

SPECIALIST BUSINESS & SPORTS COLLEGE



King Edmund Community School

'Fit for Business in a Learning Community'

Supporting Learning Booklet

A Guide for Parents of Key Stage 3 Pupils who attend King Edmund
Community School

**Key Stage 3
2005**

*"nine tenths of education is encouragement."
Anatole France*

SUPPORTING LEARNING BOOKLET – KEY STAGE 3

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Introduction

The essence of this booklet is summed up by the quote on the cover. Anatole France hits the nail on the head with the statement that,

“nine tenths of education is encouragement.”

Parents are their children’s “primary” educators. It is from our parents in our early formative years that we acquired much of our “learning toolkit” and our “learning power”. But as parents ourselves we need help and guidance from schools in understanding several things, such as:

How do we encourage our child?
How does my child actually learn? And
What are they supposed to be learning?

This booklet is our attempt to help you with these, and other, questions.

Behind Learning

For too long educators have seen children as “empty vessels” and teachers as the deliverers of the information that will “fill them up”; when filled to a certain capacity the child will be ready for testing.

Today, while accepting that of course information and knowledge are vital, we also concentrate a lot on learning skills and learning attributes. Parents play a fundamental role in developing in their children the attributes essential for successful learning and there is a great deal that they can do to promote successful learning. In particular, they can help with an area known as learning attributes or learning power.

Learning Attributes

Research into the brain and mind shows us that learning power is capable of being systematically developed. **Being a good learner for life has little to do with intellectual cleverness** and more to do with our attitude to ourselves as learners. This attitude to ourselves as learners is greatly influenced by our parents.

LEARNING POWER

We can break this into at least seven areas.

Resilience

This has a lot to do about knowing what to do when you don’t know what to do. Effective learners like a challenge and will “give it a go” even when the way forward lacks clarity. They know that learning can be hard for everyone but will keep going. They see problems and mistakes as learning opportunities.

The opposite is “fragility” and responding in a fight or flight way. This is something to avoid, and to develop the mindset that ‘there is no failure, only feedback’ is a desirable one.

Strategic awareness

Effective learners think about their learning. They see a task as a challenge and will face it in a thoughtful way. Over time they will develop a toolkit of approaches and this can include choosing the best place to do a particular task. They do not pretend to be working and when faced with a problem and sense frustration or disappointment they know how to repair their mood. **The opposite is “robotic”**, responding as if repeating previous approaches without thinking.

Changing and learning

Effective learners know that intelligence is not fixed and that they can get better at learning over time. Just as a sportsperson can improve with training, so positive learners know that their minds can get bigger, stronger and more resilient. **The opposite of this is “fixity”** or being stuck, rather than having a positive view of the future.

Critical Curiosity

Effective learners like to find things out, to unravel things and question what is actually going on. They like to ask the question, “Why”? Some children may have this attribute in a particular area, like football. To have it in one area means that transferring the power to other spheres is possible. **The opposite is “passivity”** and an expectation that others can impart understanding without engagement by the learner.

Learning relationships

Effective learners see others as partners in learning. Peers and others are a means to help with motivation and knowledge. While they enjoy working by themselves they enjoy sharing. They accept that inter-dependence is powerful. **The opposite is “being dependent”** and this can apply to an expectation that teachers are holders of all knowledge.

Creativity

Effective learners are flexible and will look for innovative and imaginative ways to approach tasks. They seem to be energised by ideas that apparently spring from their minds and are willing to take risks. They are stimulated by the visual. **The opposite is “literalness”** (taking things literally), and less effective learners prefer step-by-step guidance and doing things the way they have always been done because it feels safe.

Meaning making

From the moment of birth (some would argue before birth) we are connecting information with previously learnt information. Effective learners look out for links in their learning and see how things fit together. Learning thus becomes holistic and connected. The effective learner is able to see how “power” can come from allowing information to flow between areas of understanding. **The opposite of this is “fragmentation”**, and seeing ideas and information as existing in isolation.

Summary

This may sound complex to some and obvious to others. Your response to the information is in itself interesting. Some readers may think “Oh, I see that helps to explain.....”.

Others may start looking for ways to promote learning power in their children and others may think “I don’t need to know this” and reject the ideas. Your reaction is in itself a reflection of your own approach to learning. Is this approach reflected in your child or children?

We believe that the single most important thing parents can do to assist in their child’s work is to take an interest in them as learners. The rest of this booklet is designed to give you an outline of the programmes for study your child will follow in Key Stage 3, Years 7, 8 and 9 at King Edmund Community School.

The approaches to learning and work habits that dictate success at Key Stage 4 and beyond are gained during Key Stage 3 and earlier. The child who becomes a powerful learner while young is rarely willing to sacrifice their progress in their mid-teens.

