Green Meadow Independent Senior School



**Key Stage 3**

**Curriculum Information**

Robson Way

Lowton,

Warrington

Cheshire WA3 2RD

Proprietor/Head Teacher: Sandra Green

Tel no: (**01942 671138)**

E-Mail: greenmeadowteachers@gmail.com

**School Website: greenmeadowindependentprimaryschool.co.uk**

**Warm welcome from the Head Teacher**

Green Meadow is a school based on traditional educational and family values with an excellent reputation in the Warrington and Wigan area. I am incredibly proud to lead this unique and vitally important stage of our pupil’s academic careers and together, with hard work, we will ensure the transition from Primary to Senior School is seamless. I am a firm believer that if children are happy during their time in school then their happiness will inform their successes – so much so that every teacher and pupil at Green Meadow is united by the idea that if we support one another and work hard then we can all exceed every expectation. Our vision is to nurture each pupil to build their confidence and their love of learning which is at the heart of all our school does.

We foster independent learning, confidence and leadership in our pupils, through stimulating and challenging lessons and a range of extra-curricular opportunities. At Green Meadow the pupils develop high aspirations and achieve the highest standards. With personal development, behaviour and welfare of the pupils judged as outstanding at our latest inspection, we are a school with happy and motivated children. All staff are highly committed to the values of the school and the ethos of care and support permeates throughout our school. Relationships between staff and pupils are outstanding and we offer the very best pastoral care in a caring and supportive environment. With pupil wellbeing at the heart of all we do, at Green Meadow we are committed to providing an all-round education.

We place great emphasis on small class sizes and on the standard of our teaching as these are proven to have the largest impact on a child’s progress. We follow the national curriculum which is delivered by teachers who inspire and challenge, enabling every pupil to achieve their full potential. Pupils certainly benefit from a tailored learning experience, delivered in a safe and secure environment that encourages a lifelong passion for learning and a genuine interest in the world.

The curriculum has also been shaped to not only strengthen pupil’s knowledge but to develop self-confidence, interpersonal skills and humility that will hold them in good stead in Senior School and later life. In addition to taking a traditional programme of the English Baccalaureate subjects, Senior School pupils gain experience in visual art, drama, dance, music, life skills and physical education. Pupils enjoy individually scheduled classes and a wider array of extracurricular activities.

We are a reflective school striving for continuous improvement in and out of the classroom and in the facilities that we offer. We encourage our pupils to be equally reflective, mutually respective, considerate, thoughtful and ambitious. We expect the highest academic standards and provide a stimulating learning experience for all our pupils.

While the website will give you an insight into our wonderful school, only a visit can give you a real sense of the welcoming atmosphere, positive relationships between staff and pupils and our purposeful approach to learning. By visiting us you will experience the true atmosphere created by the children themselves. The management and I would be delighted to show you around the school to witness how much our children enjoy learning. We strongly encourage you to come and see us, either on one of our open days or on a bespoke individual tour of the school where you can experience our unique atmosphere for yourself and become part of our ambitious community.

Please call or [email us](http://www.clevelandsprepschool.co.uk/contact-us/) to arrange a visit, both my team and I look forward to meeting you.

**Mrs S Green**

**Head Teacher**

**Ethos and Aims**

At Green Meadow School our purpose is to enable children to fulfill their full potential. We will encourage them in independent thought; curiosity and encourage a positive disposition to learn which will help them grow in self-worth and confidence within a caring, safe and supportive environment.

We believe that all children should experience the same opportunities and that they have an entitlement to a broad education that equips them with skills for life.

We believe that praise is important and that every pupil should feel valued.

We aim to impart the shared values of respect for others and our environment, personal responsibility, tolerance and understanding of right and wrong, so that our pupils may become valued members of the community in which they live.

We provide a modern, forward-looking approach based on traditional values. Our warm and welcoming environment is built on the unrivalled strength of relationships between our children and the staff, to create a school where children are motivated to learn, developing both academically and as fully-rounded, likeable and caring individuals.

There is a calm ambience in the school and a mentality conducive to learning, from which great outcomes flow naturally whether in or outside of the classroom. Our children make exceptional progress and develop a strong sense of self from a very early age.

As well as offering pupils the opportunity to reach their academic potential and achieve excellent results in examinations, we aim to nurture and encourage values that ensure our pupils become adults who will contribute positively to society.

We develop the attributes and skills sought by employers and equip pupils for life beyond school. We hone these skills within a caring, friendly and mutually supportive community. Our outstanding pastoral care program also ensures that pupils are known as individuals and supported at each step of their journey through the School.

**At Green Meadow School we aim to provide a happy and stimulating environment for study which is both safe and secure, and a place where pupils can thrive.**

**Every pupil at Green Meadow School is treated as an individual and every pupil is encouraged to strive for academic excellence. Each pupil develops knowledge, skills and understanding and fosters a spirit of enquiry and we offer all pupils a broad and balanced curriculum following the National Curriculum. Our timetable allows teachers to provide longer lessons for English and Mathematics, as we place great value on these subjects. In addition to this pupils will study all of the English Baccalaureate subjects.** The English Baccalaureate **–** though not a qualification in itself **–** is a measure of success in core academic subjects; specifically English, mathematics, history or geography, the sciences and a language.

These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most doors open for our pupils.

**Our Values**

## ****Be Inspired****

At the core of Green Meadow School are the people that create the school; pupils, staff and parents.  They are the inspiration that drives the schools improvement and makes it an inspiring place to learn, work and study.  Be Inspired is our drive to harness and enhance individual talents, skills, attributes and interests. This inspires and motivates all to learn. This enables all to love their time at Green Meadow School.

