CIRENCESTER KINGSHILL SCHOOL

KS3 CURRICULUM BOOKLET

2021 - 2022

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YEAR 7 CURRICULUM BOOKLET

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ART

Teacher in charge – Mrs R. Vine

Aims

- To build on the skills concepts and knowledge developed at Key Stage 2
- To involve pupils in activities which will nurture confidence and enthusiasm for research and discovery
- To raise understanding of the work of important artists, art in different cultures and art of different periods

Course Description

Art has its own distinct role to play within the curriculum by encouraging pupils to express and communicate their ideas and feelings in a very personal way, using a wide variety of visual materials and processes. During Year 7, pupils will develop basic two-dimensional and three-dimensional skills.

Examples of Units of Work covered are:-

An introduction to Art and Design

In the first term we will be going back to basics teaching pupils how to use a range of techniques and media effectively. We will teach them how to understand how to use shape, line, pattern, colour, form, texture and tone through a range of practical tasks.

Foundation Skills

1. A range of sketchbook work will be produced exploring COLOUR. Pupils will produce colour wheels exploring the use of primary, secondary and complementary colours. Artist study: Andy Warhol.

2. A range of sketchbook work will be produced exploring MARK MAKING. Pupils will explore the use of mark making in drawing using a rage of black and white media. Artist study: Van Gogh.

3. Pupils will explore the use of tonal pencil shading to produce a drawing of a 'sphere'.

Recycled Wildlife

Pupils will study the work of the British Artist Peter Clark. Peter Clark uses a range of recycled and found papers to produce exquisite collages of animals, garments and vehicles to name a few. Pupils will produce a collage of a British animal using recycled papers.

Robots

1. Pupils will draw from photos of tin robot toys which were very popular in the 1950s and early 1960s.
2. Pupils will experiment with different printmaking techniques (mono and Polytile printing) to produce a print of an original robot.

3. Pupils will produce an image of a robot by pressing a range of objects (eg: screws/springs/cogs) into clay. They will use coloured oxides to bring out the detail and these will be fired.

Homework

Homework will normally be set as required and should be done in the sketch book which each pupil is given at the beginning of the year. Pupils will not usually be set homework when they are in the process of producing final pieces.

Assessment

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation.

Formal assessment is given termly.

COMPUTING

Teacher in charge - Mr J. Whight

Aims

- To develop the skills learned at Key Stage 2
- To familiarise pupils with the computing environment at Kingshill School
- To develop confidence and competence in computer usage
- To encourage an interest in how computers work, how to control what computers do and the applications of computer systems

Course Description

During the year pupils will become familiar with the computing environment at Kingshill School, using software running on the Windows operating system platform.

Over the year, pupils will:

- be taught how to manage files and folders
- become familiar with the school e-mail system and internet usage
- research the components that make up a typical computer system and then present their research as a slideshow presentation in order to demonstrate their communication and presentation skills
- use spreadsheets for modelling
- be made aware of issues involving e-safety when using the internet and responsible usage
- experience writing simple computer programmes using an environment called Scratch
- learn how the binary number system works, how to count in binary and how to convert between base 10 numbers and binary

Early in Year 7, pupils will become familiar enough with the computer system to begin to carry out cross-curricular work with confidence. Throughout the whole of Key Stage 3 pupils encounter and use ICT in all subject areas.

DESIGN AND TECHNOLOGY

Teacher in charge – Mr A. Jelf

Aims

To extend the skills and knowledge developed at Key Stage 2 by introducing pupils to a range of skills concepts and processes which meet the requirements of the National Curriculum for Design and Technology. In particular, work will concentrate on designing and making which together make up the single attainment target in Design and Technology.

Course Description

All Year 7 pupils follow a Design and Technology programme for 2 x 50 minute lessons for the whole year. The year group is divided into seven groups of approximately 20 pupils. The following work is covered:

TEXTILES – Teacher: Mrs L. McConnachie

Researching other artists and portrait work
Hand sewing and applique
Design and make a fabric self portrait

FOOD - Teacher: Mrs J. Watkins

Health and Safety practices
Healthy eating guidelines and diet analysis
Recipe adaptations and development of basic skills
Understanding equipment in Food Technology

SYSTEMS & CONTROL – Teacher: Mr C. Simkiss

Effective communication of design ideas
Drawing in isometric, oblique and orthographic projections
Designing and making an electronic sign

GRAPHICS – Teacher: Miss V. Richards

Packaging projects
Using 2D Computer-Aided-Design to manufacture a net and apply surface graphics

PRODUCT DESIGN – Teacher: Mr A. Jelf

Health & safety practices
Technical drawing
Drawing designs to Engineering practices

Range of Activities

Most of the lessons will be based around design activities which will involve responding to a design brief.

Homework

Homework will normally be set each week and will usually be follow up work from lessons or preparation or research work.

Assessment

Each module (or unit within a module) will be assessed and the results recorded. Pupils will be encouraged to develop self assessment skills through regularly evaluating their own and others' work.

DRAMA

Teacher in charge – Ms E. Stones

Aims

Drama is taught at Kingshill School for three main reasons:

1. Drama enables pupils to actively explore human behaviour
   Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the students.

2. Drama develops communication and social skills/qualities
   Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.

3. Drama encompasses theatre, film and television mediums
   Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

Course description

The activities listed below are used regularly in drama lessons. They contribute to the pupils' development in the above areas:

Physical, mental and vocal warm-up activities		Physical and mental exercises
Trust exercises	Movement	Role-plays
Performance	Discussions	

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings.
- Using improvisations to discover effective ways of communicating characters or stories.
- Experiencing dramatic situations first hand.
- Interacting with each other during the drama process.
- Issue-based or skill based units.
- Developing their understanding of appropriate drama vocabulary.

Year 7 units include:
"The Last Wish in the World"
"Prometheus"
"Anansi"

School Production
Physical Theatre
Shakespeare Monologues

Homework
Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

Assessment
Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

Time Allocation
1 x 50 minutes per week.

Additional Information
COVID restrictions permitting, all Year 7 pupils will have the opportunity to see a professional theatre production. They also have the opportunity to take part in a school production.

ENGLISH

Teacher in charge – Mr T. Lee

Aims

- To help every pupil reach their full potential
- To develop a love of reading
- To build on skills learned at Key Stage 2
- To build confidence in reading a range of fiction and non-fiction texts
- To develop writing skills that allow for personal expression in a range of forms
- To extend confidence in speaking and listening

Course Description

Three lessons per week focus on reading, writing and speaking and listening activities and the fourth lesson is devoted to reading and the Accelerated Reader Scheme. In the first half term, pupils spend one lesson per week developing library research skills.

The course is modular and allows pupils to explore a wide range of fiction and non-fiction texts. Pupils will work with a range of stimulus material, from Shakespeare to modern novels and media texts. The faculty prides itself on providing a relevant and contemporary curriculum that aims to involve and stimulate each and every pupil. Pupils will, therefore, experience a wide range of writing that will help them to express ideas in a lively and accurate manner for a variety of different purposes and audiences. As well as reading and writing, pupils will develop confidence in their speaking and listening skills in a range of contexts. They will learn how to involve themselves in formal group discussions; how to prepare and present a lively speech and how to use empathy and role play to explore other people's views.

Year 7 Literacy Lesson

For one lesson per week, Year 7 pupils are set by ability in a literacy lesson which focuses on teaching punctuation, grammar and spelling within the context of real-world scenarios. Assessment at the beginning and end of the year maps progress and helps us identify any necessary interventions.

Homework

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. In line with the school's strong emphasis on reading for pleasure, pupils are also expected to read for 20 minutes each day.

Assessment and Feedback

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

GEOGRAPHY

Teacher in charge - Mr P. Rowe

Aims

- To build upon the geography experienced by pupils in primary school
- To develop the pupils' skills and knowledge in line with the requirements of the National Curriculum
- To foster a sense of awe and wonder about the world

Course description

Unit 1 –Places

This unit involves examining a range of places. The aim is to give pupils a solid grounding in the geography of the entire planet. To this end we look at each continent in turn and study the countries that make up that continent. Students will complete maps at a range of scales and become proficient at working with an atlas. Extension tasks involve studying an aspect of the geography or culture of countries and regions in more depth. For example the Skeleton Coast in south-west Africa, the city of Barcelona or China's territorial claims in the South China Sea.

Unit 2 – Maps

Pupils learn to improve their map skills using atlases and, in particular, Ordnance Survey maps of the local area.

Range of activities

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

Homework

20 minutes per week in rotation with History.

Assessment

Assessment is informal and ongoing. In addition there are a number of tests based on the work done in Unit 1 spaced throughout the year and an end of year examination.