You will find in each subject profile a section headed “How Parents Can Help”. The purpose of this is to give suggestions on the ways in which you can be actively involved in your son or daughter’s learning.

If you have any questions, then please do not hesitate to contact the appropriate Head of Subject. Their names are included in the relevant section.

Homework

Homework is important for many reasons. Three of the most important are:

- **Inter-dependence** - It provides parents with an opportunity to support good learning habits and encourage their child;
- **Independence** - It indicates to the child that independent learning is very important;
- **Strategic awareness** - In itself is a fundamental part of learning. Not doing it can place the entire “learning journey” at risk.

In Key Stage 3 the expectation is that pupils do a minimum of 4 hours a week. If we multiply that by the 38 weeks of a school year we reach a minimum of 152 hours’ learning beyond school that is focused on school topics.

If a homework is completed quickly or for some reason isn’t set, then this can be seen as an opportunity to do some extra work in another subject, research a topic using the Internet or other resources, or consolidate learning using SAM LEARNING. If this happens then a comment from you in their personal organiser will show the teachers, tutor and Learning Coordinator, that your child is someone who is becoming an independent learner who is taking responsibility for their own success.

We hope this booklet helps you to support your child as they progress with their learning.

**Roger Gilbert
Headteacher**

SUBJECT: English**Head of Subject: Mrs M Wilcox**

Miss A Strachan

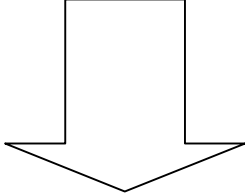
Ms M Jackson

Mr S Ponsford

Mrs S Rigby

Aims: At Key Stage 3, the focus of our English teaching is, of course, centred firmly on meeting the demands of the National Curriculum and on giving our students the opportunity to develop their skills of Reading, Writing, Speaking and Listening. A challenging ‘diet’ of six core units is provided for each group, each one designed to last a term. In each of these units, the requirement to write accurately is essential; great importance is placed on the correct use of spelling, punctuation and grammar. Years 7, 8 and 9 lessons are based on the National Literacy Strategy, building on work done in primary schools and providing continuity between Key Stage 2 and 3. Regular library lessons reinforce our commitment to raising standards of literacy among our students.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	Each year has six schemes of work, (one per term) which are designed to cover; Poetry, Plays, Media, Non-fiction, Novels and Shakespeare.	Each term students are assessed in the key skills of reading, writing, speaking and listening.	<ul style="list-style-type: none"> - Talk to children about the work they are doing in English. - Check that children’s homework is being completed regularly.
Year 8	Some of the schemes of work studied include: <ul style="list-style-type: none"> - ‘Introduction to Shakespeare’ Year 7 - ‘What’s in the News’ Year 7 - ‘War Poetry’ Year 8 	Students are also given end of year assessments in Year 7 and 8, and they sit the externally marked Key Stage 3 test at the end of Year 9 (SATs)	<ul style="list-style-type: none"> - Provide children with access to a dictionary and thesaurus. - Encourage children to read a wide range of material; novels, magazines and newspapers.
Year 9	<ul style="list-style-type: none"> - ‘Holes’ Year 8 - ‘Short Stories’ Year 8 - ‘Travel Writing’ Year 9 - ‘Much Ado About Nothing’ Year 9 		<ul style="list-style-type: none"> - Ask your children about their level in English and congratulate them for achieving their target.

Useful websites

English Resources www.englishresources.co.uk

English Resources provides a good range of language and literature learning materials for teaching or revising English at key stage 3, GCSE and A level. The site includes complete lesson plans, activity sheets, guidance, background and revision materials

Learn.co.uk www.learn.co.uk - large subscription based site from the Guardian, includes revision guide & planner, including tips for parents, also articles on exam techniques & a section on dealing with stress. Site also includes online lessons & national curriculum tests, including key stage 4 & AS level subjects

Bitesize Revision KS3 www.bbc.co.uk/schools/ks3bitesize- BBC site for key stage 3 students, usually in year 9 secondary school, on English, Maths & Science with a Game Zone & resources for teachers

Children's Express www.childrens-express.org

Key stage 3 and 4 pupils can become journalists here. The Children's Express Foundation provides kids with the opportunity to run their own online newspaper. The site is updated monthly and features stories from all over the world.

