



The
PRAGUE
BRITISH
SCHOOL

Key Stage 3

YEARS 7- 9



Key Stage 3 as part of the Academic Programme at the Prague British School.

	Age	Year	Stage
P R I M A R Y	20 months - 5 years	(Pre) Nursery and Reception	Foundation Stage
	5-6	Year 1	Key Stage 1
	6-7	Year 2	
	7-8	Year 3	Key Stage 2
	8-9	Year 4	
	9-10	Year 5	
10-11	Year 6		
G R A M M A R	11-12	Year 7	Key Stage 3
	12-13	Year 8	
	13-14	Year 9	
	14-15	Year 10	IGCSE Programme
	15-16	Year 11	
	16-17	Year 12	IB Programme
17-18	Year 13		

Key Stage 3 - Introduction

Key Stage 3 is an important stage in a child's education. It is a time to consolidate previous learning and strengthen existing skills whilst at the same time developing new skills in a far wider curriculum than Key Stage 2 allows

The changes involved here are immense but always evolving and never dull. The opportunities provided at PBS mean that students are studying in a stimulating learning environment. We are proud of our international dimension and this area of the curriculum extends the choice available to new students considerably.

At PBS we ensure that every child in the school maximizes their potential. Our curriculum seeks to stretch each student so they are fulfilled and stimulated to reach their true potential. To this end we have a pastoral system in place where students receive advice and help from their form tutor. The curriculum follows the National Curriculum guidelines in its provision but at PBS we believe we offer far more than that.

This document contains information from each department outlining their curriculum provision from Year 7 to Year 9.



ENGLISH

Throughout the three years of Key Stage 3, students focus on the four major components of English Language and Literature, namely:

Reading

The three major genres are studied through a variety of texts: prose, poetry and drama, enabling students to develop a greater understanding of what writers do and how the techniques they use.

Writing

A lot of classroom and homework time is spent developing writing skills, arming the student with a confident ability to tackle different writing styles, whether creative (short-stories, poetry and plays) or functional (letters, reports, argumentative, persuasive).

Speaking and Listening

Talking, whether during whole-class discussion forums or in formal oral presentations, is a regular activity in English enhancing knowledge about language, able communication and audience awareness. Talking activities focus on the texts studied and experiences, feelings and opinions. Listening activities are closely linked to talking and ensure students can receive/respond to information, instructions and directions effectively.

Assessment

Students are assessed formatively on a daily basis, confirming that knowledge is being received and responded to in a productive way. Written and oral assessment is continuous throughout the study of a text. End of unit essays/written tasks consolidate learning overall. All students from Years 7-9 are formally assessed at the start of the year (September), again in February and at the end of the school year in June. In Years 7 and 8 they take externally set National Curriculum progress tests and in Year 9 they take National Curriculum SATS tests.

Resources

Text Books : Collins Frameworking 1, 2 and 3, used in Years 7, 8 and 9 respectively, is a continuous English Language and Literature course which fully covers the English national curriculum requirements. Additional National Curriculum texts as well as prose, poetry and drama texts are used as and when required.

Use of ICT : Internet research on authors, texts and topical issues as and when required. Interactive whiteboard for whole-class grammar/writing lessons.

Equipment : A4 ring binder and lined, margined paper. Pocket English dictionary and thesaurus. Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary and a text book.

Extra-curricular opportunities

Theatre and cinema visits; whole-school annual drama production; writers' club; and junior debating, writing competitions during the school year-poetry, short stories, mini-sagas etc.



MATHEMATICS

Year 7

Number and Algebra Fractions, Percentages, Rounding, Negative numbers, Powers and Roots.

Introduction, Substitution, Graphs

Geometry: Types of Shapes, Symmetry, Angles and Angle Relationships, Mensuration.

Data: Reading and drawing tables and charts, averages and data handling.

Year 8

Number and Algebra Estimating, Rounding, Indices, Ratios, Fractions, Decimals, Percentages.

Substitution, Transforming, Manipulating, Simplifying, Solving Linear Equations, Linear Graphs.

Geometry: Transformations, Symmetry, Angles, Pythagoras.

Data: Probability, Bar Charts, Pie Charts, Frequency Polygons, Averages.

Year 9

Number and Algebra: Rounding, Bounds, Indices, Ratios, Fractions, Decimals, Percentages.

Substitution, Transforming, Manipulating, Simplifying, Solving Linear Equations, Solving Simultaneous Equations, Linear Graphs.

Geometry: Transformations, Loci, Symmetry, Angles, Pythagoras, Trigonometry.

Data: Probability, Bar Charts, Pie Charts, Frequency Polygons, Averages.

Assessment

In Years 7 and 8 all students sit the same end of year examinations.

