

KEY STAGE 3 CURRICULUM SUMMARY BOOKLET

YEAR 7
2009/2010



Achieving Excellence Together

English

Course aims and content

The English curriculum at Key Stage 3 is designed to develop in our students the ability to express themselves confidently, to think logically and imaginatively, and to attain a deep understanding of literature. The course is designed to promote high levels of competence in students' command of the three skills areas of reading, writing and speaking and listening. Through a variety of teaching and learning styles, it fosters an inventive, creative approach to developing ideas, making connections and finding solutions, and allows students to employ a range of communicative skills and strategies, which will support their cross-curricular achievement. The English curriculum aims to develop a critical understanding of how meaning is shaped both in texts from the English literary heritage, and in those from a variety of different cultures and traditions.

In Year 7, the students develop these skills through the study of a wide range of interesting texts from the major genres of prose fiction and non-fiction, poetry and drama. Students are encouraged to analyse the texts and explore how the writers use stylistic features to communicate their ideas. Opportunities are also provided for students to experiment with language and presentation in a variety of text types and formats.

In addition, key functional skills in spelling, punctuation, grammar and syntax, which underpin successful independent writing, are consolidated through weekly language lessons. During these lessons, students will explore aspects of language in context, and will be encouraged to reflect and build on their written communication skills both in English lessons and across the curriculum.

The English Department assesses oral and written work, with at least one formal assessment per unit, using assessment for learning methodology and offering both formative and summative feedback. During the course, students are encouraged to become reflective and critical learners through evaluating their own strengths and weaknesses, and setting themselves realistic, attainable targets for improvement with guidance from their English teacher.

Mathematics

Course aims and content

Every student in Key Stage 3 is encouraged to access their highest level and fulfil their own mathematical potential. Learning opportunities in the classroom are varied: whole class teaching with and without the interactive whiteboard, paired and group work, individual and whole class learning through interactive websites, mental strategies, hands-on approaches and traditional individual exercises from worksheets and textbooks. Methods of assessment focus on providing constructive, positive feedback to students in order for them to improve their understanding and learning. Ultimately we are trying to foster a culture of student self-assessment and encourage them to be independent thinkers and learners. Our ultimate aim is to improve learning for every student in a friendly, supportive and stimulating environment.

Students are placed in appropriate sets that will further enhance their learning opportunities. Those who find that maths poses few problems for them are placed in larger class sets whereas students who struggle with certain areas of maths are placed in smaller class sets. In this way the weaker students benefit from more one-on-one teacher support and will be able to make more rapid progress towards their own learning targets. Stronger students will have the opportunity to access extension material and higher order thinking tasks either on an individual or group basis.

We have high expectations for all our students and set appropriately challenging but realistic targets for everyone.

The following topics will be covered throughout the year:

Algebra

- Sequences and functions
- Expressions, formulae and brackets

- General terms and linear graphs
- Linear equations
- Equations, functions and graphs

Number

- Place value and ordering
- Fractions, decimals and percentages
- Calculating and measuring
- Percentages, ratio and proportion
- Multiples, factors, primes and powers

Shape, space and measure

- Perimeter, area and 3D shapes
- Angles, shapes and coordinates
- Properties of triangles and quadrilaterals
- Transformations
- Exploring polygons and nets

Handling data

- Statistical skills
- Analysing statistics and probability

Science

Course aims and content

At Key Stage 3 classes are allocated one science teacher to deliver the science curriculum for that year group. Our students follow the UK National Curriculum. Each student is given worksheets and a textbook that covers both the practical and theoretical aspects of the course. This enables them to work through the curriculum in a practical manner and allows them to take advantage of the excellent facilities available at JESS.

In Year 7 students are following the Exploring Science course. Students are encouraged to review and reflect on their learning as part of each topic. Students also undertake an end of unit test at the end of most topics to find out how well skills and knowledge have been retained.

