



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	<b>11-12</b>	<b>Year 7</b>	<b>Key Stage 3</b>
	<b>12-13</b>	<b>Year 8</b>	
	<b>13-14</b>	<b>Year 9</b>	
	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 maximises 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 four major genres are studied through a variety of texts: prose, poetry, drama and non-fiction, enabling students to develop a greater understanding and appreciation of what writers do and 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 (informative letters, explanatory reports, persuasive speeches and argumentative articles).

### **Speaking and Listening**

Speaking and listening activities, whether during whole-class discussion forums or in formal oral presentations, are a regular and integral focus in English lessons. They enhance knowledge about language, improve communication and develop audience awareness. Oral activities focus on the texts studied and experiences, feelings and opinions of the group. Listening activities are closely linked to discussion work and ensure students can receive/respond to information, instructions and directions effectively.

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### **Assessment**

Students are assessed formatively on a daily basis, confirming that knowledge is being received and responded to in a productive way. A formal reading, writing and oral assessment takes place every half term and are assessed according to National Curriculum levels.

All students from Years 7-9 are formally assessed at the end of the school year in June.

### **Extra-curricular opportunities**

- Debate club
- Annual Drama production
- Regular visits to the theatre/cinema
- Carnegie Reading clubs
- Cobis Poetry competitions



## 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.

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### Assessment

In Year 7 students are taught in mixed-ability groups.

In years 8 and 9 students are set according to ability. There are two sets in year 8 and three sets in year 9, including a Fast-track top set which starts the IGCSE programme early in order to prepare for the IGCSE external exam to be taken at the end of year 10.

All KS3 students take regular end-of-topic tests and an end-of-year 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

Framework Maths E7, E8 and E9

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

Students have regular exposure in lessons to online 'Mathletics' exercises.

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



## 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 Alkalis, 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.

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### Assessment

Key Stage 3 Science Standard Attainment Tests at the end of every three units (one from each discipline) during Years 7, 8 and 9. Each unit will also include an assessment based on National Curriculum levels. These may be based upon personal research, lab investigations, group work, presentations or questions in class.

In Year 9 students take a one hour exam based on the National Curriculum SATS test which was an external examination marked against National Standards in the UK.

### Setting

All students are taught in tutor groups throughout KS3.

### Resources

**Text Books:** Spectrum 7, 8 and 9. We are also trialling Exploring Science 9 and Framework Science 8 with two groups.

**Use of ICT:** Data loggers for experiments. Spreadsheets and graphing programs for analysis of results. Internet research. Power Point presentations. Computer Animations and Modelling. Science Videos and DVDs.

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

### Extra-curricular opportunities

Year 7 visit to hydro-electric power station. Other trips are in the planning stages.



## 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.

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### 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, essays, presentations and use of IT.

Topics covered: Renaissance, Revolution and Reformation – Britain 1485-1750

### **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

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### **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.

**How** to think in a logical manner, to interpret and follow instructions to apply the results sequentially

**Introduction** to safety rules in the use of technology, understanding the rules of the computer lab and how to effectively use the network

**Rudimentary** knowledge and understanding of concepts, facts and procedures

**Rudimentary** interpretation and analysis of information and evidence to generate design ideas

**Variable** implementation of processes to produce credible documentation

**Narrow** evaluation of products and processes

**Relevant** reflection on the impact of technology and on their learning

### 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.

**Satisfactory** knowledge and understanding of concepts, facts and procedures

**Relevant** interpretation and analysis of information and evidence to generate credible design ideas

**Appropriate** and **credible** implementation of processes to allow others to make informed decisions

**Relevant** evaluation of processes

**Informed** reflection on the impact of technology and on their learning

**Effective** use of browsing and safety involved in evaluating the internet

### 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.

**Comprehensive** knowledge and understanding of concepts, facts and procedures as well as the use of Microsoft Office software

**Discerning** interpretation and analysis of information and evidence to generate well-reasoned design ideas

**Controlled** and **skilful** implementation of processes used to produce vital information which others can use for making informative decisions

**Perceptive** reflection on the impact of technology and on their learning

**Perceptive** evaluation of products and processes

**How** to work with databases



### **Assessment**

Project based assessment.