**Be Involved**

Our aim is to create a learning environment where all pupils feel that they are an integral part of the school community, who contribute confidently to their own learning and that of others. Our pupils will experience challenge and success both inside and outside of the classroom, they will feel secure in learning from failure and be proud of their achievements. We will strive to ensure every pupil has an opportunity to learn outside of the classroom, through a strong enrichment program that caters for the enjoyment of all, where pupils will learn to work together, build strong friendships, demonstrate resilience and responsibility. Staff and pupils will work collaboratively and share a mutual love of learning that exists within the classroom and beyond.

**Be Challenged**

At Green Meadow School, we set our pupils challenging targets within the classroom and beyond. In conquering these challenges, we hope to instil the resilience and confidence to allow our pupils to stand tall in a modern world.  Struggle builds character; we believe that all pupils, with hard work and the right support can achieve aspirational goals. We aim to give our pupils the opportunity to feel unstoppable when they achieve far more than they ever imagined.

**Behaviour**

Our vision is to create a caring, stimulating and secure environment in which pupils can work and play safely. We nurture self esteem, self respect and a respect for others. Our pupils value the rights of others.  We expect our pupils to meet our high expectations in terms of both work and behaviour.

**Be Ready**

In order to embrace learning successfully, we need to Be Ready.  To Be Ready at Green Meadow School means for pupils to be:

Organised – prepare to be successful by having the appropriate equipment, appropriate uniform, and the appropriate mindset.

Willing – taking charge of their learning, seizing every moment to be successful.

**Be Driven**

Through detailed, accurate, honest assessment and reflection, we will empower pupils to achieve their true potential.  We believe all pupils should make outstanding progress as they move through the school, irrespective of their starting points and backgrounds. It is our role to support, guide, and drive every pupil in every subject to successful outcomes. Individual academic and pastoral support ensures that all pupils have every opportunity to access outstanding teaching and demonstrate outstanding learning.

**Be Exceptional**

Every day our pupils, teachers and staff strive to be exceptional, working together to ensure our school stands out.  For us it is not enough just to be the equal of everyone else. We want to work harder, go further and achieve more than everyone else – because we believe every member of our school can be exceptional.

Our vision is to develop staff and pupils who have a shared vision of excellence and strive to be exceptional in all they do, because who wants to be ordinary when you can stand out and Be Exceptional?

**Curriculum Overview**

A young person educated at Green Meadow Independent School will have access to a broad and balanced curriculum that is relevant to individual needs. We offer the National Curriculum and a great deal more. We ensure our curriculum:

* Cultivates the habit of work and pride in achievement
* Enables a high self-esteem with regard to social and academic achievements
* Leads to a moral sense of responsibility for themselves and others, sound and courteous manners and the ability to be respectful of other people
* Develops an understanding of the rights and responsibilities of Citizenship
* Provides opportunities to access cultural activities
* Enables effective communication through information and Communication Technology (ICT)
* Leading to appropriate Academic Qualifications

We recognise that all pupils are individuals with a variety of strengths and develop at different speeds revealing their promise at varying stages. The manner in which the curriculum is presented allows the flexibility to work within these individual requirements. Pupils are monitored carefully throughout each academic year and their career at Green Meadow Independent School. There will be regular opportunities for pupils and their parents to review their personal progress and to consider the next stages in their development.

The staff at Green Meadow Independent School ensure that our balanced curriculum leads to a good education. Our teachers are very dedicated in ensuring pupils feel happy and secure in their learning. The curriculum is reviewed each year as we continually strive to improve our facilities to ensure our pupils are provided with the best possible learning environment.

Our curriculum provides for the following subjects:

* English, including English Literature and English Language
* Mathematics, Science- as a whole or as three separate sciences: Biology, Chemistry and Physics
* Art, Drama and Music
* History, Geography and Religious Education
* Spanish, Design Technology
* Information and Communication Technology (ICT)
* Physical Education
* Personal, Social, Health and Citizenship Education [PSHCE]

At Green Meadow Independent School we believe that every child has the ability to succeed if their education is focussed on what they need and the ways they like to learn. Our aim is to support and inspire young people to work to their full potential and overcome barriers to their learning that have previously hindered engagement, advancement and success.

We pride ourselves on a creative and adaptable curriculum that works using a themed/topic approach across all key stages. This is in line with National changes to the curriculum and enables us to cover key concepts in a deep and meaningful way. Concepts are taught using a wide range of strategies including learning outside the classroom experiences such as visits to places of interest including parks, museums and galleries.

Our curriculum is about the development of the whole person, it is designed so that all learners have equality of opportunity in learning. The curriculum builds on a learner’s strengths, interests and experiences and includes an explicit approach to developing the learner’s emotional health and wellbeing. We place learner’s literacy at the heart of what we do and promote health, achievement and an enjoyment of learning. The curriculum uses a wide range of practical, theoretical and creative learning opportunities and presents pupils with new challenges and experiences.

# ENGLISH CURRICULUM

# ENGLISH

## AIMS

* Read easily, fluently and with good understanding
* Develop the habit of reading widely and often, for both pleasure and information
* Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* Appreciate our rich and varied literary heritage
* Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, Purposes and audiences
* Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## PROGRAMMES OF STUDY

**Year 7**

In year 7 we have five lessons per week. Incorporated in these five lessons pupils will have one reading lesson. Through reading and lessons in the school library sometimes, pupils are encouraged to read widely and independently, as well as develop research skills. In the other lessons, we have units of work which develop the skills and knowledge based on the National Curriculum for English in the three attainment targets of spoken language, reading and writing. Common tasks are set across the year to ensure entitlement to a range of reading and writing and spoken language activities. The teaching of grammar and vocabulary is embedded into all schemes.