An interesting site for students – www.achuka.co.uk

SUBJECT: Mathematics

Head of Subject: Mr M Randall

Mrs J Cocker

Mr C Snell

Mr A Lord

Mrs S Lord

Aims:

We aim to develop basic number skills alongside the other mathematical content of the numeracy strategy. The basic topics covered in Years 7 to 9 are the same, each year we aim to develop understanding further and enable students to tackle more complex problems. The ultimate goal of Maths teaching in Years 7 to 9 is to lay the foundations for GCSE maths as well as develop important skills that are needed in day to day life.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	Combining and using numbers, fractions, decimals, percentages, ratio, proportion and estimation.	Students are assessed termley with classroom tests of an appropriate level. There is also continued teacher assessment in the classroom through homework and assessment activities.	Help children in the learning of number facts and formulae Be open minded about new methods of calculation. Be positive about maths, even if you didn't like it at school. Involve children in day to day calculations like working out change in shops, checking bills etc.
Year 8	Changing, using and solving equations, formulae and sequences. Plotting and using graphs. Area, perimeter, volume and properties of regular shapes and prisms. Rules of angles		
Year 9	Transformations. Accurate drawing. Using data to test statements with averages, graphs and charts. Probability of events and outcomes		

Useful websites

www.mathsyear2000.org

www.murderousmaths.co.uk

www.mymaths.co.uk

www.samlearning

www.mathslessons.co.uk

www.4learning.co.uk

www.channel4.com/learning/microsites/M/mathszone

www.mathsnet.net

www.funbrain.com

www.mathsonline.co.uk

www.aplusmath.com

www.aamath.com

www.mathsisfun.co.uk

www.enrich.org

www.purplemaths.com

www.cut-the-knot.com

www.counon.org

www.mymaths.co.uk

www.learn.co.uk

www.mathsgoodies.com

www.algebrahelp.com

www.coolmath4teachers.com

www.cecm.sfu.ca

SUBJECT: Science

Head of Subject: Mr W Rees

Mrs A Hughes

Mr S Castellaro

Mr A Parris

Mrs R Riggs

Mr S Everitt

Aims: To give pupils a wider understanding of science, and how to apply it to everyday phenomena and their own experiences.

Use the National Curriculum and framework for Science to enable pupils to engage in their own progression and recognise how to assess and improve their performance.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	Energy Resources/ Solar System/Forces Electrical Circuits/ Solutions/Particle Model/Simple Chemical Reactions/ Acids & Alkalis/ Variation & Classification/ Environment & Feeding Relationships/ Reproduction/Cells	<ul style="list-style-type: none">- Unit tests in blocks, based on SAT questions- Pupil assessed and levelled tasks	<ul style="list-style-type: none">- Regularly test child on keywords and definitions from course book- Regularly quiz child on relevant pages- Visit websites and encourage your child to explain what they have been learning or what their homework task is.
Year 8	Heating & Cooling/Sound/Light/ Magnetism/Rocks & Weathering/Rock Cycle/Atoms & Elements/Compounds & Mixtures/Food & Digestion/Respiration/ Microbes& disease/ Ecological Relationships	<ul style="list-style-type: none">- Unit tests in blocks, based on SAT questions- Pupil assessed and levelled tasks	<ul style="list-style-type: none">- Regularly test child on keywords and definitions from course book- Regularly quiz child on relevant pages- Visit websites and encourage your child to explain what they have been learning or what their homework task is.
Year 9	Pressure/Speeding up/ Gravity & Space/ Energy & electricity/ Using chemistry/	<ul style="list-style-type: none">- SAT May 2008- Unit tests in blocks, based	<ul style="list-style-type: none">- Regularly test child on keywords and definitions from course book

	Environmental chemistry/Patterns of Reactivity/Reactions of Metals & metal compounds/Plants & Photosynthesis/Plants For food/Fit & Healthy Inheritance & selection	on SAT questions - Pupil assessed and levelled tasks	- Regularly quiz child on relevant pages - Visit websites and encourage your child to explain what they have been learning or what their homework task is. - Help your child establish a regular study/revision routine and review/quiz your child on topics in the course book
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Useful websites

- www.samlearning.com (Pupils will be told how to log on)
- www.bbc.co.uk/schools/ks3bitesize/science (11-14)
- www.innerbody.com (Click on an organ system)
- www.kidshealth.org (Click 'kids' then 'staying healthy')
- www.schoolscience.co.uk
- www.sciencenet.org.uk
- www.howstuffworks.com
- www.uksafari.com
- www.newscientist.com
- www.science-active.co.uk
- www.webelements.com
- www.chem4kids.com

SUBJECT: ICT

Head of Subject: Mr W Grimshaw

Miss K Lane

Aims: To increase knowledge of ICT systems in society and the workplace. To be able to choose and use the correct software for a project based task. To be able to look at and improve work to a higher standard.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none">- Control Systems- Spreadsheets- Power Point- Publisher	<ul style="list-style-type: none">- Class and project assessment	<ul style="list-style-type: none">- Ask questions and monitor work
Year 8	<ul style="list-style-type: none">- Control Systems- Spreadsheets- Power Point- Publisher <p>Look at these in more detail and start to look at websites.</p>	<ul style="list-style-type: none">- Class work- Project assessment based on ICT framework	<ul style="list-style-type: none">- Ask questions and monitor work
Year 9	<ul style="list-style-type: none">- Control Systems- Spreadsheets- Power Point- Publisher <p>Start to use all of these, but in single projects.</p>	<ul style="list-style-type: none">- Overall project assessment and an end of KS3 test	<ul style="list-style-type: none">- Ask questions and monitor work

Useful websites

- BBC bite size
- Sam learning
- Most search engines – yahoo, google, ask jeeves, Lycos etc.