The topics for the Exploring Science course are:

Biology

- Tissues and transplants
- Sex and science
- Ecology matters
- Classified

Chemistry

- Acids and alkalis
- Bubbles, bangs and burning
- What a waste
- Materials from the Earth

Physics

- Energy and sustainable living
- Electrical circuits
- Forces and their effects
- The Solar System and beyond

Information and Communication Technology

Course aims and content

The ICT department at JESS aims to provide students with ICT skills that are transferable across all disciplines combined with an understanding of ICT and Computing as a subject.

In Year 7, students will:

- learn how to manage their area of the network. They will discuss the conventions of behaviour relating to respect for others' work and the use of passwords
- learn how to use email correctly and compress files for attaching. They will discuss viruses and how to use them
- create sound, and be taught how to manipulate sound files to create radio advertising. Students are expected to be sensitive to the needs of their audience and purpose.
- use the internet to gather information on a specified topic. They will select information and consider the usefulness, provenance, reliability, status and bias of the information they collect and use. They will use this information to produce a movie for a specific audience on e-safety.
- Run spreadsheet software to enter formulae using cell references. They will build a spreadsheet model and translate rules into formulae. They will use formatting features of software to clarify the screen view of the model and enter test data into a model and record outputs.
- Understand the importance of sequencing instructions and learn features of gaming software in order to create a game for a given audience and purpose.

French

Course aims and content

In Year 7 students are given opportunities to become increasingly familiar with the sounds, written form and grammar of French, and to become more familiar with France and other French-speaking countries. In addition to developing language skills including listening, reading, speaking and writing, students are also taught language-learning skills such as techniques for memorising, the use of context and other clues to interpret meaning, dictionary skills, and how to identify connections with other languages. Topics covered include personal identification, classroom items, family, pets, where you live, activities in the home, school and free-time activities.

The French Department uses a variety of assessment techniques throughout each year, including peer and self assessment, teacher assessment of group and individual work, and the marking of unit tests. Students are encouraged to reflect on their own learning and set themselves targets for further progress.

Arabic

Course aims and content

The lessons in Year 7 are designed to familiarise the students with the written form, basic grammar and the sounds of Arabic. Students learn a range of common vocabulary and how to use the vocabulary to construct sentences in Arabic using basic grammatical patterns (e.g. the pronoun system and verb-subject-object word order). Students are offered the opportunity to learn about the geography and culture of the Arab Middle East.

Literacy is paramount in the case of learners of Arabic as a foreign language, the greatest emphasis in Year 7 is on familiarity with the letters of the alphabet, and the fundamentals of the skills of reading and writing. In addition to introducing and developing the fundamental building blocks of the language through the written word, however, the attempt is also made to develop the students' speaking and listening skills to allow them to use the language confidently and accurately in a range of situations.

Topics covered include the alphabet, days of the week, food, colours, common adjectives, jobs, numbers (1-100), names of countries, nationalities, greetings, introducing oneself, and talking about one's family.

Islamic Studies

Course aims and content

This course is offered to our Muslim students as an enhancement to their curriculum as directed by the Ministry of Education. The course aims to promote Islamic spirit and accordingly build an understanding of their religion.

- Pillars of Islam / Pillars of Imam (Faith)
- Short Surahs from the Holy Quran
- Life of Prophet Muhamad (pbuh) and other prophets
- Great gifts of Allah
- Islamic calendar
- Islam and the world
- So taught our Prophet Muhamad (pbuh)-Al-Hadith
- The festivals of Islam
- Companions of Prophet Muhamad (pbuh)
- Islamic calligraphy and architecture
- Muslim manners
- Cleanliness
- Islamic supplications (Dua'a) for different occasions, to make the students aware that Allah constantly watches over all human beings
- Songs and verses, games and illustrations that promote Islamic values in our everyday activities

Geography

Course aims and content

Geography is a dynamic subject which the Geography department delivers in an imaginative and enthusiastic manner. As a department we facilitate the curriculum using a variety of teaching and learning techniques and also incorporate formative assessment into our schemes of work throughout Key Stage 3. Each student will also have a fieldwork opportunity to experience part of the Geography curriculum. Through engaging and motivating lessons, students will become interested in the world around them, acquiring knowledge and understanding across a range of places and environments. Through encouraging students to think independently we inspire them to develop a sense of place and an appreciation of the environment, as well as and awareness of the ways in which people and environments interact.