In Year 9 students take the SATS test which is an external examination marked against National Standards in the UK. Students are entered for the tier appropriate to their abilities and can achieve up to level 8 of the National curriculum

Resources

Text Books: Success in Maths E1-E3, and G3

Use of ICT: Students make use of the schools ICT facilities, where appropriate.

Equipment: Protractor, Compasses, Scientific Calculator. Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary and a text book.

Setting

From Year 9 onwards, students are placed into ability groups for Maths lessons. The year group is divided into one higher and one foundation group and each is taught by a specialist teacher.



SCIENCE

Year 7

Physics: Forces and their effects, Energy, Sound and Light, Electricity,

Biology: Classification, Cells, Photosynthesis, Nutrition, Reproduction,

Chemistry: Solids, Liquids and Gases, Simple Chemical Reactions, Changing State, Compounds and Mixtures, Rocks and the Rock Cycle.

Year 8

Physics: Magnetism, Space, Energy Resources,

Biology: Keeping Fit, Ecology, Nutrition and Digestion.

Chemistry: Elements and Compounds, Acids and Alkali's, Chemical Reactions.

Year 9

Physics: Light and Sound, Heating and Cooling, Electricity, Forces.

Biology: Fit and Healthy, Drugs, Variation and Inheritance.

Chemistry: Physical Changes, Atoms and Molecules, Reactivity of Elements.

Assessment

Key Stage 3 Science Standard Attainment Tests at the end of every unit and at the end of every year, Practical Experiments, Various Internet Research Projects/ Essays.

In Year 9 students take the National Curriculum SATS test which is an external examination marked against National Standards in the UK.

Resources

Text Books: Spectrum 7, 8 and 9

Use of ICT: www.learn.co.uk www.bbc.co.uk/schools Computer Microscopy, Computer Animations and Modelling, Science Videos

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary, calculator, scissors and the text book provided

Extra-curricular opportunities

Prague Planetarium, National Museum of Natural History.



GEOGRAPHY

Year 7

An introduction to the main ideas of geography, covering both natural and human features of the earth's surface; using maps to represent spatial information, and how this applies to the earth as a 3-dimensional globe. These ideas are presented through a selection of specific topics including: settlements, farming, weather and climate, map work, coastal landforms, rivers and a country study.

Year 8

Continuing to recognise a variety of human and natural interactions on earth; also introducing some key geographical skills such as case studies, doing an enquiry, fieldwork and distinguishing cause and effect. Specific topics include: population, rivers and flooding, tourism, national parks, ecosystems, shopping and a country study.

Year 9

Continuing to examine the relationship between the natural environment and human activity; also beginning to identify spatial patterns around the earth and the range of factors responsible for them; further practise of key geographical skills. Specific topics covered are: tectonic hazards, development, energy, environmental issues, cities, water resources and a final country study.

Assessment

Each topic is concluded with an end-of-unit test, in order to assess the extent of knowledge that students have gained; longer topics may justify a mid-unit test as well. The acquisition of geographical skills is assessed through a variety of written tasks – including fieldwork and enquiry write-ups, essays, newspaper articles, decision-making exercises, presentations etc. – which may be set at any point during the unit.

Resources

Text Books: Main text: “Earthworks” 1, 2 and 3 Used in combination with some chapters from: “Foundations”, “Connections” and “Interactions” and teacher selected activities from the Geography 123 Series

Use of ICT: Students use Excel to process raw data into charts and graphs. They also use the computer suite to learn from Interactive CD-ROMs and to carry out Internet research. The Geography Department has a selection of (mostly BBC) educational videos, which are very effective when learning case studies.

Equipment: Students should come equipped with a blue and/or a black pen, a lead pencil, an eraser, a ruler, coloured pencils (not colouring pens; about 5 basic colours is sufficient), a glue stick. A translating dictionary may be useful for some students.

Extra-curricular opportunities

It is intended that each Year group spends one to two days outside of the classroom doing fieldwork (weather and circumstances permitting). Typical activities include: river studies, tourist and/or shopping questionnaires, weather measurements, farm visits, landscape sketching, and so on.



HISTORY

Year 7

Students are taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods, to develop their knowledge and understanding of events, people and changes in the past, to formulate historical interpretation, to organise and communicate historical information using a range of techniques, including spoken language, structured narratives, and use of IT.

Topics covered: The Roman Empire, Medieval Britain 1500-1750, Native peoples of north America

Year 8

Students are taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods, to develop their knowledge and understanding of events, people and changes in the past, to formulate historical interpretation, to organise and communicate historical information using a range of techniques, including spoken language, structured narratives, and use of IT.

Topics covered: The Making of the UK, The Age of Revolution (US and French), The Industrial Revolution..

Year 9

Students are taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods, to develop their knowledge and understanding of events, people and changes in the past, to formulate historical interpretation, to organise and communicate historical information using a range of techniques, including spoken language, structured narratives, and use of IT.