**Year 8**

Year 8, which has five lessons per week, follows a similar pattern with one reading lesson and for units of work following the National Curriculum as for year 7.

**Year 9**

In year 9 we continue to have five lessons per week. Throughout the year much of the work covered is matching the skills required for the start of the GCSE syllabus. Pupils will continue their analysis of literary and non- literary material with the assessment structure following that of the GCSE curriculum.

## HOMEWORK

One set of homework per week are set in years 7-9. Homework may consist of: reading of the class novel or play; a written task; the learning of spellings; drafting and/or redrafting of work and research and/or preparation for an oral assignment. Most homework arises from class work.

Pupils generally use exercise books but on occasions might be asked to write on paper or to word process a piece, in which case time will be allowed to enable those who need it to have access to school computers. If rough drafts are required, these may also be written in their exercise books at the back or occasionally in their rough books.

Parents/carers can help pupils by encouraging them to read widely. In written homework, parents should check that pupils plan their work and amend any inaccuracies in spelling, punctuation and grammar. Pupils may also be asked to prepare and deliver a talk to the class or do a presentation. It would help to practise such homework at home in front of a small audience.

 Yr 7 1 x 30 mins Yr 8 1 x 40 mins Yr 9 1 x 40 mins

# MATHEMATICS CURRICULUM

# MATHEMATICS

## THE CONTRIBUTION OF MATHEMATICS TO THE SCHOOL CURRICULUM

Mathematics contributes to the school curriculum by developing pupils' abilities to calculate; to reason logically, algebraically and geometrically; to solve problems and to handle data. Mathematics is important for pupils in many other areas of study, particularly in science and technology. It is also important in everyday living, in many forms of employment, and in public decision-making. As a subject in its own right, mathematics presents frequent opportunities for creativity, and can stimulate moments of pleasure and wonder when a problem is solved for the first time, or a more elegant solution to a problem is discovered, or when hidden connections suddenly become manifest.

School Mathematics enables pupils to build a secure framework of mathematical reasoning, which they can use and apply with confidence. The contexts for this reasoning range from commonplace computation and problem solving in day-to-day activity to the systematic organisation and analysis of ideas within mathematics itself and within subjects which use mathematics as an analytical tool. The power of mathematical reasoning lies in its use of precise and concise forms of language, symbolism and representation to reveal and explore general relationships. These mathematical forms are widely used for modelling situations, a trend accelerated by the spread of computational technologies.

Different cultures have contributed to the development and application of Mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics helps us to understand and change the world.

## SUBJECT AIM

In studying Mathematics pupils should:

* + Enjoy their work and find it interesting, challenging and profitable, so that they may tackle it without anxiety, build their confidence to meet greater demands and extend their abilities more easily and successfully.
	+ Receive recognition of achievement in Mathematics.
	+ Have a positive attitude towards their work, an awareness of their ability and recognition that all children can, and should, be successful in Mathematics.
	+ Develop their knowledge of Mathematics and appropriate written, oral and practical skills so that they can work confidently and ably.
	+ Be able to apply Mathematics in everyday situations, having a feel for numbers and calculators and understanding the significance of the results obtained.
	+ Recognise when, and how, a situation may be represented mathematically, identifying relevant factors, selecting and using appropriate Mathematics to investigate the situation.
	+ Use Mathematics to communicate information orally and symbolically by written work and with clarity.
	+ Develop the skills, knowledge and understanding to enable them to exploit the power of computers.
	+ Be able to reason soundly, classifying, generalising and proving results.
	+ Identify and use patterns and relationships.
	+ Approach problems, investigations and practical tasks systematically, choosing appropriate techniques and demonstrate initiative and flexibility.
	+ Follow logical instructions, clearly expressed.
	+ Be able to work independently and to have the tenacity to work with persistence, both in tackling extended pieces of work and in meeting academic challenge.
	+ Be able to work co-operatively, sharing ideas and giving support or taking the lead as appropriate.
	+ Achieve as good a qualification in Mathematics as possible.

# MATHEMATICS

**PROGRAMME OF STUDY**

The programme of study for Mathematics is based on the National Curriculum using the Mr Mathematics scheme. This covers the broad attainment areas of;

1. Working mathematically
2. Number
3. Algebra
4. Ratio, proportion and rates of change
5. Geometry and measures
6. Probability
7. Statistics

However the content of these sections interrelates and, indeed, number skills underpin all of the work in Mathematics. “Working mathematically” is set in the context of the other areas of the subject.

Throughout Key Stage 3 pupils follow a curriculum that is designed to engage and challenge all pupils. Lessons will be in a variety of formats that include whole class interactive teaching, paired or group activities and individual work. An emphasis is placed on developing the pupils’ ability to solve mathematical problems in a variety of real-life contexts. Pupils are encouraged to develop their mathematical skills in both mental calculations and written methods. Pupils in Year 7, 8 and 9 are taught mathematics in their form groups.

Continuous assessment is used to monitor pupil’s progress. This takes many forms, homework tasks, classroom activities, investigations and written examinations. These all help to check that key objectives have been achieved and enables pupils to monitor their own progress, to identify strengths and weaknesses and to set targets for improvement.