SUBJECT: SPORTS & PHYSICAL EDUCATION

Head of Subject: Mr S Revett

Mrs H Bell

Miss E Park

Mr A Mayo

Miss N Luckman

Aims: The department of Physical Education has a number of clear commitments:

- To encourage an intrinsic enjoyment of sport and physical activity
- To strive to raise the standard of physical education and sport for all our students
- To teach the value of exercise and the health benefits gained through exercising.
- To promote individuality and creativity
- To continually extend both our department and teaching to benefit the students, and the wider community
- To contribute directly to our primary schools and enhance their work
- To increase participation and attainment in physical education within the whole spectrum of curricular and extra curricular activities
- To create a positive learning atmosphere where learning and participation are positive experiences.
- Finally, to help today's young people develop into adults with a lifetime commitment to sport and physical activity

Course Content			
Year	Topics	Assessment	How parents can help
Year 7	BOYS ORIENTEERING RUGBY FOOTBALL BASKETBALL BADMINTON GYMNASTICS ATHLETICS TENNIS S & F HRE	All students are Assessed against National Curriculum Levels when they enter the school. During the school year students are assessed during each unit of work against the four national curriculum strands. Acquiring and developing skills	Ensure all students are fully equipped with King Edmunds Physical Education kit for every lesson. Encourage maximum participation. Encourage and support students to enable them to participate in at least one extra curricular activity per week.
	GIRLS ORIENTEERING HOC NETBALL TAG RUGBY GYMNASTICS DANCE BADMINTON ATHLETICS TENNIS HRE	Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance Knowledge and understanding of fitness and health	Encourage and support students to enable them to participate in at least one out of school sporting activity per week.

Year 8	BOYS ORIENTEERING RUGBY FOOTBALL BASKETBALL BADMINTON GYMNASTICS ATHLETICS TENNIS S & F GIRLS ORIENTEERING HOCKEY NETBALL TAG RUGBY GYMNASTICS DANCE BADMINTON ATHLETICS TENNIS ROUNDERS	During the school year students are assessed during each unit of work against the four national curriculum strands. Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance Knowledge and understanding of fitness and health	Ensure all students are fully equipped with King Edmunds Physical Education kit for every lesson. Encourage maximum participation. Encourage and support students to enable them to participate in at least one extra curricular activity per week. Encourage and support students to enable them to participate in at least one out of school sporting activity per week.
Year 9	BOYS ORIENTEERING RUGBY FOOTBALL BASKETBALL BADMINTON GYMNASTICS ATHLETICS TENNIS S & F HOCKEY VOLLEYBALL GIRLS BASKETBALL HOCKEY NETBALL GYMNASTICS DANCE BADMINTON ATHLETICS TENNIS ROUNDERS	During the school year students are assessed during each unit of work against the four national curriculum strands. Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance Knowledge and understanding of fitness and health	Ensure all students are fully equipped with King Edmunds Physical Education kit for every lesson. Encourage maximum participation. Encourage and support students to enable them to participate in at least one extra curricular activity per week. Encourage and support students to enable them to participate in at least one out of school sporting activity per week.

Useful Websites

<http://news.bbc.co.uk/sportacademy/default.stm>

<http://www.southglos.gov.uk/SouthGlos/LeisureAndSport/CommunitySportandActiveLifestyles/>

SUBJECT: Design and Technology

Head of Subject: Mr S Ashley

Mrs J Suleman

Mrs J Grecian

Mr J Padgett

Aims: Pupils learn to think and work creatively to solve problems. They design and make products as individuals and in teams. They understand how design can help people and what makes products successful. They develop making skills using a wide range of materials and tools, including computer aided design and manufacture. The subject enables pupils to become autonomous and creative problem solvers. An important feature of design and technology is that it makes immediate and practical use of knowledge and skills from other school subjects. It is linked with art and design, mathematics and science. In key stage three, pupils learn in four different focus areas each year. Skills and understanding are developed through years seven to nine so that they can specialise in any of the focus areas at key stage four.

Design and Technology is about making things that people want and that work well. Creating these things is hugely exciting: it is an inventive, fun activity (James Dyson).