HISTORY

Teacher in charge – Mrs K.Couchman

Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

Course Description

Terms 1 and 2

What is History?

This unit is an introduction to several of the key skills that will be utilised throughout Key Stage 3 History lessons.

Terms 3 and 4

Medieval Britain

During this depth study, pupils will study the start of the Medieval period right through to the Wars of the Roses. It will focus on several themes including;

1. The Norman Invasion
   This section looks at the causes of the Norman Invasion of Britain during 1066. It will explore how William I was able to successfully secure his new territories against rebellions.
2. The Black Death
   This part looks at the causes and treatments for the Black Death in the 14th century. Pupils will also analyse the impact the Black Death had in Britain, contributing to the Peasants' Revolt in 1381.
3. Towns and Cities
   Aspects of Medieval life in towns and cities will be explored. This will include looking at the impact that poor public health had on the population.

Terms 5 and 6

World History

In this unit pupils will look at key periods of World History from the Prehistoric to Modern Era. Pupils will study major discoveries, inventions and people who made an impact through time.

Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

Homework

This will be set once a week in rotation with Geography and should take approximately twenty minutes.

Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources.

LEARNING SUPPORT

Teacher in charge - Mrs G. Cannon

Aims

- To help pupils transfer successfully from Primary to Secondary school
- To provide literacy and numeracy support for those below expected levels.
- To offer help with homework
- To build the confidence and skills needed at Secondary School

Support

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- After-school homework club runs after school in the Library and is staffed by two Teaching Assistants
- The Learning Support base is open at break time for pupils that need support at this time and is supervised
- Literacy support and numeracy is delivered three times a week in alternate terms for pupils below expected level.
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home, particularly books in the Accelerated Reader Scheme

Course description

Pupils follow a carefully structured phonics course, using Read Write Inc materials designed to boost literacy skills. The course covers a range of topics including reading, writing, spelling and grammar.

Homework

Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their Individual Education Plan targets.

Assessment

All Year 7 entrants are tested for reading, spelling, free writing and cognitive ability. This will form the basis of their Profile targets. Reassessment of reading, writing speed and spelling takes place throughout the year and at the end of the academic year, this information is used to assess those that will need support in Year 8.

MATHEMATICS

Teacher in charge - Mr B. Upward

Aims

- To build on the skills, concepts and knowledge developed during Year 6
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

Course Description

The Year 7 course is focused on pedagogic progression designed to build upon learning in Year 6. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • use negative numbers in context, and calculate intervals across zero • identify common factors, common multiples and prime numbers • solve problems which require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • round any whole number to a required degree of accuracy • perform mental calculations, including with mixed operations and large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • solve problems involving addition, subtraction and multiplication • use their knowledge of the order of operations to carry out calculations • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division; interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • use written division methods in cases where the answer has up to two decimal places • solve problems involving division • use their knowledge of the order of operations to carry out calculations involving the four operations • use common factors to simplify fractions; use common	**Number** • use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple • use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 • recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions • order positive and negative integers, decimals and fractions • use the symbols =, ≠, <, >, ≤, ≥ • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) • apply the four operations, including formal written methods, to integers and decimals • use conventional notation for priority of operations, including brackets • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers • express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 • define percentage as 'number of parts per hundred' • express one quantity as a percentage of another • apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers • interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively • compare two quantities using percentages • solve problems involving percentage change, including percentage increase/decrease

multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	
Ratio, Proportion and Rates of Change • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	**Ratio, Proportion and Rates of Change** • use ratio notation, including reduction to simplest form • divide a given quantity into two parts in a given part:part or part:whole ratio
Geometry and Measures • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] • recognise when it is possible to use formulae for area and volume of shape • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes	**Geometry and Measures** • use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries • use the standard conventions for labelling and referring to the sides and angles of triangles • draw diagrams from written description • identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres • derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language • use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.) • use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate • change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts • measure line segments and angles in geometric figures • apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles • use standard units of measure and related concepts (length, area, volume/capacity) • calculate perimeters of 2D shapes • know and apply formulae to calculate area of triangles, parallelograms, trapezia • calculate surface area of cuboids • know and apply formulae to calculate volume of cuboids • understand and use standard mathematical formulae • work with coordinates in all four quadrants • understand use lines parallel to the axes, $y = x$ and $y = -x$ • solve geometrical problems on coordinate axes • identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation • describe translations as 2D vectors
Algebra • use simple formulae • convert between miles and kilometres • generate and describe linear number sequences • enumerate possibilities of combinations of two variables • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns	**Algebra** • understand and use the concepts and vocabulary of expressions, equations, formulae and terms • use and interpret algebraic notation, including: ab in place of $a \times b$, 3y in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, brackets • simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket

	• where appropriate, interpret simple expressions as functions with inputs and outputs • substitute numerical values into formulae and expressions • use conventional notation for priority of operations, including brackets • generate terms of a sequence from a term-to-term rule • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • solve linear equations in one unknown algebraically
Statistics • interpret and construct pie charts and line graphs and use these to solve problems. • calculate and interpret the mean as an average	**Statistics** • interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)

Grouping

Pupils in Year 7 are grouped from baseline data. They will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

Homework

30 minutes of homework is set weekly and recorded on Show My Homework. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

Assessment

Work is regularly marked and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mrs. Helen Brown

Aims

Pupils are given the opportunity to study three languages for two school terms each. Pupils, in tutor groups, are taught Spanish, German and French. The syllabus includes not only the learning of the basic language to communicate in the target language, but also an approach to the culture and traditions in each target language speaking world. The aim is to create linguists who appreciate the value of learning languages but also understand how they work and so we include the acquisition of skills in the curriculum such as phonics, basic grammatical concepts and the use of a bilingual dictionary.

Course Description

French Module 1 –

- Introduction to French
- Greetings and introductions
- Numbers
- Age and birthdays
- Alphabet
- Stationery items
- Items in a classroom

French Module 2 –

- Sports
- Hobbies
- Colours
- Animals

German Module 1 –

- Introduction to German, German music and the culture
- Greetings and introductions
- Numbers
- Age and birthdays
- Saying where you live
- Stationery items
- Colours
- 'Hundertwasser' art project

German Module 2 –

- School subjects
- Days of the week
- Giving opinions about subjects
- Clothing
- Food and drink
- History project about the Berlin Wall

Spanish Module 1 –

- Introduction to Spanish
- Greetings and introductions
- Numbers
- Age and birthdays
- Alphabet
- Stationery items
- Items in a classroom
- Spanish speaking countries and Christopher Columbus

Spanish Module 2 –

- Animals
- Family members
- Describing hair and eye colour
- Describing physical appearance
- Creating 'wanted' posters

Activities

Pupils work in pairs, small groups as well as whole class.

Homework

Pupils are required to complete one homework per week.

Assessment

Teachers will assess throughout all lessons with formal assessment taking place at the end of each module.

NB Pupils will be asked after Easter to give a preference for the language they would like to continue to study in Years 8 and 9.

MUSIC

Head of Music – Miss. A. Garry

Aims:

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

Course Description:

The course comprises of five topics, which are designed to meet the requirements of the attainment targets of the National Curriculum. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2- Composing
- Attainment Target 3 – Listening and Appraising

Topics:

1. African Music
2. Colour
3. Musicals
4. Melody Writing
5. Ukuleles

Assessment:

In music pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation
Pupil evaluation/comments (both written and spoken)
Audio and video recordings
Concerts and performances both within the classroom and outside
Reports from instrumental teachers

Activities:

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects.

The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

Homework:

Homework will be set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

Extra-curricular:

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB. Extra-curricular activities will be provided subject to the latest advices around COVID 19 restrictions.

PHYSICAL EDUCATION

Teacher in charge - Mr P. Hamblin

Aims

- To help pupils to improve and learn a range of physical skills to achieve success in practical activities
- To encourage pupils to think and change ideas whilst performing by using a variety of different skills for different situations
- To allow pupils to work in a variety of positions and roles within a team and communicate well with others
- To encourage pupils to help others by working within different groups and practical situations
- To insist all pupils try their best and hardest to achieve the lesson objectives or target
- To help pupils to evaluate their work by watching skills and games and suggest ways to improve or change
- To encourage pupils to lead small groups within lessons
- To ensure all pupils understand the need for regular exercise and good hygiene
- To help pupils to understand the need for general fitness when performing physical tasks

Course Description – Theme: Create and Assess as a Reflective Learner

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Tag Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Softball
Outdoor and Adventurous Activities	Handball	Badminton

Assessment
Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

There are three pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.

Pupils will be assessed at the end of each activity block (four weeks) and will be given a grade indicator between 1 and 4. This will show the level of progress within the identified pathway.