**HOMEWORK**

**Aims**

* To encourage pupils to develop the practice of independent study.
* To develop perseverance and self discipline
* To provide further opportunity for pupils to practise and consolidate skills.
* To provide opportunity for parents to become involved in the pupils’ work.

## Homework tasks include:

* Completing work set in class.
* Practice and consolidation exercises.
* Learning and reviewing.
* Gathering of information or materials for use in class lessons.
* Investigations.
* Continuing extended pieces of work.

## Amount per week:

Year 7: 2 x 40 minutes.

Year 8: 2 x 50 minutes.

Year 9: 2 x 60 minutes.

# SCIENCE CURRICULUM

**SCIENCE**

**AIMS**

The curriculum is designed to stimulate pupils and to create and sustain their interest in and enjoyment of science. We aim to promote pupils’ thinking skills in order to both develop clear analytical thinking and also to give pupils an understanding of some of the reasoning processes that are involved in science.

All science lessons at KS3 take place in a classroom. Some practical lessons will be demonstrated using our interactive white boards and where appropriate children can take part in some practical lessons within the classroom. Whenever appropriate, pupils will use practical tasks to discover and to reinforce scientific ideas. They will learn the skills of careful and safe use of apparatus, of measurement and of observation. They will become familiar with safe working techniques and begin to make assessment of risks for themselves. Some of the science lessons will involve the use of ICT in practical work.

Pupils should be able to understand how the science which is studied relates to their everyday lives, and should consider how advances which are made in science influence the quality of their lives and the lives of others. They should be able to make some judgements of the benefits and costs of advances made in science to the environment. They should be able to apply science to the care of living things and of the environment.

Pupils will gain some understanding of how scientific theories have arisen and of the importance of both creative thought and of experimental evidence in the development of scientific theories. They will begin to make judgements about how science differs from other types of knowledge.

They will learn to communicate their ideas in writing and diagrams. During KS3 we will expect pupils to increase their scientific vocabulary considerably and become familiar with many symbols and terms. We expect them to develop the skills of planning and evaluating practical procedures. They will present results in tables and graphs and will begin to interpret the information which they have obtained.

## SCHEMES OF WORK

In Years 7 and 8, science is taught as a single discipline. The Key Stage 3 curriculum is condensed into these two years. In both Years 7 and 8 there are three lessons per week. Aspects of all three of the science disciplines are taught by the children’s class teacher. A topic basis is used as outlined below.

**Year 7**

Our pupils follow a curriculum devised by the teachers in school to both stimulate the pupils and to meet the demands of the National Curriculum.

We will encourage our pupils to develop new analytic skills and to develop their skills in explaining by frequent interactive group work.

The topics studied in the Year 7 Science curriculum are indicated below:

* Reproduction
* Space
* Environment
* Variation and Classification
* Acids and Alkalis
* Forces
* Cells, Tissues and Organs
* Chemical reactions
* Electricity
* Energy
* Mixtures
* Particles

**SCIENCE**

**Year 8**

In Year 8 the following topics will be studied:

* Elements and compounds
* Magnets and electromagnets
* Respiration
* Food and Digestion
* Microbes and Diseases
* Ecological Relationships
* Atoms and Elements
* Rocks and Weathering
* The Rock Cycle
* Heating and Cooling
* Light
* Sound and Hearing

If time, also an open-ended Science Project at the end of the year.

**Year 9**

In Year 9 the three science disciplines are taught separately by the form teacher. There are three, one and a quarter hour sessions per week for each of the disciplines. During this year we will begin to teach the GCSE curriculums.

###  Biology

Pupils commence their GCSE in Year 9. We study topics including Cell Structure, Cell Division, Transport across Membranes and The Digestive System.

### Chemistry

Pupils commence their GCSE in Year 9. We study topics including Atomic Structure, Bonding and Chemical changes.

### Physics

Work on Forces and Electricity is to be undertaken to teach more demanding conceptual models than those encountered in the first two years and to prepare for more challenging work in Year 10 and Year 11. The material common to Trilogy and Physics in the Radioactivity topic is also covered.

**HOMEWORK**

There are one 40 minute homework per week in Year 7 and one 50 minute homework per week Year 8. In Year 9, 30 minutes is currently set for each of the science disciplines per week.

## Types of homework which may be set:

* Homework questions from booklets. This may relate directly to work done in the lesson, or it may be a comprehension exercise.
* Reading and answering questions from a textbook.
* Learning and revising for topic tests. Pupils are often asked to make mind maps as a part of revision.
* Writing evaluations of practical work.
* Research to prepare for or to extend a topic studied in class.
* Project work (this may extend over more than one homework) and may include the use of the Internet, to which pupils have access at lunchtime and after school.
* Simple practical or construction exercises to be undertaken at home (e.g. making a model cell)
* Watching a television programme and writing a report on this.
* Finding out about the work of a specific scientist, or about the development of an idea.

# MODERN FOREIGN LANGUAGES CURRICULUM

# MODERN FOREIGN LANGUAGES (MFL)

## AIMS OF THE DEPARTMENT

The importance of learning modern foreign languages is concisely and accurately expressed in the revised National Curriculum document and is reproduced here.

*Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high- quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learning new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.*

Within this context our specific aims are:

* + To enable pupils to acquire knowledge and understanding of the target language, including their grammatical structure, and to develop the ability to use the languages effectively for the purposes of practical communication.
	+ To encourage sensitivity to language and to develop language and language-learning skills.
	+ To give every pupil the opportunity to experience success in learning languages and to achieve as high a standard as possible.
	+ To form a sound base of the skills, language and attitudes required for further study, work and leisure.
	+ To develop cultural awareness by offering insights into the culture and civilisation of the countries where the languages are spoken and to encourage positive attitudes to them, and reinforce pupils’ understanding of themselves and their own culture.
	+ To provide enjoyment and intellectual stimulation.
	+ To contribute to learning across the curriculum in the areas of spiritual, moral and social development, information technology, key skills and thinking skills.

The four attainment targets of the National Curriculum Programme of Study are the language skills of listening and responding, speaking, reading and responding and writing. Each skill is considered equally important.

## SCHEMES OF WORK

In Years 7, 8 and 9 pupils will study one language which is Spanish.

**First Year of Study**

The syllabus is based the National Curriculum and is on topics and situations presented in an authentic and stimulating way. Much use is made of audio-visual resources to create a genuine atmosphere in the classroom. Within the contexts of everyday activities, personal and social life, and the world around us, pupils learn how to communicate in the foreign language in a variety of ways.

They acquire language-learning skills and develop their awareness of the culture of the countries where the language is spoken. They are assessed in all four attainment targets for modern languages (listening and responding, speaking, reading and responding and writing). ICT is used throughout the Key Stage.

The initial focus of the curriculum is on the immediate world of the learner. The emphasis is on the self and the language associated with social relationships.

# GEOGRAPHY CURRICULUM

# GEOGRAPHY

## AIMS

* To stimulate interest in the subject.
* To give pupils a sound foundation of geographical knowledge and understanding.
* To help pupils appreciate how people’s beliefs, attitudes and values, which may be different from our own, have important geographical consequences.
* To help pupils develop a range of geographical skills which will not only assist with geographical investigations but will also contribute to their overall life skills.
* To encourage pupils to see the increasing relevance of geographical understanding and skills in the modern world.
* To ensure all pupils work to their maximum potential.

## CONTENT OF SCHEMES OF WORK

The KS3 geography curriculum aims to introduce pupils to the subject and follows the National Curriculum guidelines. Whilst there are opportunities to develop knowledge and skills from primary school, all topics are taught from a level to allow all pupils to progress throughout the key stages, regardless of previous experience of geography. The topics covered are as follows:

|  |  |  |
| --- | --- | --- |
| **Year 7** | **Year 8** | **Year 9** |
| 1. Restless Earth
2. People everywhere
3. Flood disaster
4. Exploring England
5. World Sport
 | 1. Rivers
2. Coastal Environments
3. Shopping
4. Weather Patterns
5. Investigating Brazil
6. Images of a country
7. Limestone Landscapes
8. Crime and local Community
9. Can the Earth cope?
 | 1. What is development?
2. The changing economical geography of France
3. The global fashion industry
4. Tourism good or bad?
5. Comparing countries
6. Virtual volcanoes and internet earthquakes
7. Mining on the internet
8. Local action global effects
9. Passport to the World
 |

##  HOMEWORK

Homework is set once per week; Year 7 – 30 minutes, Years 8 and 9 – 40 minutes. Tasks include learning, research, written exercises, answering questions, maps, graphs and diagrams. These often complete or extend work started in lessons or contribute towards the end of unit assessment.

# HISTORY CURRICULUM

# HISTORY

## AIMS

* To make history live for our pupils and relevant to their lives today.
* To develop an understanding of the world they live in today.
* To help develop the literacy of our pupils.
* To enhance the knowledge of the individual.
* To develop the research skills of the individual.
* To develop skills of independent learning in all pupils.
* To encourage resilience in all pupils
* To introduce and develop the key concepts of historical study – i.e. empathy, chronology, cause and consequence, change and continuity, the nature of different types of evidence, thinking critically and weighing arguments.

## THE HISTORY CURRICULUM AT KEY STAGE 3

**Year 7:**

* Introduction
* Medieval Monarchs
* Elizabeth I
* Islamic States (600 – 1600s)

**Year 8:**

* 1500 – 1750 portraits
* Civil Wars
* Revolution – 45
* France 1789 – 94
* Industrial Changes
* Snapshot 1900
* Mughal India
* The British Empire

**Year 9:**

* Black people of America – Slavery to equality
* The franchise
* Divided Ireland
* Hot war, cold war
* Holocaust
* 20th century Medicine
* From Aristotle to the atom
* The role of the individual

## HOMEWORK

Year 7–30 minutes per week; Year 8–30 minutes per week; Year 9–40 minutes per week.

Homework can take many forms, for instance:

* + Independent research task.
	+ A specific task set at the end of the lesson to reinforce learning.
	+ Preparation of work for the next lesson (e.g. research, reading, rough work).
	+ Revision.

Homework should always be completed according to the deadline set. If a teacher judges homework to be inadequate the pupil may be asked to repeat it.

# COMPUTING CURRICULUM

# COMPUTING

## AIMS

By the end of Year 9 we aim for students to:

* have a secure grounding in the fundamentals of computer systems including the hardware, software and how they are integrated;
* be independent and creative users of IT, equipped with skills that will support their learning in all subjects; and
* begin to understand the complex social, moral, cultural and legal implications of the impact of computer technology on society, including their own online safety and privacy.

## SCHEMES OF WORK

Our curriculum meets the demands of the National Curriculum.