Course Content

Year	Topic	Assessment	How parents can help
Year 7	1. Food: biscuits 2. Resistant Materials: photo frame & toy car 3. Graphics: safety signs & board game 4. Textiles: padded products	Pupils are given a self-assessment sheet at the start of each project in key stage three. This explains what they have to do to achieve their target level. Pupils tick off each task as it's completed. The teacher will mark the work, confirm the level reached and	Ensure that your child is equipped with a pencil, pen, ruler, rubber and pencil sharpener. This is essential for all projects in design and technology. Please help your child to bring food ingredients in to school when required.

Year 8	<ol style="list-style-type: none"> 1. Food: layered desserts 2. Resistant Materials & Electronics: mechanical toy & steady hand tester 3. Graphics: packaging & bridge building 4. Textiles: storage products 	<p>level reached and provided constructive feedback.</p> <p>The levels reached in each project will be shown on the annual subject reports to parents, along with a description of the pupil's strengths and areas needing development.</p>	<p>Try to help your child with measuring skills. Pupils should know the difference between millimetres and centimetres and should be able to measure distance accurately using a 30cm ruler and tape measure.</p> <p>Homeworks may require pupils to carry out research using the internet. It would be helpful to provide this opportunity at home. If this is not possible, pupils can use school facilities during breaks or after school.</p>
Year 9	<ol style="list-style-type: none"> 1. Food: breads 2. Resistant Materials: money box & copper jewellery 3. Graphics: engineering drawing, marker rendering & phone display unit 4. Textiles: products from recycled materials 		<p>Good listening skills and high standards of behaviour are essential for all children to learn and be safe in design and technology. You will be supporting your child if these qualities are emphasised at home.</p>

<p><u>Useful websites</u></p>	
<ul style="list-style-type: none"> • Arts & design of the 20th century 	<p>http://www.tribu-design.com</p>
<ul style="list-style-type: none"> • Bridge design & structures 	<p>http://www.brantacan.co.uk/bridges.htm</p>
<ul style="list-style-type: none"> • Design technology refined search engine- a simple site which allows users to search for specific D&T topics or terms. 	<p>http://www.dthub.net/index.html</p>
<ul style="list-style-type: none"> • GCSE Bitesize- revision on key topics (aimed at KS4, but useful for KS3 too) 	<p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p>
<ul style="list-style-type: none"> • Library of designers & products 	<p>http://www.designaddict.com/</p>
<ul style="list-style-type: none"> • Structures 	<p>http://www.ideers.bris.ac.uk/at-ristol/index.html</p>

SUBJECT: French**Head of Subject: Mrs C Ainslie**

Miss C Buliard

Aims: To provide students with simple language skills to enable them to communicate in speaking and writing. To enable them to understand when listening to, or reading, French.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none"> - Introducing yourself and family - School/Time - Likes/Dislikes - Hobbies and Leisure - House and Home - Food and drink 	<ul style="list-style-type: none"> - Frequent class tests on learning h/w - Teacher and peer assessment of speaking tasks in class - Formal assessments twice per year, giving National Curriculum levels (1-3) in the skills of listening, speaking, reading and writing. 	<ul style="list-style-type: none"> - Test students at home on vocabulary/ learning HW's/revision - Provide a French dictionary and encourage to use it - Check that written HW's are completed neatly
Year 8	<ul style="list-style-type: none"> - Health/Healthy lifestyle - Facilities in a town/Getting around - Travel/Weather - Clothes/Colours/ Fashion - TV/Cinema - Going out - Daily routine/Household chores 	<ul style="list-style-type: none"> - Students are placed in sets according to ability - Some assessments as in Year 7, but using National Curriculum levels 2-4 	<ul style="list-style-type: none"> - Test students at home on vocabulary/ learning HW's/revision - Provide a French dictionary and encourage to use it - Check that written HW's are completed neatly
Year 9	<ul style="list-style-type: none"> - Festivals/Social events - Holidays and travel - Pocket money/Jobs - Communicating using written 	<ul style="list-style-type: none"> - Same forms of assessment as in year 7 and year 8, using National Curriculum levels 3-6 	<ul style="list-style-type: none"> - Test students at home on vocabulary/ learning HW's/revision

	letters/ ICT/ Telephone - Revision on introducing yourself - Describing a visit using past tense.		- Provide a French dictionary and encourage to use it - Check that written HW's are completed neatly
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Useful websites