Each pupil will complete a self-assessment that will provide a record of their own progress at regular intervals throughout the year.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP

Teacher in charge – Mr M. Macaulay

Course Description

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are also welcomed in to speak to classes.

Topics covered in Year 7 include

Personal Identity, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles, Careers and Diversity.

Range of Activities

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

Homework

There is no homework set in PSHEE and Citizenship

Assessment

Pupils are encouraged to develop self-assessment skills.

RELIGIOUS EDUCATION

Teacher in charge – Mr M. Macaulay

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

Terms 1 and 2	Ultimate Questions, The Mysteries of Life
Terms 3 and 4	The teachings of two religious leaders – Jesus and the Buddha
Terms 5 and 6	Islam Worship and Spirituality

Range of Activities

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching videos and reading. They will participate in group and practical activities such as drama, handling artefacts and art work.

Homework

This will be set approximately once a fortnight. It may involve going to the library to research a topic or learning new words or concepts

Assessment

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

SCIENCE

Teacher in charge – Mrs S. Pearson

Aims

The curriculum for pupils in Key Stage 3 introduces science content and emphasises 'How Science Works' skills. The course called 'Exploring Science' incorporates all the different aspects of 'How Science Works', including evaluating different opinions about scientific phenomena and weighing up evidence along with the usual investigations but delivered in a dynamic and interesting way. In Year 7 pupils are introduced to the skills and concepts they will need and will begin the process of developing their knowledge over the key stage to allow them to be well equipped for their GCSEs in Years 10 and 11. All pupils have access to the Year 7 Exploring Science online textbook.

Course Description

Term 1	Investigating Science	A general introduction to the subject which lays down the vocabulary and investigative skills which pupils will use in Science.
	Who am I?	Pupils look at what makes all living things different and how we can classify them. They are introduced to life processes, organs, organ systems and organ transplants. Microscopic work looking at both plant and animals cells is carried out with pupils learning how to make their own slides. They will learn about how muscles and bones help their bodies function, the importance of the blood and heart and the effect of drugs on the body both medical and recreational.
Terms 2 and 3	Scientific techniques Energy and electricity	Pupils will learn how to separate mixtures using evaporation, distillation and chromatography using this knowledge to make water safe to drink. They will learn that scientists make hypotheses and theories to help explain their observations. They will use models to explain how a substance will respond depending on whether it is a solid, liquid or a gas. They will be able to describe how particles move and diffuse through liquids and gases. Pupils use electrical components to discover how electricity can be used to power equipment. They will use models to identify and explain the differences in series and parallel electrical circuits. They will be able to describe the energy changes and stores in simple machines, compare different fuels, and to make fair comparisons between types of fuel.

Terms 4, 5 and 6	Chemical reactions Forces and sound Reproduction and Ecosystems	Pupils will learn about the chemistry of the home, specifically acids and alkalis. They will be able to identify hazards and learn to do risk assessments for dealing with hazardous materials. Pupils will be able to sort scientific data and distinguish between metals and non metals and know how the elements are organised and form compounds. Pupils will learn how forces affect our everyday life. They will learn the benefits and the problems associated with friction and pressure. They will learn how sounds are made, describe how sounds can be used and compare sound waves. They will explain how sounds are detected by animals and show data collected in both line and scatter graphs. Pupils will study how they themselves grow including the study of conception, pregnancy, birth, adolescence, puberty and the menstrual cycle. (Please note that this is taught in accordance with the Governing Body's Sex Education Policy.) Pupils will then learn about variation within ecosystems, how organisms are adapted to their environment and the effects of the environment on organisms and vice versa.

Homework

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

Assessment

As well as regular informal assessment during lessons there will be a short formal tests after each unit studied. The analysis of the results allows continuous assessment of a pupil's progress to be maintained. Pupils will also sit an exam at the end of Year 7 that assesses their understanding of the topics taught and gives an indication of progress and informs target setting in Year 8.

CIRENCESTER KINGSHILL SCHOOL

YEAR 8 CURRICULUM BOOKLET

2021 - 2022

ART

Teacher in charge - Mrs R. Vine

Aims

- To build on work done in Year 7 by extending the range of activities and relating them closely to existing Art from the past and present and from other cultures.
- To encourage pupils to become more experimental in their approach and see the need for and value of developing and extending ideas.

Course Description

Art has its own distinct role to play within the curriculum by encouraging pupils to express and communicate their ideas and feelings in a very personal way using a wide variety of visual materials and processes.
During Year 8 pupils engage in a number of individual and group projects, which aim to develop their powers of observation and their ability to plan and develop ideas effectively.

Some of the skills covered include:

1. Zoomorphic Portraits

   Zoomorphic means having the form of an animal. Pupils will be producing a portrait of an animal of their choice with a human body and clothing. We will be looking at Yago Partal's "Zoo Portraits". Pupils can produce a tonal pencil drawing or watercolour painting for their final outcome.

2. Freaky Creepy

   Pupils will be making their own sketchbooks. They will be given a piece of A2 paper which they will decorate with paint effects, leaf and dried flower prints, collage and drawings of insects. Their paper will be folded to create a book.

3. Mexican Day of the Dead

   We will study the artefacts and crafts produced to celebrate the Mexican festival 'Day of The Dead'. Pupils will produce a range of decorated skull and skeleton images using a range of techniques and media. We will conclude the project making a clay skull.

Homework Requirements

Homework will normally be set as required and is done in the sketch book, which each pupil is given at the beginning of the year. The homework is usually follow-up work to lessons or preparation and research for the following week's lesson. Sometimes, however, tasks are set, which are simply exercises in drawing and observation; basic skills, which are an integral part of any art course. When students are involved in producing final pieces in school, homework is usually not set.

Assessment

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation.

The assessment takes place in relation to the National Curriculum and is given in the form of oral feedback during lessons. In addition, written comments and details of progress within pathways will be given in sketchbooks. Formal assessment is given termly/half termly.

COMPUTING

Teacher in charge - Mr J. Whight

In Year 8, pupils receive roughly the equivalent of two lessons each week of computing. Some computing is delivered via Design & Technology lessons that cover computer graphics and computer control.

In actual Computing lessons, pupils will:

- revisit the topic of spreadsheet modelling and extend their knowledge of this, including use of the Goal Seek tool. They will get the chance to create their own model from scratch
- refine their presentation and communication skills by using Desk Top Publishing software to create a series of magazine covers and pages with a specific corporate image
- revisit programming using Scratch; they will extend their knowledge of programming and create games
- learn how binary numbers are used to represent text, colours, pictures and sound

Throughout Key Stage 3 pupils encounter and use ICT in all subject areas.

DRAMA

Teacher in charge – Ms E. Stones

Aims

Drama is taught at Kingshill School for three main reasons:

1. **Drama enables pupils to actively explore human behaviour**
   Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the pupils.

2. **Drama develops communication and social skills/qualities**
   Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.

3. **Drama encompasses theatre, film and television mediums**
   Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

Course Description

The activities listed below are used regularly in drama lessons. They contribute to the pupil's development in the above areas:

Physical and mental exercises	Role-plays	Discussions
Performance	Physical, mental and vocal warm-up activities	
Trust exercises	Movement	

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings
- Using improvisations to discover effective ways of communicating characters or stories
- Experiencing dramatic situations first hand
- Interacting with each other during the drama process
- Issue-based or skill based units
- Developing their understanding of appropriate drama vocabulary

Year 8 units include
Darkwood Manor
Greek Myths
Sparkleshark
Grimms Tales Twisted
Teechers
Shakespeare Scenes

Homework

Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

Assessment

Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

Time Allocation

1 x 50 minutes per week.

Additional Information

COVID 19 restrictions permitting, all Year 8 pupils will have the opportunity to see a professional theatre production and the opportunity to take part in extra-curricular school productions.

DESIGN & TECHNOLOGY

Teacher in charge - Mr A. Jelf

Aims
To increase the depth of understanding and to extend the skills and knowledge developed in Year 7 by introducing the pupils to a wider range of skills, concepts and processes which meet the National Curriculum for Design and Technology at Key Stage 3. In particular the work will concentrate on Designing and Making, which makes up the single attainment target in D&T.

Course Description
Pupils are time-tabled for 2 x 50 minute lessons per week of Design and Technology.
The course consists of five modules, which the pupils experience on a timetabled basis. The year group is split into eight groups and each completes all five modules.