Topics covered: Black Peoples of the Americas, Twentieth Century, Post War Society

Assessment

Progressive tests, Unit tests, End of Year Exam

Resources

Text Books: Year 7: 'The Roman Empire', 'Medieval Minds', Year 8: 'The Stuarts and the Tudors', 'Citizen's Minds', 'Industrial Revolution', Year 9: 'The Plain Indians', 'The Black Peoples of the Americas', 'Challenge and Change'

Use of ICT: Use of the Internet for Research, Word-processing work (Posters, Articles), Interactive board

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary and a text book.

Extra-curricular opportunities

Visit to Museums and exhibitions in Prague.



INFORMATION TECHNOLOGY

Year 7

Students are introduced to the computer lab safety rules. They are taught to identify and name parts of the computer and use the correct terminology using the Microsoft Windows interface. They use network to open and save files. Major projects involve using Microsoft Word and Excel. Students are introduced to touch typing.

Year 8

The focus is made on teaching students to follow written instructions to be able to use help file and complete the tasks on Microsoft Word, Publisher, Excel and Power Point. Touch typing tutor is frequently used to improve typing skills. Internet browsing skills are reinforced.

Year 9

Students are prepared for the national Curriculum SATS examinations (an external exam taken at the end of the year). The components of the exam are: communication (receiving and sending emails with attachments), browsing and downloading files from the Internet, Word-processing, using spreadsheets, desktop-publishing.

Assessment

Project based assessment. External exam at the end of the Year 9.

Resources

Software: Microsoft Office 2003, Typer Shark Attack by Pop Cap Games, Various educational websites

Use of ICT: One computer per person

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary and a text book.



FRENCH

Year 7

In Year 7 students are introduced to the French language. Areas of study include; date, age and birthdays, classroom objects, the alphabet, classroom instructions, self and family, pets, where you live, languages and nationalities, French-speaking countries and areas, rooms, furniture, telling the time, school and school activities, domestic tasks, hobbies and interests, daily activities, sports, writing an informal letter. Grammar: use of the present tense

Year 8

The Year 8 course enables students to build on their skills by examining the following; weather and seasons, locations in town/ country, describe people, describe places and buildings, find your way around a place (eg: a school, museum, theme park), modes of transport, talk about daily routine, state future plans and intentions, describe spare-time activities, buy food and drink, buy clothes, leisure activities, be and receive a guest, express thanks and appreciation, healthy lifestyles, give advice, explanations or instructions, write more formal letters. Grammar: more present tense, introduction to the past and the future tenses.

Year 9

Students should now be able to use French in a conversational form. To this end students are encouraged to: talk about school trip or other visit/holiday abroad or in this country, health and healthy lifestyle (past, present, future), sports, food, routines, buy things, prices, talk about pocket money, jobs, work experience, plan for work experience, discover regions of France and aspects of the environment, talk about daily life, home life and routine, talk about leisure, television, going out. Grammar: the past and the future tenses.

Assessment

Regular tests

Resources

Text Books: Route Nationale 1, 2, 3

Use of ICT: Educational websites in French, Web logging with year 9

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, and the text book.

Extra-curricular opportunities

Each year the school offers students to visit France in order to experience French culture and lifestyle. This also gives them the chance to be immersed in the French language.



GERMAN

Year 7

In Year 7 students are introduced to the German language. Topics include; the German speaking countries, personal information (name, age, place of origin). The family, hobbies, school life (subjects, teachers, things you need at school, furniture). Colours, preferences. Numbers, months and seasons.

Year 8

The Year 8 course enables students to build on their skills by examining the following; the place where we live (types of housing, different parts of town). My house (furniture, names of rooms). My town. Transport. Nature, weather, environment. Organising a school party.

Year 9

Students should now be able to use German in a conversational form. To this end students are encouraged to discuss; who we are (filling in questionnaires, forms, talking about friends). Travelling to German speaking countries (Austria), writing to pen-friends, vocabulary needed to stay in a German speaking family. Health. Problems. Future plans, dreams.

Assessment

Weekly spelling quizzes, monthly oral test, end of the project written tests, end of term test, and end of year exam.

Resources

Text Books: Textbook “Projekt Deutsch “ parts 1, 2 and 3. Textbook „Klassentreffen“ ‘Viel Erfolg’

Use of ICT: gut.languageskills.co.uk, www.bbc.co.uk/languages/german, <http://pbsgerman.pbwiki.com>

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary and a text book.

Extra-curricular opportunities

Field trips to the theatre, watching movies in German, trips to Berlin



ENGLISH AS A MODERN LANGUAGE

Pre-Intermediate

Grammar - Present Simple and Continuous, Past Simple and Continuous, Comparatives and Superlatives, Present Perfect, Future forms, Present Perfect Continuous, Past Perfect, Conditionals, Passive forms, Reported speech. Writing – A Questionnaire and Description, a Note to a Friend, a Notice, A Letter to a Friend, a Postcard, a Letter of Application, a Letter to a Magazine, a Story, an Email, a Letter to a Holiday Company. Plus a variety of Listening and Speaking Exercises.