- Google- Chez mimi

SUBJECT: GEOGRAPHY

Head of Subject: Mr M Walter

Mr R Malcolm

Mr D Rigby

Ms D Longley

Aims: To investigate a wide range of people, places and environments, at different scales, around the world.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	Atlas work Ordnance Survey mapwork Volcanos & Earthquakes Settlement and Industry	Mapwork tests Assessments on volcanoes Tests on keywords	Using maps on journeys e.g. holidays Look for newspaper articles on hazards
Year 8	Rivers Europe France & Italy Weather & Climate Environment Climate	Tests on Rivers Tests on Europe Assignments on climate and environment	Use maps to find places in Europe Visit places on holiday Library books
Year 9	Superpowers Japan Brazil Rainforest Energy	Japan Project Rainforest enquiry Energy assessment	Read/watch TV programmes about world events Research about the Rainforest Read widely about energy issues

Useful websites

www.bbc.co.uk/weather

www.forests.org/worldhtm

www.censusgov/main/www/popclockhtml

www.statistics.gov.uk

www.actionaid.org.uk

SUBJECT: History

Head of Subject: Ms D Longley

Mrs C Ferguson

Miss H Stirk

Aims:

- To challenge the students to set themselves high personal and academic standards.
- To provide a variety of opportunities to reach those standards.
- To foster a love of learning about the past.
- To develop key skills.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	Britain 1066-1500 Britain 1500-1750	Short factual tests Source evaluation Essays eg Why did the Normans win the Battle of Hastings?	Assist with model making homework eg the castle Help revise for tests
Year 8	Britain 1750-1900 Native Americans Crime in the 19 th Century	Short factual tests Source evaluation Essays eg Living in the workhouse and Native Americans	Assist with model making homework eg tepee Help revise for tests
Year 9	A world study from 1900 The History of Medicine	Short factual tests Source evaluation Essays eg The causes of the First World War	Assist with model making eg trenches. Encourage reading of newspapers and watching the news. Help revise for tests.

Useful websites

Any web-site associated with a new program

www.spartacus.co.uk

www.bbc/educational.co.uk

SUBJECT: Religious Studies

Head of Subject:

- Mrs C Ferguson
- Mr A Ball
- Mr.H Newington

Aims: To introduce pupils to the diversity of beliefs and ideas in the world around them. To know and understand how and why religion is practised. For pupils to consider their own beliefs, ideas and opinions, and to be given the opportunity to express them.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none"> - Early people - The Bible - The life of Jesus 	<ul style="list-style-type: none"> - Writing frame on 'Puzzling Questions' - Exam on 'The Bible' and 'Jesus' 	<ul style="list-style-type: none"> - Support in the completion of homework - Review class work with pupils and make suggestions for improvement
Year 8	<ul style="list-style-type: none"> - Islam - Religion in Britain (Christianity and Sikhism) 	<ul style="list-style-type: none"> - Booklet on 'The Mosque' - Exam on Islam - Booklet/presentations on 'Religion in Britain' 	<ul style="list-style-type: none"> - Support in research either by visiting the local library or through use of the internet - Review the completion of class work/homework
Year 9	<ul style="list-style-type: none"> - Philosophy - Judaism - Hinduism - Historical evidence of Jesus 	<ul style="list-style-type: none"> - Written assessment on Philosophy, Exodus, The Passover - Written assessment on the Holocaust and life after death 	<ul style="list-style-type: none"> - Support in the completion of homework - Review class work - Provide access to films which will support the topics being covered e.g. Prince of Egypt, Schindlers list, Anne Franks Diary and Gandhi.

Useful websites

- www.bbc.co.uk/education/revision
- www.bbc.co.uk/education/webguide
- www.churchnet.org.uk
- www.theresite.org.uk
- www.sikhs.org
- www.lds.org/
- www.watchtower.org/
- www.cem.org.uk
- www.channel4.co.uk/education
- www.cofe.anglican.org
- www.vatican.va
- www.quakers.org
- www.wcc-coe.org
- www.brijnet.org
- www.ic-el.org
- <http://sikhs-ms.demon.co.uk/goblind.htm>
- [www.strath.ac.uk/departments.social studies/RE/database/index.table.htm](http://www.strath.ac.uk/departments.social_studies/RE/database/index.table.htm)

SUBJECT: Art

Head of Subject: Mrs C Hopcroft

Miss K Elkington

Aims: All students are entitled to work in a good environment and experience a broad range of materials and media. They should have the opportunity to develop an understanding of work by other artists, art movements and other cultures. Finally, all their work should be underpinned by a social, moral, spiritual and cultural education, and this should be evident in their personal response and final piece.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none">- Drawing and painting- Printmaking- Relief	<ul style="list-style-type: none">- Assessed against level descriptions at the end of each unit- 4C, 4B, 4A	<ul style="list-style-type: none">- Homework is an extension of the work in class, students should spend 30mins on this- All students need a flat surface on which to rest their book
Year 8	<ul style="list-style-type: none">- 3D work- Painting- Drawing	<ul style="list-style-type: none">- This year students could range from the following- 4C, 4B, 4A to 5C, 5B, 5A	<ul style="list-style-type: none">- Students may need to use the internet to get extra resource materials or use the library books
Year 9	<ul style="list-style-type: none">- Printmaking- Mixed Media- Drawing and painting	<ul style="list-style-type: none">- At the end of KS3 students should achieve level 5 or 6- 5C, 5B, 5A or 6C, 6B, 6A	<ul style="list-style-type: none">- Students may need to collect materials to use in class or draw from objects at home, parent support and help is greatly appreciated