FOOD – Teacher: Mrs S. Cameron & Mrs L. De-Gay

A themed course which covers:

- Focus on healthy eating.
- Healthy eating – getting the balance right with basic nutrition
- Food packaging and labelling
- Food safety
- Evaluating, development and sensory analysis

TEXTILES – Teacher: Miss R. Waller

Wearable art
Looking at colour and repeat pattern
Colour theory
Design and make a small felt accessory
Fabric Experiments – Environmental impact of fabrics

PRODUCT DESIGN - Teacher: Mr A. Jelf

Creative Design
Exploring the Iterative Design Process
Effective Communication of Design Proposals
Designing and making an electronic speaker or stationary organiser

SYSTEMS AND CONTROL- Teacher: Mr C. Simkiss

2-D Design
Google sketch up
Designing and making a slot together gift for Bristol Zoo

GRAPHICS- Teacher: Miss V. Richards

Design and make a pop-up book for children
Levers and Mechanisms
Computer aided design and manufacture

Range of Activities
Most of the lessons will be based around design activities which will involve responding to a design brief. Pupils will be encouraged to take home the work they produce though in some instances this may not be until the end of a module or term.

Homework Requirements
Homework will normally be set each week and will usually be follow-up work to lessons or preparations or research for the following week's lessons.

National Curriculum Assessment Procedures

Each module (or unit within a module) will be assessed by the teacher and the results recorded. Pupils will be encouraged to develop self assessment skills through regularly evaluating their own and others' work.

ENGLISH

Teacher in charge - Mr T. Lee

Aims

- To help every pupil achieve their full potential
- To enhance skills in Reading, Writing, and Speaking and Listening developed in Year 7
- To develop pupils' experience of the Literary world
- To foster a love and understanding of language

Course Description

The course is divided into modules allowing for exploration of a wide range of language and literature. Pupils build on the skills developed in Year 7 while continuing to address the crucial literacy skills that they need for progression in all subjects.

During the year, pupils will experience a variety of activities for speaking and listening including individual, pair and group work as well as dramatic role play. They will continue to read a wide variety of challenging, lively and relevant texts and will begin to adopt a more analytical approach to reading enabling them to start exploring the range of techniques used by writers in their work. Indeed, pupils will also develop their own use of the written word and start to draw inspiration from the writers that they read as they develop their ability to write for a range of purposes and audience.

Homework Requirements

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. Pupils are also expected to read for 30 minutes per day.

Assessment and Feedback

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

GEOGRAPHY

Teacher in charge - Mr P. Rowe

Aims

- To build upon the geography experienced by pupils in Year 7
- To develop the pupils' skills and knowledge in line with the requirements of the National Curriculum
- To extend pupils' knowledge to include a range of places beyond the UK
- To foster a sense of awe and wonder about the world

Course description

Unit 1 – Introduction to the United Kingdom
Pupils will recap some of the information they learnt in Year 7 and then go into more detail about the physical and human characteristics of the United Kingdom.

Unit 2 – UK weather and climate
Pupils examine the difference between weather and climate and study the causes of the United Kingdom's very variable weather.

Unit 3 – People in the UK
Pupils examine the population of the UK. They will study the UK population's diversity, its cities and its rural areas.

Unit 4 – Living world
Pupils will look at different ecosystems across the planet.

Unit 5 – Africa
In this unit pupils will look at the continent as a whole and then study regions such as the Sahara and individual countries such as Nigeria.

Unit 6 – The UK's landscape
Pupils will look at the geology of the UK and then investigate how this affects physical features such as rivers and coasts.

Unit 7 – Work, rest and play in the UK
In this unit pupils will look at the world of work. They will examine the geography of shopping and sport and complete a decision making exercise on Heathrow Airport's third runway.

Range of activities

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

Homework

30 minutes per week in rotation with History.

Assessment
Assessment is informal and ongoing. In addition there are a number of formally assessed pieces of work spaced throughout the year.

HISTORY

Teacher in charge – Mrs K.Couchman

Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

Course Description

Terms 1 and 2

Indigenous Peoples of North America

During this unit pupils will investigate many aspects of Native American life. It focuses primarily on the Sioux tribe and explores how they were able to successfully survive living in the Plains of North America. The end of this unit will examine the impact that white settlers coming to America had and covers the conflicts that ensued.

Terms 3 and 4

The Tudor Period

Throughout this unit pupils will examine the reigns of the Tudor monarchs, particularly focusing on Henry VIII and Elizabeth I as well as many social and political issues of the period.

Terms 5 and 6

The Stuarts and The Civil War

This unit covers the reigns of the Stuart monarchs. Pupils will explore the causes and consequences of the Civil War and the impact it had on Britain.

Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

Homework

This will be set once a week in rotation with Geography and should take approximately thirty minutes.

Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources.

LEARNING SUPPORT

Teacher in charge - Mrs G. Cannon

Aims

Pupils will develop their literacy skills so that they can access the curriculum and achieve their potential. We work with pupils to improve their spelling and reading level, to develop their writing and typing speed and to improve their comprehension.

Support

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- After-school homework club runs after school in the library and is staffed by two Teaching Assistants
- Literacy support is delivered three times a week out of a Modern Foreign Language lesson, some pupils have an additional lesson to support Literacy
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home, particularly books on the Accelerated Reader Scheme

Course details

Pupils are tested using diagnostic analysis of spelling, reading accuracy and writing speed and legibility. Using this as a starting point pupils are taught different strategies for reading and spelling, set handwriting targets for accuracy and speed and encouraged to use the computer for editing work and developing their competency and typing speed. Pupils will complete some work as a group, and also have individual work to complete depending on their need and level of reading and spelling. We use Read Write Inc materials with Year 8 pupils.

Homework

Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their profile targets.

Assessment

Reading and spelling are assessed four times a year in Year 8 so we can see if pupils have met their individual targets. Other assessments may also be done on an individual basis and this information is passed to their Head of Year and parents. Pupils are monitored for their on- task behaviour in lessons and this is reported on to parents at the end of the pupil's time in Learning Support or at the end of the academic year.

MATHEMATICS

Teacher in charge - Mr B. Upward

Aims

- To build on the skills, concepts and knowledge developed during Year 7
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

Course Description

The Year 8 course is focused on pedagogic progression designed to build upon learning in Year 7. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple • use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 • recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions • order positive and negative integers, decimals and fractions • use the symbols =, ≠, <, >, ≤, ≥ • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) • apply the four operations, including formal written methods, to integers and decimals • use conventional notation for priority of operations, including brackets • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers • express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 • define percentage as 'number of parts per hundred' • express one quantity as a percentage of another • apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers • interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively • compare two quantities using percentages • solve problems involving percentage change, including percentage increase/decrease	**Number** • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8) • interpret fractions and percentages as operators • work with percentages greater than 100% • solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics • calculate exactly with fractions

Learning Objectives Foundation Path	Learning Objectives Higher Path
Ratio, Proportion and Rates of Change • use ratio notation, including reduction to simplest form • divide a given quantity into two parts in a given part:part or part:whole ratio	**Ratio, Proportion and Rates of Change** • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) • identify and work with fractions in ratio problems • understand and use proportion as equality of ratios • express a multiplicative relationship between two quantities as a ratio or a fraction • use compound units (such as speed, rates of pay, unit pricing) • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts • relate ratios to fractions and to linear functions
Geometry and Measures • use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries • use the standard conventions for labelling and referring to the sides and angles of triangles • draw diagrams from written description • identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres • derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language • use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.) • use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate • change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts • measure line segments and angles in geometric figures • apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles • use standard units of measure and related concepts (length, area, volume/capacity) • calculate perimeters of 2D shapes • know and apply formulae to calculate area of triangles, parallelograms, trapezia • calculate surface area of cuboids • know and apply formulae to calculate volume of cuboids • understand and use standard mathematical formulae • work with coordinates in all four quadrants • understand use lines parallel to the axes, $y = x$ and $y = -x$ • solve geometrical problems on coordinate axes • identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation • describe translations as 2D vectors	**Geometry and Measures** • measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings • identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement • interpret plans and elevations of 3D shapes • use scale factors, scale diagrams and maps • understand and use alternate and corresponding angles on parallel lines • derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) • compare lengths, areas and volumes using ratio notation • calculate perimeters of 2D shapes, including circles • identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference • know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2 • calculate areas of circles and composite shapes • know and apply formulae to calculate volume of right prisms (including cylinders)