Within Year 7 students will study 6 units covering a physical and human element. Themes and skills will be developed throughout the year and will be transferable across the wider school curriculum. Students will be able to describe and begin to explain the geographical themes, shown below.

Year Group	Term One		Term Two		Term Three	
	A	B	A	B	A	B
Year 7	Introduction to Geography	Atlas and Map skills	Settlement	Settlement: The UAE	Rivers and Flooding	Antarctica

History

Course aims and content

"History is made by people. When you understand people, you can live a full life."

History aims to bring colour to the curriculum, not just through tales of some of the most exotic, colourful characters students will ever have the chance to leave about at school but by delivering active and imaginative lessons which capture their imagination. The quote above by Charles Miller Smith sums up the department's aims in its teaching of History; by getting pupils to understand the past actions of peoples and societies, they can not only see how the world we live in today has been shaped but they can also begin to understand and make reasoned judgements about the actions of people today.

The Year 7 course aims to develop students' ability to question and make deductions about the past through the study of:

- 1066 and all that;
- The History Castle Competition; designing an impregnable castle
- Life in a Medieval Village; Greenleigh Village role play
- Life in Medieval Baghdad; Designing a travel guide to Baghdad

Art and Design

Course aims and content

The Art and Design curriculum aims to encourage and facilitate the flowering of creativity that we believe to be endemic in our students. Art and Design contributes to the school curriculum by offering a distinctive way of learning, where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication.

The Art and Design curriculum which we offer is also distinctive in a variety of ways in offering opportunities for students to:

- develop their creativity and imagination through visual, tactile and sensory experiences
- develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings
- learn to make value judgements and aesthetic and practical decisions so that they become actively involved in shaping environments
- explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design in the contemporary world and in different times and cultures

The aim of the Key Stage 3 course is to provide a foundation where students improve their visual literacy through exposure to key art works from different cultures and experimentation with a wide variety of art processes and materials both in 2D and 3D. Students will develop skills in order to be able to:

- explore and develop ideas
- investigate and make art, craft and design
- evaluate and develop work
- knowledge of different cultures within an international environment

There are three themes across Key Stage 3

- self and experiences
- natural and man-made objects and materials
- environments
- formal elements

Examples of Year 7 unit titles are 'Self-Image', 'What's in a building?', 'Recreating Landscapes' and 'The Formal Elements'. In these units, students work from direct observation, memory and their imagination. They manipulate visual and tactile qualities of a range of traditional drawing materials, ceramics and printmaking media to realise outcomes throughout the year. A beach visit forms the starting point of unit 3. ICT is an integral component of the curriculum and students will have the opportunity to incorporate Adobe software programmes into their work when exploring ideas or producing final outcomes.

Art, Design and Technology/Graphics

Course aims and content

The ADT/Graphics course at JESS aims to contribute to the school curriculum by offering a series of Graphics units which complements and supports the work currently completed in Art and Design and Design and Technology.

The course develops students' manipulation and use of several Bitmap and Vector software e.g. Adobe PhotoShop, Illustrator, 2D design and 3D Pro Desktop. They will develop skills in order to be able to:

- Explore and develop ideas
- Manipulate graphic media to realise outcomes
- Work to a specific design brief
- Solve problems and arrive at feasible conclusions
- Develop, plan and communicate ideas

During the year, students will be introduced to units on the following:

- Skills and techniques in the application of Typography
- Colour
- A packaging project which includes use of Illustrator software and completion of an outcome in model form.
- A design project resulting in the design of a magazine cover.

Design and Technology

Course aims and content

The Design and Technology Department is currently supported by two fully equipped workshops and a design studio / ICT facility. Students in KS3 will have access to these facilities in order to produce high quality outcomes, using the full range of resistant materials and graphic media.