Year 7

* Using ICT
* Information and presentation
* Processing text and images
* Models: miles and investigations
* Data: designing structure, capturing and presenting data
* Control: input, process and output
* Measuring physical data

Year 8

* Public information systems
* Publishing on the web
* Information: reliability, validity and bias
* Data use and mis-use
* Systems: integrating applications to find solutions

Year 9

* Control systems
* Global communications
* Systems: managing a project

## HOMEWORK

Homework in Years 7-9 comprises one 20 – 25 minute assignment per week. This may take the form of a single task, for example, consolidating theory work or revising for a unit test; research and improvement tasks based around the current project; or an extended piece of work.

# CITIZENSHIP CURRICULUM

# CITIZENSHIP

## WHAT IS CITIZENSHIP?

Citizenship education is about equipping young people with the knowledge, skills and understanding to empower them to be active, informed and responsible citizens. It helps young people to develop the expertise and experience needed to use their rights and encourages them to take responsibility for their actions and the impact they have on others.

In three words Citizenship education is real (focusing on relevant issues that actually affect people’s lives), topical (referring to current affairs) and controversial (relating to what people think is right or wrong, good or bad, important or unimportant in society and therefore open to disagreement and debate).

## AIMS AND OBJECTIVES

The three underlying principles of effective Citizenship education are that it should develop social and moral responsibility, political literacy and community involvement. Citizenship education aims to provide opportunities for our young people to develop their knowledge about Citizenship issues and put into practise their responsibilities. The knowledge and understanding they gain, accompanied by the development of key skills, should give pupils the confidence to make positive contributions to their communities and prepare them for the challenges and opportunities of adult and working life. This is further achieved through the interactive and collaborative approach that characterises learning in Citizenship.

## PROGRAMME OF STUDY

The programme of study for Years 7, 8 and 9 spirals in the sense that the key themes and the key skills of Citizenship according to the National Curriculum are revisited year upon year but in greater depth or breadth so that they can be developed and enhanced.

### Year 7

### What is it all about?

### Crime

### Human Rights

### Britain – a diverse society?

### How the law protects animals

### Governments, elections and voting

### Local democracy

### Year 8

### Leisure and sport in the local community

### The significance of media in society

### Debating a global issue

### Why is it so difficult to keep the peace in the world today

### Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?

### How do we deal with conflict?

### Developing skills of democratic participation

### Year 9

### Crime and safety awareness

### Celebrating human rights

### School linking

### Developing your school grounds

### What’s in the public interest

### People and the environment

# PSHE CURRICULUM

# PSHE

## WHAT IS PSHE?

PSHE stands for Personal, Social, Health and Economic education and is about each pupil learning how to look after themselves and make personal decisions as a private individual. PSHE brings together personal wellbeing and financial wellbeing. Personal wellbeing creates a focus on the social and emotional aspects of effective learning such as self-awareness, managing feelings, motivation, empathy and social skills. Financial wellbeing explores the areas of careers education, work-related learning, enterprise and financial capability.

## AIMS AND OBJECTIVES

PSHE aims to make a major contribution to each pupil’s personal development and character and prepare them for the challenges and opportunities of adult and working life. The subject provides a context for schools to fulfil their legal responsibilities to provide sex and relationships education, drugs education and careers education at Key Stage 3. The PSHE curriculum is taught alongside the Citizenship curriculum and supports the teaching of the knowledge and skills needed for pupils to become effective citizens.

## PROGRAMME OF STUDY

The programme of study for Years 7, 8 and 9 is based on the Every Child Matters outcomes to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. It also takes into consideration SMSC requirements that schools must adhere to.

The programme of study spirals in the sense that key topics that the school is legally required to deliver – such as sex and relationships education, drugs education and careers education – are revisited year upon year but in greater depth or breadth as is appropriate to the age of the pupils.

### Year 7

In Year 7, the curriculum is designed to help the pupils settle into the school community, covering issues such as friendship, bullying, menstruation, healthy lifestyles, smoking and personal finance.

### Year 8

In this year the curriculum builds on the main themes from Year 7 and expands on them, covering such issues as self-esteem, relationships, safety, abuse, eating disorders, alcohol and careers education and financial capability.

### Year 9

In Year 9, the curriculum focuses on sex and relationships education (including contraception and STIs), drug use and mis-use (including binge-drinking and cannabis), Child Sexual Exploitation (CSE) & Female Genital Mutilation (FGM) and careers guidance, with the latter designed to assist the pupils in choosing their options for GCSE.

## HOMEWORK

Homework tasks will be set where appropriate and it is expected that pupils will spend thirty minutes, on average, on their homework for PSHE.

# RELIGIOUS STUDIES CURRICULUM

# RELIGIOUS STUDIES

## AIMS AND OBJECTIVES

* To promote an understanding of Religion, Philosophy, Ethics and Spirituality. Our aim is not to make the pupils “religious”.
* To encourage the children to explore and justify their ethical, religious and philosophical beliefs.
* To give every child the space, challenge and support necessary to achieve their full potential.
* To inspire pupils with a passion for learning about Religion, Philosophy and Ethics.
* To explore the place and significance of religion in human life, past and present.
* To show how all religions endeavour to find meaning and purpose in existence by answering questions about the mysteries and problems of the universe.
* To show how religious beliefs affect personal, social and moral attitudes and practices.
* To show how religion is related to its cultural context.
* To show how religious beliefs, practices and values arise from, and can be applied to, issues confronting the community.
* To investigate the spiritual dimension to human existence by considering issues such as life, death, mystery, awe, the soul, freedom and responsibility.
* To present a meaningful examination of religious questions and solutions given by the major religions.
* To encourage pupils to think logically and help them to evaluate ideas.
* To encourage an understanding of what it means to have a religious outlook on life.
* To help pupils recognise the contribution of religion to human life and to appreciate the beliefs and values of a variety of faiths and cultures.
* To show that there is variety in religious belief e.g. polytheism, monotheism, and to look at examples from the past and the present day.
* To show how religions develop as time passes and in response to challenges facing them.
* To engender sound knowledge of the largest world religions.
* To explore the meaning of religious ideas and terminology and help pupils to use these effectively.
* To explore a variety of moral issues and religious responses to them.
* To encourage tolerance and responsibility towards others.
* To help pupils grasp the distinctive features of religious traditions and to understand religious concepts and symbolism.
* To take a mindful approach to enquiry into RS.
* To develop and apply the requirements of the Agreed Syllabus and to conform to any nationally agreed guidelines.