Intermediate

Grammar – Review of Pre-Intermediate Grammar, exercises and reinforcement. Writing – various types, including Letters (formal and informal), Articles (newspapers, school magazine), Advertising campaigns, Creative writing, summary writing. Reading – graded readers, use of plot, characterisation and setting, basic literary devices. Listening – true/false, listening for gist, gap-filling, etc. Speaking – pronunciation work, debates, presentations and various other exercises.

Assessment

Cumulative assessment of regular unit reviews, writing samples, participation and overall effort.

Resources

Text Books: Matrix and English File Pre-Intermediate Textbook, Exercise book and Cassettes.

New Streetwise Intermediate Textbook and Cassettes, Exercise book and graded readers, eg. Anne Frank.

Use of ICT: Word processing of written documents for final draft. Internet for researching writing topics.

Equipment: Students should come equipped with pens, pencils, coloured pencils, ruler, a dictionary, assigned Text, Exercise, note and reading books.

Extra-curricular opportunities

Fieldtrips into Prague for Theatre and Film studies.



DRAMA

Key Stage 3 Performing Arts-Syllabus and Assessment

Aims of the course: To introduce Drama to students

Students are required to explore, interpret, express and communicate feelings and ideas by representing them in a variety of symbolic forms. They learn to work with others, developing concentration, commitment and social skills. They learn to analyse and evaluate, to achieve understanding of themselves, of others, and of their bodies as instruments of communication.

Format:

There are two main forms of Drama to be employed in the classroom

Educational Drama- emphasis here is on group work: cooperation, negotiation, social interaction, team work, awareness of ourselves and our bodies, awareness of others. Students learn how to apply different dramatic techniques to analyse and understand the world around us.

Theatre/Performance Drama- students are introduced to different types of performance- script, (both published and students' own writing), improvisation, mime, movement/dance drama. In Year 9 students are introduced to genre and structure in plays, aspects of the history of Theatre, staging, lighting etc.

Principles of Drama at key Stage 3

Making the process and activities used when exploring, devising, shaping and interpreting drama.

Performing the skills used and knowledge displayed when enacting, presenting and producing drama. (This includes theatre techniques)

Responding-reflecting on the emotional and intellectual reactions to the drama. Response will deepen as knowledge and understanding of the creative process is gained.

Assessment

Years 7, 8 and 9 End of unit work, (approx every 4-5 weeks) –National Curriculum levels 3-7



MUSIC

At Key Stage 3 students explore a wide variety of musical genres from folk music to film music. Each module focuses on the three key musical skills of composing, listening and performing. All students learn to play the keyboard and learn to read western musical notation

Assessment

Students are assessed according to class participation and performances in class

Extra Curricular Activities

There are extra curricular activities to cater for all musical interests. These include a keyboard club, instrumental ensemble, choir and the rock band..

PERSONAL SOCIAL HEALTH EDUCATION

Students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
 - preparing to play an active role as citizens
 - developing a healthy, safer lifestyle
 - developing good relationships and respecting the differences between people.
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Assessment

Progressive testing, end of unit testing.

Extra Curricular Activities

PBS students are encouraged to play an active role in school life and support the school in various activities. Notably; assemblies, parent evenings, sports day.



PHYSICAL EDUCATION

Physical Education in Key Stage 3 is a continuation and progression of the work already experienced in the primary school. Students will take part in a balanced programme of activities where the introduction and development of physical skills and affective development are of major importance.

Activities - Athletics, Badminton, Basketball, Fitness, Floorball, Football, Gymnastics, Tennis, Volleyball.

Course aims and objectives

In Key Stage 3, the Physical Education course aims to encourage students to:

- *Achieve and maintain a health-enhancing level of physical fitness.* Students are encouraged to apply the principals of fitness to their life. It is through applying these principals to their daily lives that gives them a "real life" understanding of the application. Students are taught to independently set physical activity goals and participate in individualised programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest.
- *To become aware of movement as a creative medium connected to communication, expression and aesthetic appreciation.* Students are expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in modified versions of team and individual sports.
- *Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.* The concept of physical activity as a microcosm of modern culture and society is introduced. Students learn to recognise the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members. This is encouraged by participation in activities such as cooperative games, individual and team sports.



- *Experience enjoyment and satisfaction through physical activity.* Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. The course looks to provide students with confidence as they start to take steps towards independence.
- *Show knowledge and understanding in a variety of physical activities and evaluate their own and others' performances.* Students are encouraged to use their increasing competence, which affords opportunities to develop more advanced knowledge and understanding.

For further information regarding Key Stage 3 please contact:

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