Useful websites

- www.nationalgallery.org.uk
- www.vam.ac.uk
- www.ashmol.ox.ac.uk
- www.artchive.com/ftpsite.htm
- www.artcyclopedia.com
- www.artlex.com
- www.tate.org.uk
- www.natgalscot.ac.uk
- www.lourve.fr
- www.artplanet.com
- www.wwar.com
- www.photograohymuseum.com

SUBJECT: Music

Head of Subject: Mrs S Sparkman

- Brass – Mr D Thomas
- Violin – Miss R Lambert
- Keyboard/woodwind – Miss T Munday
- Woodwind – Mrs J Milstead
- Guitar – Mr K Bryne
- Voice – Mrs R Mlagwa Edwards
- Drums – Mr J Hall and Mr S Holbrook

Aims: Perform and compare music in different styles with increasing understanding of devices and processes. Actively explore genres, styles and traditions from different times and cultures with increasing ability to analyse and compare.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none">- Rhythm- Pitch- Binary form- Timbre- Pitch 2 (The keyboard)- Parody	<ul style="list-style-type: none">- All projects are assessed in three areas of performance	<ul style="list-style-type: none">- Learn note lengths and rhythms for samba- Learn note rhythms- Learn elements of music- Learn names of instruments
Year 8	<ul style="list-style-type: none">- Film music- Patterns in music- Instrumental ensembles- Caribbean music- Ternary form- Folk music- Rando form	<ul style="list-style-type: none">- Composition and listening and appraising, resulting in a teacher assessment level each term.	<ul style="list-style-type: none">- Listen to music and ask students to describe when watching films- Learn which music instruments are in which ensembles- Research specific folk instruments
Year 9	<ul style="list-style-type: none">- Symphonie- Jazz Music- Abba- Swing- The Beatles- Pop Music	<ul style="list-style-type: none">- Composition and listening and appraising, resulting in a teacher assessment level each term.	<ul style="list-style-type: none">- Learn types of jazz and names of instruments used- Listen to a variety of music at home- Listen to a wider variety of music at home.

Useful websites

- www.ask.co.uk
- www.google.co.uk
- www.bbc.co.uk/schools
- www.bbc.co.uk/aboutmusic
- www.bbc.co.uk/music

SUBJECT: Drama**Head of Subject: Mr C Haskins**

Aims: Pupil should use a range of dramatic forms to express ideas and feelings. Pupils should also practise the means of dramatic expression with fluency, vitality and enjoyment. Lastly, appropriate drama in performances should be used, both as a spectator and as a participant.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none">- Story telling- Structure/s- Myths and legends- Fairy tales	<ul style="list-style-type: none">- Self assessment sheets- 'In House' levels	<ul style="list-style-type: none">- Read and tell stories at home
Year 8	<ul style="list-style-type: none">- Friendships- Loyalties- Rules- Codes of behaviour	<ul style="list-style-type: none">- Self assessment sheets- 'In House' levels	<ul style="list-style-type: none">- Encourage pupils to maintain a drama diary
Year 9	<ul style="list-style-type: none">- Identity- Groups- Stereotypes	<ul style="list-style-type: none">- Self assessment sheets- 'In House' levels	<ul style="list-style-type: none">- Encourage pupils to maintain a drama diary

SUBJECT: SEN

Head of Subject: Mrs E Clark

Mrs S Lord Mrs D Drew
Mrs A Carr Mr T Curtis
Mrs J Jones Miss Z Smith
Mr R Wathen Miss K Winter
Mrs G Whitlock

Aims:

- To offer a high quality education to every student with special educational needs.
- To enable students to achieve their full potential by supporting learning and developing self-esteem and confidence.
- To facilitate the inclusion of all students with special educational needs wherever possible.

Students with special educational needs have access to:

- In-class support from Teaching Assistants – Year 7 to 13.
- Literacy Progress Units – taught by Teaching Assistants in Year 7.
- Reading Recovery programme – taught in a small group by a Teaching Assistant for Year 7 and Year 8 students.
- Individual reading programmes with Teaching Assistants – Year 7 to 9.
- Fine and gross motor skills group – taught by two Teaching Assistants – Year 7.
- Individual handwriting programme – Year 7 to 9.
- Monitoring and regular review of provision by means of Individual Education Plans, Annual Reviews for students with statements, Pastoral Support Plans, annual reports, daily reports and classroom observations.