## SKILLS TO BE INTRODUCED AND PRACTISED

* The ability to work effectively independently or collaboratively.
* The ability to research material from a variety of sources.
* The ability to present an argument on the basis of reasoned thought and understanding, using the facts and relevant evidence.
* The ability to select and classify material.
* The confidence to express ideas clearly and without embarrassment.
* Enjoyment and interest in learning about new ideas and different cultures.
* The ability to apply learning in other areas.
* The ability to present material in a variety of written and oral forms and to tackle a variety of assignment tasks.
* The ability to discuss issues of a sensitive and controversial nature calmly.
* To develop empathy and listening skills.

# RELIGIOUS STUDIES

**Year 7**

**Introduction to Religious Studies and Philosophy**

* Where do we look for God?
* What does justice mean for Christians?
* Religious figures
* Who was Gotama Buddha?
* What are we doing to the environment?

**Year 8**

**Judaism, Jesus and Life, Death and Beyond**

* What does Jesus’ incarnation mean for Christians?
* What Does Jesus’ resurrection mean for Christians?
* Beliefs and practices
* How does the belief of Sikhs affect their actions
* A visit to a place of worship
* What makes a gurdwara special to Sikhs

**Year 9**

**Religion & the world today**

* Where are we going: rites of passage
* Where did the universe come from?
* Why do we suffer?
* Why are some places special to religious believers?

## HOMEWORK

Homework is set once a week. A variety of tasks will be set including neat written work, rough work, reading, research and learning. We aim to prepare students to be able to write to a GCSE standard by Year 9 so homework and assessment tasks will be set accordingly.

We will encourage parents to help by encouraging the discussion of the issues and ultimate questions raised in class at home as this will help students to consolidate their understanding. Work missed through absence should be made up as soon as possible after the pupil returns to school.

# PHYSICAL EDUCATION CURRICULUM

# PHYSICAL EDUCATION

## AIMS

PE offers opportunities for pupils to:

* + Develop competence to excel in a broad range of physical activities.
	+ Be physically active for sustained periods of time.
	+ Engage in competitive sports and activities.
	+ Lead healthy, active lives.
	+ Become skilful and intelligent performers.
	+ Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
	+ Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
	+ Develop their ideas in a creative way.
	+ Set targets for themselves and compete against others, individually and as team members.
	+ Take the initiative, lead activity and focus on improving aspects of their own performance.

## CURRICULUM CONTENT

**YEAR 7**

* + 2 x 45 minute lessons throughout the year.
	+ Dance
	+ Games
	+ Gymnastics

**YEAR 8**

* + 2 x 45 minute lessons throughout the year.
	+ Dance
	+ Invasion Games
	+ Striking and fielding
	+ Net/wall games
	+ Gymnastics
	+ Athletics
	+ Outdoor pursuits

**YEAR 9**

* + 2 x 45 minute lessons throughout the year.
	+ Dance
	+ Outdoor activities
	+ Athletics
	+ Gymnastics
	+ Net/wall games
	+ Striking and fielding
	+ Invasions Games

# ART CURRICULUM

# ART

## AIMS

In Art, Craft and Design at KS3, pupils are given the opportunity to develop their creativity by using a wide range of skills in a variety of contexts. They work with traditional and new media, developing their skills and imagination. Through exploring and sharing ideas, pupils develop confidence and independence in learning.

Pupils learn to reflect critically on their own, and other people’s work, judging quality, value and meaning. Through using a wide variety of resources, pupils learn to work creatively and intelligently with a broad range of materials and techniques. Drawing skills are developed and emphasis is placed on experimentation; individual research and personal investigation leading to carefully executed outcomes. By engaging in purposeful, imaginative and creative activities pupils learn to take managed risks, trying out new ideas and new ways of working without fear of failure.

The intention is that pupils’ practical skills and aesthetic judgment will develop continually during Years 7, 8 and 9 and it is expected that, at the end of KS3, all pupils are confident in, and knowledgeable about the subject.

## THE KS3 ART AND DESIGN CURRICULUM (*as per national curriculum guidelines*)

**Year 7**

* Visiting a museum, gallery or site
* Self Image
* What’s in a building
* Recreating landscapes

**Year 8**

* Objects and viewpoints
* Animating art
* Shared view

**Year 9**

* Life Events
* Change your style
* Personal places, public spaces

## HOMEWORK

Homework is set once a week and generally supports the class work projects. Tasks include observational drawing, research and critical studies of artists. At least forty minutes should be spent on homework.

Pupils are also encouraged to develop interests and ideas of their own choosing, for example, using their sketchbooks to create visual ideas and experiments or to paste and collect images of interest. A sketchbook is seen as a unique and personal journal, full of interests and ideas.