Learning Objectives Foundation Path	Learning Objectives Higher Path
Algebra • understand and use the concepts and vocabulary of expressions, equations, formulae and terms • use and interpret algebraic notation, including: ab in place of a × b, 3y in place of y + y + y and 3 × y, a^2 in place of a × a, a^3 in place of a × a × a, a/b in place of a ÷ b, brackets • simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket • where appropriate, interpret simple expressions as functions with inputs and outputs • substitute numerical values into formulae and expressions • use conventional notation for priority of operations, including brackets • generate terms of a sequence from a term-to-term rule • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • solve linear equations in one unknown algebraically	**Algebra** • use and interpret algebraic notation, including: a^2b in place of a × a × b, coefficients written as fractions rather than as decimals • understand and use the concepts and vocabulary of factors • simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices • substitute numerical values into scientific formulae • rearrange formulae to change the subject • generate terms of a sequence from either a term-to-term or a position-to-term rule • deduce expressions to calculate the nth term of linear sequences • solve linear equations with the unknown on both sides of the equation • find approximate solutions to linear equations using a graph • plot graphs of equations that correspond to straight-line graphs in the coordinate plane • identify and interpret gradients and intercepts of linear functions graphically • recognise, sketch and interpret graphs of linear functions and simple quadratic functions • plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed
Statistics • interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)	**Statistics** • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • use and interpret scatter graphs of bivariate data • recognise correlation • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) • apply statistics to describe a population
Probability •	**Probability** • relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • record describe and analyse the frequency of outcomes of probability experiments using tables • construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply the property that the probabilities of an exhaustive set of outcomes sum to one • apply systematic listing strategies • record describe and analyse the frequency of outcomes of probability experiments using frequency trees • enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams • construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments

Grouping
Pupils in Year 8 stay in their groups from Year 7 and will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

Homework
30 minutes of homework is set weekly and recorded on Show My Homework. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

Assessment
Work is regularly marked and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mrs. Helen Brown

Aims

Pupils in Year 8 have three language lessons each week. All Pupils study either French, Spanish or German. In addition, the most able pupils will be offered the opportunity to study French as a second language through an after school lesson on one afternoon each week.

Course Description

French

- Introducing yourself
- Talking about likes and dislikes
- Describing yourself and others
- Talking about school
- Giving opinions
- Telling the time
- Talking about food and drink
- French speaking countries
- Talking about sports and activities
- Asking questions
- Saying what you do online
- Towns and cities and using 'on peut' to say what you can do there
- Giving and understanding directions
- Talking about holidays
- Daily routine
- Going to a café
- Saying what you would like to do in the future
- Types of television programs and films
- Talking about books
- The perfect tense using 'avoir'

German

- Introducing yourself
- Saying where you live
- Spelling in German
- Describing what you have in your school bag
- Saying when your birthday is
- Giving your opinion about your school subjects
- Talking about the timetable
- Talking about what you eat and drink at break
- Describing what you wear to school
- Regular and irregular verbs in German
- Learning about school life in German-speaking countries
- Giving information about family members
- Describing people's appearance
- Talking about people's characteristics
- Talking about pets
- Understanding a longer email and writing a reply
- Using connectives
- Talking about sports and hobbies
- Using adverbs of frequency to say how often you do something
- Arranging to go out and making invitations
- Introduction to the accusative case +in

- Using "man kann" to say what activities there are in your town
- Describing your house
- Describing your room
- Talking about your dream home

Spanish

- Spanish pronunciation
- Introducing yourself
- Describing people
- Talking about family and pets
- School and subjects
- Countries and town
- Talking about school
- Describing the weather
- Sports and free time activities
- Telling the time
- Ordering in a café
- Talking about holidays
- Describing holiday activities
- Learning about Christmas in Spain

Range of Activities

Pupils will work in pairs, small groups and full groups, as well as participating in self-supported study. Pupils also develop reading skills through individual reading schemes.

Homework Requirements

One homework of approximately 30 minutes will be set each week per subject. Regular learning of vocabulary and phrases is vital if progress is to be made. Some reading and writing activities will also be set to consolidate work done in class.

National Curriculum Assessment Procedures

Work is assessed throughout lessons, but formal assessments take place at the end of each term.

MUSIC

Head of Music – Miss. A. Garry

Aims:

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

Course Description:

The course comprises of four topics, which are designed to meet the requirements of the attainment targets of the National Curriculum. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2- Composing
- Attainment Target 3 – Listening and Appraising

Topics:

1. Blues and Jazz
2. Variations
3. Minimalism
4. Bank workshops – musical futures

Assessment:

In music pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation
Pupil evaluation/comments (both written and spoken)
Audio and video recordings
Concerts and performances both within the classroom and outside
Reports from instrumental teachers

Activities:

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects.

The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

Homework:

Homework will be set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

Extra-curricular:

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB Extra-curricular activities will be provided subject to the latest advice around COVID 19 restrictions.

PHYSICAL EDUCATION

Teacher in charge - Mr P. Hamblin

Aims

- To help pupils to break skills down into parts, as well as self assess their own performance and understand the need for different practices
- To encourage pupils to think and adapt their performance to different activities and equipment
- To allow pupils to understand the difference between the role of performing as a coach, official and leader
- To encourage pupils to help others when things become difficult
- To insist all pupils try their best and demonstrate their maximum effort in practical situations and athletic challenges
- To help pupils to evaluate their work by being aware of the "perfect model" for most practical skills
- To encourage pupils to lead and modify a practice to make it harder or easier
- To ensure all pupils take pride in their own health and appearance
- To help pupils to understand the need for specific fitness when performing challenging physical tasks

Course Description – Theme: Effective Participation as a Player and within a Group

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Tag Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Softball
Outdoor and Adventurous Activities	Handball	Badminton

Assessment

Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

Pupils will be assessed at the end of each activity block (four weeks) and will be given an attainment statement that is in line with their individual pathway. This identifies if the pupil is working above, at or below their expected level.

There are four pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.
Level 4 'Exceptional' – Pupils show an advanced range of core skills within all aspects of P.E.

Each pupil will complete a self-assessment that will provide a record of their own progress from Year 7.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP

Teacher in charge – Mr M. Macaulay

Course Description

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are also welcomed in to speak to classes.

Topics covered in Year 8 include

Personal Identity, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles and Diversity, Careers Education and Equality.

Range of Activities

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

Homework

There is no homework set in PSHEE and Citizenship.

Assessment

Pupils are encouraged to develop self-assessment skills.

RELIGIOUS EDUCATION

Teacher in charge – Mr M. Macaulay

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

The Course

Term 1 The Teachings of the Ten Gurus
Term 2 The Truth
Term 3 Hinduism
Term 4 The Journey Through Life
Term 5 Festivals
Term 6 Britain's Religious Roots

Range of Activities

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching video and slides, reading, participating in group and practical activities e.g. drama, drawing, tasting, handling artefacts and project work.

Homework Requirements

Homework will be set approximately once a fortnight. It may sometimes involve going to the library to research a topic or learning new words/concepts.

Assessment

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

SCIENCE

Teacher in charge – Mrs S. Pearson

Aim

The curriculum for pupils in Key Stage 3 highlights science content and emphasises 'How Science Works' and science literacy skills. The course called 'Exploring Science' incorporates all the different aspects of 'How Science Works', including evaluating opinions about scientific phenomena and weighing up evidence, along with the usual investigations delivered in a dynamic and interesting way. In Year 8 pupils continue to develop the skills, concepts and knowledge they will need to allow them to be well equipped for their GCSEs in Years 10 and 11. The course is comprised of the following units of study. Pupils will receive 4 lessons of science a week and units are studied on a rota basis.

Food and Nutrition	Pupils look at health and diet, the digestive system and respiration.
Breathing & Respiration	Pupils learn how the human gas exchange system works and how it is well adapted for this role. Through a series of experiments pupils assess factors related to their own respiratory systems.
Unicellular Organisms	Pupils compare the different types of microorganisms. They explore how microorganisms have been pivotal in shaping our history (for example the Black Death) and how we can harness them to make useful products for ourselves.
Combustion	Pupils investigate what happens when a fuel is combusted, and the implications the products have for the environment. Pupils then research alternatives and make conclusions based on sound evidence.
Periodic Table	Pupils explore the history of the Periodic Table. What were the key discoveries in Chemistry by big names such as Dalton and Mendeleev? Patterns and reactions within groups of elements are the subject of several investigations. Links are also made to the application of Chemistry in our lives (e.g. fireworks)
Metals & Uses	Pupils investigate the reactions of metals and use results from experiments to justify why certain metals are used for specific jobs.
Light	Pupils investigate key phenomena related to light. What is the law of reflection? Why does light appear to bend? What colours are in light and how does this link to rainbows and colour vision?
Fluids	Pupils delve into the properties of different states of matter. They will use particle diagrams to explain the differences in the behaviour of solids, liquids and gases. Pupils will use their knowledge of particle theory to explain how objects float and sink, what pressure is and how it affects objects, and how we can use this to overcome extreme environments.
Energy Transfers	Pupils make use of investigations to explain how energy transfers shape our world and everything we do. From conduction of energy in

	cooking to convection currents that keep Hot Air Balloons airborne. Experimental evidence is used to show how careful design can reduce energy loss and create energy efficient products.
Space	In this unit pupils will explore the big ideas about gravity and how it influences our place in the Universe. Pupils will consider a range of evidence and use it to explain why we have seasons and the effects of Earth's magnetic field. Delving deeper, pupils will research what is beyond our Solar System and debate if it is worth exploring.

