is based on this information along with work completed in class.

Citizenship

In KS3, students complete six themes which incorporate Citizenship, Personal, Health and Social Education, Careers, Financial Citizenship and Social and Emotional Learning. These are studied, under the following headings; Addiction (Drugs Education), Relationships (Sex and Relationships Education), Finances and Futures, Staying Safe, Democracy and Crime and Citizenship.

Students will develop skills in:

- expressing viewpoints and listening to other opinions,
- respecting other viewpoints, even though they may be different,
- being a good citizen and the impact of good citizenship within the school and their community,
- researching areas on Drugs, Careers and Rights,

Assessment

Pupils are assessed based on an level scale which examines their knowledge of the Citizenship curriculum and the understanding of its implications.

Science

The department follows the QCA scheme of work, which is split into double units. For year 7, 8 and 9 these are:

Year Group	Block 1	Block 2	Block 3
7	(Introduction to science and safety). Environment and feeding relationships/Variation and classification. Particle model of solids, liquids and gases/Solutions.	Simple chemical reactions/Acids and alkalis. Forces/The solar system and beyond.	Electrical circuits/Energy resources. Cells/Reproduction.
8	Food and digestion/Respiration. Magnets and electromagnets/Heating and cooling.	Atoms and elements/ Compounds and mixtures. Rocks and weathering/The rock cycle.	Light/Sound. Microbes and disease/Ecology.
9	Metals and their compounds/Reactivity of metals. Plants and photosynthesis/Plants for food.	Energy and electricity/Space and gravity. Fit and healthy/ Inheritance and selection.	Environmental chemistry/Using chemistry. Speeding up/Pressure and moments.

Students will be assessed with a written test near the end of each block of units. A National Curriculum level will then be awarded for the test, which will be noted, by the student, in his or her planner. Please note, that this level will be the level at which your child was working for the topics studied. Year 9 students will also be completing a mock SAT in the sportshall in January in preparation for their SATs in May.

Students will also be assessed at least three times a year through level assessed tasks and again the levels will be noted in the student's planner. All the levels will then be aggregated and used along with the science teacher's judgement, for interim reports.

Extended learning task homework booklets will be given to every student at the start of each double unit. The teacher will then set an appropriate page or pages from the booklet that reinforces the learning carried out in the classroom.

In addition to this, year 9 will be required to complete a science revision homework called "10 for 10" over the Easter holidays.

Finally, students will be viewing various science shows throughout the year. We will be asking for a small parental contribution towards the total cost of the shows. More details will follow later in the year.

Technology

During Key Stage 3 students will develop their own ideas for solving problems using different materials and technological systems. During years 7, 8 and 9 all students will have completed projects in the areas of Food Technology, Resistant Materials, Systems CAD/CAM, Textiles and Graphic Products.

During the modules covered students will have carried out a range of design and make tasks. When designing and making they will have gathered information and used it to help generate ideas before developing final solutions. It is hoped that students' work will show increasing accuracy and that careful attention is given to the quality of the end product.

During the final part of their work in KS3 Technology, students will have been involved in projects which draw together the key elements of work covered during previous modules.

Year 7

In carrying out the design process students will develop skills in:

- **carrying out research involving observations in or around the home,**
- **proposing solutions to design problems either in writing, graphically or using ICT,**
- **making choices regarding chosen solutions,**
- **producing quality outcomes in a range of materials and media,**
- **producing a handwritten or word processed evaluation following completion of practical tasks.**

Year 8

In carrying out the design process students will develop skills in:

- **carrying out research involving observations at home, gathering existing ideas and producing questionnaires,**
- **proposing a range of solutions to design problems either in writing, graphically or using ICT,**
- **making reasoned choices regarding chosen solutions,**
- **developing a chosen idea prior to final production,**
- **producing quality outcomes in a range of materials and media,**
- **producing a handwritten or word processed evaluation following completion of practical tasks.**

Year 9

In carrying out the design process students will develop skills in:

- **carrying out detailed research involving observations, gathering information on existing products and producing questionnaires prior to analysing results,**
- **writing a product specification,**
- **proposing a variety of solutions to design problems either in writing, graphically, using ICT or in a combination,**
- **making reasoned choices regarding a chosen final solution,**
- **developing a chosen idea prior to final production including 2D/3D modelling and accurate diagrams and descriptions,**
- **producing high quality outcomes in a range of materials and media,**

- **producing handwritten or word processed evaluations following completion of practical tasks.**

Assessment

**Work is assessed through an interim and final grade at the end of each module.
Grades are awarded for both designing and making.**