# MUSIC CURRICULUM

# MUSIC

## AIMS

The Key Stage Three curriculum is designed to ensure that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising. The curriculum is very creative, highly practical and usually great fun!

## BREADTH OF STUDY (*as per national curriculum guidelines)*

During Key Stage 3, pupils are taught the knowledge, skills and understanding through:

* + A range of musical activities that integrate performing, composing and appraising through teaching different musical topics
	+ Performing and composing on their own, in groups of different sizes and as a class.
	+ Using ICT to create, manipulate and refine sounds
	+ Listening to a range of live and recorded music from different times and cultures.

**Year 7**

* Exploring musical processes
* Exploring structure
* Exploring acoustic and electric sounds using music technology
* Exploring cyclic patterns
* Exploring the way music is used
* Exploring musical arrangements

**Year 8**

* Exploring ways to develop musical ideas
* Exploring improvisation
* Exploring musical conventions
* Exploring rifts, hooks and grounds in the use of music technology
* Exploring introductions and the development of themes

**Year 9**

* Exploring characteristics of a selected genre
* Exploring songs and the use of music technology
* Exploring Indian musical genre

## HOMEWORK

Various types of tasks are set including:

* + Work associated with composition.
	+ Research (which might include use of books, recordings and/or ICT)
	+ Preparing for listening tests (pupils are warned well in advance of tests and are advised on the specific areas of work to be tested).
	+ Preparing for individual performances (e.g. end of year exam performances).

# DESIGN & TECHNOLOGY CURRICULUM

# DESIGN AND TECHNOLOGY

## AIMS

The department aims to encourage pupils to:

* + Develop transferable, technical and practical skills;
	+ Identify needs and opportunities, generate ideas, plan and make, test and evaluate proposals in the process - although not necessarily in that order.
	+ Recognise how Design and Technology can interface with other areas of the curriculum.

The department provides opportunities for pupils to:

* + Be involved in a range of design activities using a variety of materials and processes.
	+ Develop a problem solving approach and take increasing responsibility for decision making when working on a project.
	+ Use a range of tools and equipment, learn and apply basic skills and processes.
	+ Adopt different working patterns to suit particular projects or assignments, working in teams or individually;
	+ Understand the role of Design and Technology in changing peoples' lives, their homes, their working environments and the products they use.
	+ Produce a quality outcome, using a range of materials, based on a design brief.
	+ Produce innovative, functional and appealing products.
	+ Investigate nature and how it can be used to develop new ideas for the ‘made’ world.
	+ Investigate the work of others and reflect on impact.
	+ To investigate and make use of new and emerging technologies.

As well as having its own distinctive knowledge, understanding and skills, Design and Technology also requires pupils to apply skills, knowledge and understanding from other subjects, especially ICT, Mathematics and Science.

## CONTENT OF SCHEMES OF WORK (*as per national curriculum guidelines*)

**Year 7**

In Year 7, pupils develop a range of skills working with tools and equipment within their classrooms or the main school hall. We emphasise safe working practices and knowledge of basic making skills. Pupils are encouraged to design from their own ideas and to explore the properties of materials while making items in a range of projects.

* Understanding materials – Food
* Understanding materials – Resistant Materials
* Understanding materials – Textiles
* Designing and making – Food
* Designing and making – Resistant Materials
* Designing and making – Textiles
* Using ICT to support researching and designing – ICT (Food, resistant materials and textiles)
* Using Control to control a display – control and structures
* Activity Week

**Year 8**

In Year 8 pupils build upon their experience and are given the opportunity to further develop their skills in design. They are encouraged to look at the role of design and technology in today's society and explore ways to solve associated problems. Pupils are expected to show their ability to research and develop ideas from which they can design and make a range of products. Pupils are taught about nutrition and healthy eating.

* Exploring materials – Food
* Exploring materials – Resistant Materials
* Exploring materials – Textiles
* Designing for clients – Food
* Designing for clients – Resistant Materials
* Designing for clients - Textiles
* Using ICT to support making – ICT (Food, resistant materials and textiles)
* Using control for security – control
* Producing batches – Food
* Producing batches – Resistant materials
* Producing batches - Textiles
* The world of professional designers

**Year 9**

As pupils move through year 9 they are introduced to new, more complex techniques and processes, this allows them to complete design briefs set to encourage the use of a range of tools and equipment. Communication of ideas through graphic and modelling media allow students to realise a range of products. Careful planning and a high standard of design presentation of their designs are encouraged as pupils address needs and opportunities appropriate to today’s society including sustainability and the impact of manufacture on the environment. Pupils explore the origin of food products and ingredients and consider how seasons may affect the food available.

* Selecting materials – Food
* Selecting Materials – Resistant Materials
* Selecting Materials – Textiles
* Designing for markets – Food
* Designing for markets – Resistant materials
* Designing for markets – textiles
* Using ICT to link with the world outside (ICT, food, resistant materials, textiles)
* Using control for electric monitoring – control
* Ensuring quality production – Food
* Ensuring quality production – resistant materials
* Ensuring quality production - textiles

## HOMEWORK

Homework is set cyclically in all modules of Design and Technology. This will be in line with the school’s homework timetable and should, in Year 7, equate to roughly 30 minutes per cycle, building up to 50 minutes in Years 8 and 9. This may take the form of research, planning, continuing with making or evaluating, depending on the nature of the design brief. It may also be a written task which reinforces the skills, knowledge and techniques learned during lessons. Careful planning is important before pupils begin to make their designs and, therefore, extra time may need to be dedicated to the start of each module.