In addition to the units above, pupils will also spend time reviewing some of the 'Big Ideas' in science. These include photosynthesis & respiration, earth processes, chemical reactions, forces, electricity, and an emphasis on improving scientific enquiry skills.

Homework

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

Assessment

As well as regular informal assessment during lessons, there will be test at the end of each unit to assess pupils' knowledge and understanding. The analysis of the results allows continuous assessment of a pupil's progress to be maintained. Pupils will also sit an exam at the end of Year 8 which will help determine pathways at KS3 and option choices at KS4.

CIRENCESTER KINGSHILL SCHOOL

YEAR 9 CURRICULUM BOOKLET

2021 - 2022

ART

Teacher in charge - Mrs R. Vine

Course Description

Art has its own distinct role to play within the curriculum by encouraging the pupils to express and communicate their ideas and feelings in a very personal way, using a wide variety of visual materials and processes. During Year 9 pupils follow a course, which aims to develop an expressive response to a range of subject areas. All lessons will be based around practical activities that will be related to the work of established artists of our own and other cultures.

Examples of the units of work covered are,

1. **Pop Art**
   Pupils will study the work of Roy Lichtenstein, Ron Magnes, Andy Warhol and Burton Morris. They will draw from direct observation a range of well known, branded food products such as Marmite and Nutella. They will produce pop art style paintings using poster paint and cotton buds and felt tip pens. Their final piece can be in the style of any of the artists we have studied and can be a 2D or relief outcome.

2. **Under the Sea**
   Pupils will produce a range of work drawing from secondary sources of sea creatures and vegetation to create an 'underwater' scene. We will use black fine line pen, ink and wash to add tone and detail.
   They will also produce an A3 study on an artist of their choice that focuses on 'sea-life' as their subject matter. Their final piece will be a sea creature or scene in the style of their chosen artist in a medium of their choice.
   Artists studied: Tamara Phillips, Yellena James and Ernst Haeckl

3. **Art Heroes**
   This project is designed to prepare pupils for making their GCSE option choices – in particular if they are considering opting for GCSE Art or Photography. The focus of the project will be to study a range of artists and photographers and produce original outcomes inspired by their own research and study of their chosen artist (these skills are essential and are assessed throughout both GCSE courses).
   The pupil's ability to work independently and creatively will be assessed, determining whether opting for either GCSE course would be suitable or advisable. Homework will play a key role in deciding this.
   Artists studied: Patrick Caulfield, Mark Powell and Karen Stamper.
   Photographers studied: David Samuel Stern, Edward Weston and Annie Liebovitz.

4. **Graffiti**

Pupils will study the work of well-respected and talented graffiti artists. They will write their name (or tag) in a variety of graffiti font styles using black pen/colour pencil/water colour/felt tips/inks. They will use the website "Graffiti Creator" to develop original designs for their name. Work for the project will be mainly sketchbook based.

Assessment

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation. The assessment takes place in relation to the National Curriculum and is given in the form of oral feedback during lessons. In addition, written comments and details of progress within pathways will be given in sketchbooks. Formal assessment is given termly/half termly.

Homework Requirements:

Homework will be set as and when required. The homework is usually follow-up work to lessons or preparation and research for the following week's lesson. Sometimes, however, tasks are set that are simply exercises in drawing and observation; basic skills that are an integral part of any art course.

COMPUTING

Teacher in charge - Mr J. Whight

Pupils receive one lesson each week of Computing in Year 9.

Work covered includes:

- more in depth programming using Scratch and/or Python
- learning about algorithms and studying common algorithms for sorting and searching
- learning about making web pages using HTML. Learning about how the internet and the world wide web work, and about how to use the WWW safely.
- learning how to edit/modify photographic images using photediting software. Pupils will then use their skills to design some CD/album covers using existing imagery and effects
- create an outline for a CV that will later be polished in English lessons and then used for work experience/college applications.

Throughout Key Stage 3 pupils encounter and use ICT in all subject areas.

DRAMA

Teacher in charge – Ms E. Stones

Aims

Drama is taught at Kingshill School for three main reasons:

1. Drama enables pupils to actively explore human behaviour
   Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the students.

2. Drama develops communication and social skills/qualities
   Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.

3. Drama encompasses theatre, film and television mediums
   Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

Course description

The activities listed below are used regularly in drama lessons. They contribute to the pupils' development in the above areas:

Physical, mental and vocal warm-up activities		Physical and mental exercises
Trust exercises	Movement	Role-plays
Performance	Discussions	

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings.
- Using improvisations to discover effective ways of communicating characters or stories.
- Experiencing dramatic situations first hand.
- Interacting with each other during the drama process.
- Issue-based or skill based units.
- Developing their understanding of appropriate drama vocabulary.

Year 9 Units include

Everyone's talking about Jamie
Girls like That
Blood Brothers
DNA
Os AND Xs/ Romeo and Juliet
War Horse

Homework
Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

Assessment
Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

Time Allocation
1 x 50 minutes per week.

Additional Information
COVID restrictions permitting, all Year 9 pupils will have the opportunity to see a professional theatre production. They also have the opportunity to take part in a school production.

DESIGN & TECHNOLOGY

Teacher in charge - Mr A. Jelf

Aims

To provide the pupils with opportunities to complete extended design tasks which enable them to use the skills and knowledge developed during Years 7 and 8. To provide an end of year assessment, based on the progress of pupils across the Key Stage in all specialist areas of Design and Technology.

In particular the work will concentrate on designing and prototyping cardboard products that are creative and made with a high level of accuracy.

Course Description

Pupils are timetabled for 3 x 50 minute lessons per week of Design and Technology.

The course consists of five modules that the pupils experience on a rotational basis. The modules may take place in a different order depending on the demands on availability of resources and equipment.

The following work is covered,

PRODUCT DESIGN - Teacher: Mr A. Jelf

Young enterprise project
Communication Skills
Application of the Design Process to produce a creative design folder and an artefact
Computer aided design and computer aided manufacture

FOOD - Teacher: Mrs L. De-Gay

Research and design based on cultural and regional dishes
Packaging, recycling and labelling
Development of Food Science and functions of ingredients

TEXTILES - Teacher: Miss R. Waller

Exploring colour pattern and texture
Exploring geometric embroidery patterns
Develop samples made using a variety of different techniques
Art Movement inspired bag and design styles in history
Research other artists
Construction techniques using textiles
Block and stencil printing for textiles
Understanding of social and moral and environmental issues in Textiles

GRAPHIC PRODUCTS – Teacher: Miss V. Richards

Sustainability
Research into the 6 R's
Understanding how to re-use materials
Exploring photography and basic photographic techniques

3D DESIGN – Teacher: Mr C. Simkiss

Generating design ideas from primary observation
Research into sculpture and relevant artist and designers
Design and prototype a range of different designs for an outdoor sculpture inspired by primary and secondary sources

Range of Activities

Most of the lessons will be based around design activities that will involve responding to a design brief. Pupils will be encouraged to take home the work they produce though in some instances this may not be until the end of a module or term.

Homework Requirements

Homework will normally be set each week and will usually be follow-up work to lessons or preparation or research for the following week's lessons.

National Curriculum Assessment Procedures

Each module (or project within a module) will be assessed by the teacher and the results recorded. Pupils will be encouraged to develop self-assessment skills through regularly evaluating their own and others' work. At the end of the year pupils' progress and level of attainment will be reported to parents.

ENGLISH

Teacher in charge - Mr T. Lee

Aims

To consolidate pupils' skills in all areas of the subject and to give them the skills necessary to approach the GCSE course with confidence

Course Description

As in Year 7 and 8, English takes the form of a skills-based modular course, exploring a wide range of fiction, non-fiction and media texts. Pupils continue their study of literacy skills, developing and consolidating skills already acquired. Indeed, at this stage, pupils are expected to have a firm grasp of literary and linguistic analysis with a growing confidence in expressing their own ideas and opinions in response to a given text or scenario. At this point of the Key Stage, pupils will have experienced the full range of writing styles, with increasing emphasis on essay techniques and literary criticism. Furthermore, pupils are expected to exercise a high degree of independence and originality in their work in preparation for starting the GCSE course.