The Department will encompass CAD (Computer Aided Design) and CAM (Computer Aided manufacture) through the use of 2D Design Tools and 3D ProDesktop software packages, which will be linked to a Laser Cutter, 3D Router and a Vinyl Cutter. Graphics students will also have access to the full Adobe design suite and the choice of two purpose built computer rooms.

It is anticipated that these processes and resources will then lead into KS4 and beyond as the school continues to develop, which in turn will lead to the introduction of KS4 examination courses in Resistant Materials and Graphic Products. The introduction of 3D CAD/CAM processes is also anticipated at this stage.

Design and Technology is based firmly on a problem solving approach to learning, through designing and making. As the foundation to this approach, the design process is followed in all areas of the subject, and is used as the common structure for all student schemes of work. The aim of the Key Stage 3 course is to give students of all abilities, the opportunity to investigate, communicate (both orally and graphically) and to think critically in order to analyse and evaluate design solutions. They are expected to co-operate with their peers in group tasks and are encouraged to manage, plan and structure design briefs in order to meet given deadlines.

The course will focus on the following six sub-skills of designing and making:

- Exploring ideas and the task
- Generating ideas
- Developing and modelling ideas
- Planning
- Evaluating
- Making high-quality products

Students will explore needs, wants and opportunities in the context of *designing for themselves*. They will understand the need that a product is intended to serve and judge how well it meets that need.

Projects could include:

- A copper candleholder
- A note pad holder made of wood
- A key ring, which makes use of the acrylic memory process.

Students will be given every opportunity to incorporate ICT skills into their work. However, pupils should be taught that CAD and CAM are simply additional tools which a designer has available and which should be used as and when appropriate.

Drama

Course aims and content

The JESS Drama curriculum encourages and facilitates explorations and investigations of the world in which we live. The use of a variety of dramatic strategies and conventions are adopted in order to consider important social and personal themes. A range of dramatic stimuli including: photography, literatures, mask, film, historical events and journalism are used to 'trigger' studio based workshops, discussions and evaluations.

In addition to the development of the students' ideas and opinions on life issues there will be a strong focus on communication, language and confidence skills.

Music

Course aims and content

By engaging students in making and responding to music, music education offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgments about music quality
- Acquire the knowledge, skills and understanding needed to make music, e.g. in community music making, and, where appropriate, to follow a music-related career
- Develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others

Each student in Year 7 receives one music lesson per week. Lessons involve a wide variety of individual, small group and whole class activities.

During the course students will acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.

- Listening – students listen to a wide variety of music of different styles, periods and cultures
- Composing – students are encouraged to explore sounds and create their own music through experimentation and improvisation. ICT plays an important role in this aspect of the course and students use music software to compose and arrange music
- Performing – students are involved in many performing activities, including whole class performances, group and solo performances

Additional Information

For students wishing to learn to play a musical instrument there is a thriving instrumental teaching programme, which is run on a private basis after school hours. There is also a flourishing Rock School, which

has proved to be a great hit with our young musicians! In addition, there are opportunities for all students to participate in a range of extra-curricular musical activities, both vocal and instrumental.

Physical Education

Course aims and content

The aim of the Physical Education department is to develop the physical, social and mental well-being of all students. Students will develop a range of different motor skills, techniques, and begin to understand how to apply them to many different activities.

The curriculum focus is on developing understanding of what makes a performance effective and how to apply these principles to their own and others' work. Students will be expected to take the initiative in a variety of roles including leader and official while making independent decisions about what to do to improve performance.

Students will be taught to acquire and develop their skills in a variety of contexts. During the course of the year students will be challenged to select and apply skills learned with a view to developing tactics and compositional ideas.

Underpinning all lessons within Physical Education will be the principles of health and fitness, as students develop a greater understanding of both their own and others' well being.

Student activities for the year are as follows:-

Year 7

- Outdoor Education: Team Building
- Health Related Fitness
- Rugby
- Football
- Netball
- Volleyball
- Softball/Rounders
- Athletics
- Gymnastics
- Swimming
- Water Safety
- Dance

Students will also have the opportunity to extend / enhance their learning through the broad spectrum of extra curricular activities.