The school operates an open-door policy, whereby parents are invited to contact the Head of Learning Support if they have any concerns over the provision of their child.

SUBJECT: HEARING IMPAIRED RESOURCE BASE (HIRB)

Head of Unit: Mrs K Winyard

Mrs D Ansley

Aims: The HIRB aims to support the inclusion of hearing impaired students in the mainstream class. Staff of the HIRB provide in-class, one-to-one and small group, support, depending on the need of any individual. INSET training is provided by HIRB staff for all new staff, and teaching students, and they are available at all times for advice or help.

As well as academic support, the HIRB can provide access for hearing impaired students to deaf adult role models as well as to other hearing impaired students.

Both the HIRB staff and students are an integral part of the mainstream school. All teachers in the mainstream are teachers of the hearing impaired.

SUBJECT: Careers

Head of Subject: Mr David Rigby

Tutor Team

Aims: To encourage personal development of pupils, to aid successful transition to adult life and to give pupils the necessary information and advice to help them make informed decisions.

Course Content

Year	Topic	Assessment	How parents can help
Year 7	<ul style="list-style-type: none">- This is me!- Who influences me?	There is no formal assessment of careers education	<ul style="list-style-type: none">- Discuss how they choose their career path
Year 8	<ul style="list-style-type: none">- The World of work		<ul style="list-style-type: none">- Take your son or daughter to work?
Year 9	<ul style="list-style-type: none">- Making decisions- Option and choice		<ul style="list-style-type: none">- Discuss the subject options- Help them to research key information about future jobs

Useful websites

- www.connexions-direct.com

- Careers programmes
 - KUDOS
 - Careers information database (C.I.D)
 - Higher ideas

SUBJECT: CITIZENSHIP

Head of Subject: Miss H Stirk

Taught through tutor and pastoral times; Through existing subjects; Assemblies; In extra-curricular activities and special events; In the community; In the home; Through volunteering; School council; Peer education; Events e.g. Citizenship week; Charity fundraising; Visits by outside speakers; Respect for the environment; Work experience

Aims: Citizenship helps young people to understand the rights and responsibilities they have as members of society. It also helps to create a positive ethos, good relationships and mutual respect. Citizenship Education is based on active learning and engagement with issues which affect student lives. It provides important opportunities for pupils to develop an understanding of their world and gain confidence in skills such as learning to think and discuss.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7-9	Children's Rights; Animal Rights; The neighbourhood; The Community; Britain's Government; The role of the Media; Values and opinions and how to express them; Global issues – recycling, resources, conservation; Sustainable development; Crime and legal awareness; Citizens of Britain, Europe and the World.	Citizenship is assessed by end of unit tasks, set once per term. These can take the form of written essays, tests, debates, presentations, project work etc... Students must also try to be active citizens. They can do this by representing the school, helping others, taking part in outside events etc ...	Encourage children to read newspapers and watch the news. Encourage children to discuss local, national and global issues. Encourage children to take part in school events.

Useful websites

www.nc.uk.net

SUBJECT: PSHE

Head of Subject: Miss H Stirk

Taught through a whole school approach in curriculum time once a week; Through tutor and pastoral times; Assemblies; In extra-curricular activities and special events; In the community; In the home; Peer education; Events e.g. Drugs Awareness; Visits by outside speakers.

Aims: Personal, Social and Health Education (PSHE) gives students the opportunity to acquire the knowledge, skills and understanding they need to develop their confidence, sense of responsibility and to make the most of their abilities. It enables students to reflect on and assess their strengths in relation to personality, work and leisure and to adopt a healthy, safer lifestyle and develop good relationships learning to respect the differences between people.

Course Content			
Year	Topic	Assessment	How parents can help
Year 7-9	Topics include: About me; Feelings and Emotions; Leisure time; Managing money; My family; My friends; Bullying and peer pressure; Relationships with other people; Beliefs, customs, stereotypes, prejudice & discrimination; My responsibilities; My body – puberty, smoking, diet & exercise, eating disorders, safe sex, alcohol, solvent abuse, drugs and drug taking; My decisions; My future; Post-14 choices.	PSHE is not normally assessed but students will undertake a number of tasks. These include written essays, debates, presentations, project work etc...	Encourage children to eat healthy and lead an active lifestyle. Encourage children to feel secure in discussing their feelings and emotions. Support and enhance the teaching of Drug education and Sex and Relationship education at home.

Useful websites

www.nc.uk.net