Pupils begin the English Language and English Literature GCSE course after February half-term in Year 9. The work is preparatory in nature and is designed to teach and consolidate some of the key skills necessary for the final examinations in Year 11.

Homework Requirements

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. Pupils are also expected to read for 30 minutes a day.

Assessment and Feedback

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

GEOGRAPHY

Teacher in charge - Mr P. Rowe

Aims

- To build upon the geography experienced by pupils in Year 8
- To develop each pupil's skills and knowledge in line with the requirements of the National Curriculum
- To prepare pupils for the GCSE course in Key Stage 4
- Since this is the last time that some pupils will study Geography it is important to emphasise the importance of the subject in understanding the world in which we live
- To foster a sense of awe and wonder about the world

Course description

Unit 1 – World cities
Pupils learn how geography can be used to explain the location and function of towns and cities. Beyond that they are asked if our cities and towns are "fit for purpose" and they are challenged to design something better.

Unit 2 – Physical world
Pupils learn about the causes and effects of earthquakes and volcanoes as well as learning about extreme weather events such as tropical storms.

Unit 3 – Global environmental issues
Pupils learn about climate change and the implications that it has for fragile environments. Pupils carry out an enquiry into an environmental issue of their choice.

Unit 4 – Unequal world
Global issues related to development, food and hunger, international migration, health and trade.

Unit 5 – Challenges and opportunites in the UK
Pupils will study the geography of poverty and wealth, water supply, pollution and energy in a UK context.

Unit 6 – Wildfires
Pupils examine the causes and effects of wildfires. They will also look at why they are increasing in frequency and intensity.

Unit 7 – Cold environments
Pupils will study the characteristics of arctic and tundra biomes as well as the issues facing these areas. Pupils will also look at glaciated landscapes.

Range of activities

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

Homework

45 minutes per week in rotation with History.

Assessment

Assessment is informal and ongoing. In addition there are a number of formally assessed pieces of work spaced throughout the year.

HISTORY

Teacher in charge – Mrs K.Couchman

Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

Course Description

Terms 1 and 2

<u>1745-1901</u>

This unit covers the political and social effects that the Industrial Revolution had, particularly in Britain. It will look at the impact the changes had on public health in towns and cities. Pupils will then study contemporary events in other areas of the world including the French Revolution. The second half of this unit focuses on the rise of the British Empire and the impact of colonial rule in India. Finally pupils will study the growth, effect and eventual abolition of the Trans-Atlantic slave trade.

Terms 3 and 4

<u>The First World War</u>

This unit covers many different aspects of the First World War including: the reasons why the war began, how propaganda was used in Britain as well as the conditions experienced by soldiers at the Western Front.

Terms 5 and 6

<u>The Second World War</u>

Pupils will study the causes of the Second World War in detail such as the impact of the Treaty of Versailles, the eventual collapse of the League of Nations as well as the rise of the Nazi party. They will then investigate the effect that the war had on people in Britain, by examining the home front and the Blitz. Pupils will also analyse the causes and the impacts that the Holocaust had in Europe. Finally, the unit covers the impact that the dropping of the atomic bombs had on Japan.

Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

Homework

This will be set once a week in rotation with Geography and should take approximately forty five minutes.

Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources.

LEARNING SUPPORT

Teacher in charge Mrs G. Cannon

Aims

Pupils will develop their literacy skills to prepare for their GCSE courses so that they can access the curriculum and achieve their potential. We work with pupils to improve their spelling and reading level, to develop their writing and typing speed and to improve their comprehension.

Support

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- Literacy support is delivered three lessons a week out of Modern Foreign Language lessons.
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home; particularly books on the Accelerated Reader Scheme

Course details

Pupils are tested using diagnostic analysis of spelling, reading accuracy and writing speed and legibility. Using this as a starting point pupils are taught different strategies for reading and spelling, set handwriting targets for accuracy and speed and encouraged to use the computer for editing work and developing their competency and typing speed. Pupils will complete some work as a group, and also have individual work to complete depending on their need and level of reading and spelling. Towards the end of the year there is a greater emphasis on study skills and revision to prepare for GCSEs.

Homework

- Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their Profile targets
- Pupils have access to the Accelerated Reader Programme

Assessment

Reading and spelling are assessed four times a year so we can see if pupils have met their individual targets. Access Arrangements testing is completed in Year 9 in preparation for GCSEs. Other assessments may also be done on an individual basis and this information is passed to the Head of Year and parents. Pupils are monitored for their on-task behaviour in lessons and this is reported on to parents at the end of the pupil's time in Learning Support or at the end of the academic year. All Year 9 pupils within Learning Support sit Cognitive Ability Tests in the Summer term in preparation for GCSE work.

MATHEMATICS

Teacher in charge - Mr B. Upward

Aims

- To build on the skills, concepts and knowledge developed during Year 8
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

Course Description

The Year 9 course is focused on pedagogic progression designed to build upon learning in Year 8. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8) • interpret fractions and percentages as operators • work with percentages greater than 100% • solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics • calculate exactly with fractions	**Number** • calculate with roots, and with integer indices • calculate with standard form $A \times 10n$, where $1 \leq A < 10$ and n is an integer • use inequality notation to specify simple error intervals due to truncation or rounding • apply and interpret limits of accuracy
Ratio, Proportion and Rates of Change • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) • identify and work with fractions in ratio problems • understand and use proportion as equality of ratios • express a multiplicative relationship between two quantities as a ratio or a fraction • use compound units (such as speed, rates of pay, unit pricing) • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts • relate ratios to fractions and to linear functions	**Ratio, Proportion and Rates of Change** • solve problems involving direct and inverse proportion including graphical and algebraic representations • apply the concepts of congruence and similarity, including the relationships between lengths in similar figures • change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts • use compound units such as density and pressure

Learning Objectives Foundation Path	Learning Objectives Higher Path
Geometry and Measures • measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings • identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement • interpret plans and elevations of 3D shapes • use scale factors, scale diagrams and maps • understand and use alternate and corresponding angles on parallel lines • derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) • compare lengths, areas and volumes using ratio notation • calculate perimeters of 2D shapes, including circles • identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference • know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2 • calculate areas of circles and composite shapes • know and apply formulae to calculate volume of right prisms (including cylinders)	**Geometry and Measures** • use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle) • use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line • construct plans and elevations of 3D shapes • use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs • identify and apply circle definitions and properties, including: tangent, arc, sector and segment • calculate arc lengths, angles and areas of sectors of circles • calculate surface area of right prisms (including cylinders) • calculate exactly with multiples of π • know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures
Algebra • use and interpret algebraic notation, including: a^2b in place of $a \times a \times b$, coefficients written as fractions rather than as decimals • understand and use the concepts and vocabulary of factors • simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices • substitute numerical values into scientific formulae • rearrange formulae to change the subject • generate terms of a sequence from either a term-to-term or a position-to-term rule • deduce expressions to calculate the nth term of linear sequences • solve linear equations with the unknown on both sides of the equation • find approximate solutions to linear equations using a graph • plot graphs of equations that correspond to straight-line graphs in the coordinate plane • identify and interpret gradients and intercepts of linear functions graphically • recognise, sketch and interpret graphs of linear functions and simple quadratic functions • plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed	**Algebra** • understand and use the concepts and vocabulary of identities • know the difference between an equation and an identity • simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$ • argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments • translate simple situations or procedures into algebraic expressions or formulae • recognise and use Fibonacci type sequences, quadratic sequences • understand and use the concepts and vocabulary of inequalities • solve linear inequalities in one variable • represent the solution set to an inequality on a number line • solve, in simple cases, two linear simultaneous equations in two variables algebraically • derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution • find approximate solutions to simultaneous equations using a graph • identify and interpret gradients and intercepts of linear functions algebraically • use the form $y = mx + c$ to identify parallel lines • find the equation of the line through two given points, or through one point with a given gradient • interpret the gradient of a straight-line graph as a rate of change • recognise, sketch and interpret graphs of quadratic functions • recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y = 1/x$ with $x \neq 0$ • plot and interpret graphs (including reciprocal graphs) and graphs

	of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
Learning Objectives Foundation Path	**Learning Objectives Higher Path**
Statistics • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • use and interpret scatter graphs of bivariate data • recognise correlation • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) • apply statistics to describe a population	**Statistics** • interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use • draw estimated lines of best fit; make predictions • know correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing
Probability • relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • record describe and analyse the frequency of outcomes of probability experiments using tables • construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply the property that the probabilities of an exhaustive set of outcomes sum to one • apply systematic listing strategies • record describe and analyse the frequency of outcomes of probability experiments using frequency trees • enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams • construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments	**Probability** • calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions • enumerate sets and combinations of sets systematically, using tree diagrams • understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size

Grouping

Pupils in Year 9 stay in their groups from Year 8 and will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

Homework

40 minutes of homework is set weekly and recorded on Show My Homework. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

Assessment

Work is regularly marked and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mrs Helen Brown

Aims

Pupils have now chosen to study either French, Spanish or German. This year will allow them to further their knowledge in the one language. Pupils will now have a good understanding of the basic grammar of that language. In Year 9 pupils will be learning to understand how and when to use different tenses in their language work. By the end of the year pupils will have established a strong foundation of grammar and vocabulary and will, therefore, be in a good position to continue to further their learning to GCSE level should they wish.

Course Description

Generally, a topic is introduced so that pupils hear and can speak in that language before they read and write about it. Although the course is topic-based, the importance of grammar is emphasised.

French

- Talking about types of television programs and films
- Talking about types of books and reading habits
- Activities online
- Using the past, present and future tenses
- Talking about hobbies
- Learning about Paris
- Giving justified opinions
- Using reflexive verbs
- Talking about character and personality
- Discussing clothes and style
- Talking about where you live
- Describing your home
- Talking about meals and buying food
- Superlatives and comparatives
- Talking about talent and ambition
- French speaking countries
- The French revolution

Spanish

- Talking about a past holiday
- Describing holiday activities
- Discussing music
- Giving opinions
- Talking about TV
- Using the comparative
- Ordering meals and describing meal times
- Talking about parties and buying clothes
- Arranging to go out
- Making excuses

- Sporting events
- Asking for directions

German

- Learning about German speaking towns/cities
- Talking about the weather
- Places in town and transport
- Asking for and giving directions
- Buying food and drink at the "Schnellimbiss"
- Talking about future holiday plans
- Talking about previous holidays
- Ordering food in a café
- Shopping
- The dative case
- Talking about TV viewing habits
- Understanding an interview with a young sports person
- Talking about a school trip
- Talking about illnesses and injuries
- Discussing healthy and unhealthy eating

Range of Activities
Pupils will work in pairs, small groups and full groups, as well as participating in self-supported study.

Homework Requirements
There will be one homework per language per week. This could involve learning vocabulary or activities based on speaking, reading or writing. All homework is equally important.

National Curriculum Assessment Procedures

Work is assessed throughout lessons, but formal assessments take place at the end of each term.

MUSIC

Head of Music – Miss A. Garry

Aims:

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

Course Description:

The course comprises of four topics which are designed to meet the requirements of the attainment targets of the National Curriculum. There is also an added focus of early preparation for GCSE particularly prior to Option Choices. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2- Composing
- Attainment Target 3 – Listening and Appraising

Topics:

1. Music Theory and Keyboard Skills Focus.
2. Popular Music- Musical Futures
3. Film Music
4. Reggae

Assessment:

In music, as in all subjects, pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation
Pupil evaluation/comments (both written and spoken)
Audio and video recordings
Concerts and performances both within the classroom and outside
Reports from instrumental teachers

Activities:

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects.

The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

Homework:

Homework is set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

Extra-curricular:

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB Extra-curricular activities will be provided subject to the latest advice around COVID 19 restrictions.

PHYSICAL EDUCATION

Teacher in charge: Mr P. Hamblin

Aims

- To help pupils to explain where skills are linked and how they are different between sports or physical activities
- To encourage pupils to think how they can adapt to a variety of new situations with consistency and effectiveness
- To allow pupils to volunteer for a variety of leadership roles
- To encourage pupils to offer advice to others when learning new or challenging physical skills
- To insist all pupils aim to achieve improvements in all areas of Physical Education
- To help pupils to evaluate the work of others by pupils providing positive feedback and suggestions of correct actions for improvement. Pupils will be given the chance to use ICT when performing this
- To encourage pupils to plan and lead a session to include a warm up, development practice and game
- To ensure all pupils understand the need for regular participation in sport or physical activity in and out of the curriculum / school
- To help pupils to understand the need for different types of training specific to different activity levels and lifestyles

Course Description – Theme: Manage self and others to plan and answer challenges

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Touch Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Badminton
Softball	Outdoor and Adventurous Activities	
Trampolining	Health Related Fitness	Handball

Assessment

Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

Pupils will be assessed at the end of each activity block (four weeks) and will be given an attainment statement that is in line with their individual pathway. This identifies if the pupil is working above, at or below their expected level.

There are four pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.
Level 4 'Exceptional' – Pupils show an advanced range of core skills within all aspects of P.E.

Each pupil will complete a self-assessment that will provide a record of their own progress from Year 8. This will also prepare pupils to access the KS4 P.E / Sport curriculum.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP

Teacher in charge – Mr M. Macaulay

Course Description

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are welcomed in to speak to classes.

Topics covered in Year 9 include:

Personal Identity and Careers Education, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles and Diversity.

Range of Activities

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

Homework

There is no homework set in PSHEE and Citizenship.

Assessment

Pupils are encouraged to develop self-assessment skills.

RELIGIOUS EDUCATION

Teacher in charge - Mr M. Macaulay

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

The Course

Over the year the following topics will be studied.

Term 1	What is God?
Term 2	Evil and Suffering
Term 3	Happiness
Term 4	Justice, Poverty and Wealth
Term 5	Life After Death
Term 6	The Great RE Debates

Range of Activities

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching videos and slides, reading, participating in group and practical activities (e.g. drama, drawing, tasting, handling artefacts, project work etc.) The aim is to encourage an understanding of commitment and belief.

Homework Requirements

Homework will be set approximately once a fortnight. It may sometimes involve going to the library to research a topic or learning new words/concepts.

Assessment

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

SCIENCE

Teacher in charge – Mrs S. Pearson

Aim

The Science curriculum we are following in Year 9 is Exploring Science. This course provides a broad and balanced delivery of science content in a way that is meaningful to pupil's lives. Interwoven into the course are aspects of 'Working Scientifically', where pupils learn how science works in the commercial world and how literacy and numeracy conventions are a vital part of successful scientific communication and collaboration. In Year 9 pupils continue to develop the skills, concepts and knowledge they will need to allow them to be well equipped for their GCSEs in Years 10 and 11.

Course Content

GENETICS & EVOLUTION	Pupils explore the differences between environmental and genetic variation. They will gain an understanding of the structure of DNA, how it functions and historical aspects of its discovery. Pupils will consider the evidence for evolution by Natural Selection and discuss factors contributing to species extinction.
PLANT GROWTH	Pupils will gain a deeper understanding of important chemical reactions in plants and how plant products are used. Pupils will investigate how plants are adapted to different conditions and how farmers make use of these features in their crop breeding and plant nutrition. Pupils will gain a deeper insight into different farming systems and be able to debate pros' and cons' of each.
MAKING MATERIALS	Pupils will gain an impression of what it is to be a materials scientist. Through practical investigation and research they will explore the properties of materials such as ceramics, polymers, and composites, and become skilled at matching material property to end use. Pupils will also explore the environmental implications of using certain materials and understand the importance of regulation and responsible practice.
REACTIVITY	Pupils will build on work undertaken in Year 8 and delve further into the nature of explosions and why some chemicals behave this way. They will conduct investigations to explore patterns in the Periodic Table. Pupils will also explore energy changes in chemical reactions and apply their chemical understanding to the extraction of metals.
FORCES & MOTION	Pupils take their knowledge and understanding of this aspect of Physics further by investigating how forces cause objects to behave and what happens when forces are balanced and unbalanced. Energy transfers are linked to the changes in motion and Maths skills are employed to analyse data and test relationships.
FORCE FIELDS & ELECTROMAGNETS	Pupils consider the different type of force fields and the impact they have. The phenomena of electricity are explored in terms of static, current electricity, resistance, and electromagnetism. Pupils will learn to relate the science ideas they have explored to real life contexts such as Space exploration.

Range of Activities

Each topic of work covers the standard of National Curriculum subject matter and at the same time develops one or more process skills. This could involve pupils in investigatory work or may require group discussion or presentation. Pupils may be asked to apply what they have learnt, evaluate or interpret their own or secondary sources of data or make predictions or hypotheses about more familiar situations.

Homework

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

Assessment Procedures

As well as regular informal assessment during lessons, there will be a test at the end of each unit to assess pupils' knowledge and understanding.

Pupils will also complete two internal end of Key Stage examinations in February which will test **all** their Key Stage 3 Science knowledge. The first assesses pupils' aptitude in aspects of working scientifically. The second test is a rigorous assessment of subject knowledge across the key stage.

Pupils will then commence their GCSE studies, focusing on introduction units in Biology, Chemistry, and Physics.