### **Resources**

**Software:** Microsoft Office 2003, Typer Shark. 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.

## ***Communicating information in Key Stage 3***

Pupils should understand that:

- it is important to be selective and sensitive in what we present to a particular audience or community
- critical reflection on how others present fact and opinions or materials to publicise or entertain helps the development of pupils' own work for a particular audience.

At the beginning of Year 7, you first need to find out pupils' experience with communicating information at home and at school. Offer a variety of activities that quickly identify pupils' levels of knowledge, skills and understanding. If necessary, follow these activities with some intensive teaching to help pupils who need to catch up, without holding up others. The skills, knowledge and understanding that you need to check include pupils':

- knowledge of basic editing and formatting of text and images across common ICT applications
- experience of a range of instant messaging and social networking applications
- understanding of the need for safe and responsible practices in communicating with others
- skills of navigating efficiently through stored computer work and work in progress on the screen
- understanding of the cost and time implications of using different forms of media for communicating information
- knowledge of a range of software supporting this strand, and the ability to use an application and some of its options independently
- skill at producing a design for a simple publication or multimedia sequence
- use of various digital communication methods, including email, podcasting, instant messaging and discussion boards to support collaboration.

### **Fitness for purpose**

At the start of Key Stage 3, check and develop pupils' knowledge and understanding of the following.



- Before planning the detail of a communication to an audience, it is important to establish:
  - the overall aim of the communication and how its success will be judged
  - the environment for the communication; for example, the overall length of the piece, the media to be used (phone text message, email, messaging service, blog, published leaflet, booklet, series of revolving slides, talk accompanied by interactive multimedia presentation, etc.), the facilities available and quality required for any transmission or display
  - the expectations and needs of the audience; for example, the level of language and types of image that would be suitable, the likely attention span of the audience, and the level of interest in the topic.
- It helps to review and modify an intended presentation by testing it on people who, as reviewers, can empathise with the intended audience.

Once these aspects have been established, teach pupils to know and understand the following.

- Different presentations and publications are based on familiar forms and conventions. For example, business publications include logos and corporate identities; leaflets for tourists include informative text, photographs and maps; newspapers have text that is set out in columns and have photographs on most pages. There are developing conventions for electronic media; for example, in the way that navigation tools are used on websites. Awareness of these forms and conventions helps in deciding what style and layout are appropriate for a particular task.
- Before planning a communication, more details to establish are:
  - further expectations of the audience; for example, whether they expect to be informed, entertained or persuaded, and how critical they are likely to be
  - the needs of the audience; for example, the levels of language suitable for various groups, whether the audience includes disabled people, and how much the audience knows about the topic.
- Readers with particular physical or sensory disabilities can be helped by well-designed presentations and publications. For example, web pages which require less scrolling and navigation to other pages can be planned, and users can be given the option to reduce the size of graphics and increase the size of text and hyperlink buttons. Some users might benefit from parallel, text-only web pages or a simpler, more obvious structure that can be used by a text-to-speech browser.
- It is necessary to review content with peers and others before it is finalised. This should be followed by an evaluation of the work's suitability for its purpose and audience, and of the extent to which it meets the agreed evaluation criteria.

### **Refining and presenting information**

At the start of Key Stage 3, check and develop pupils' knowledge and understanding of the following.



- Text, images and sounds can enhance meaning. Deliberate mismatch and disharmony can also produce an impact; for example, humour or unease.
- Visual literacy skills are needed to present material to attract and interest readers; for example, headings should be worded sensitively, using formatting and fonts to assist reading, and images should be chosen and positioned with care.

Once these aspects have been established, teach pupils to know and understand that:

- different multimedia-authoring software can address different purposes and provide good design solutions; for example, web publishing, multimedia presentations and hyperlinked resource banks.
- critical and mature evaluation of a presentation or publication during its development, by the pupil and by others, enhances it.

### **Communicating**

At the start of Key Stage 3, check and develop pupils' knowledge and understanding of the following.

- Developments in telecommunication allow the world community to receive messages instantly. ICT tools enable messages to be accessed, considered, used and developed by many people.
- There is a need to guard against exchange of information that could be misused; for example, personal details or information about their schools or places of work.
- There is a strong need for caution when communicating with unknown audiences.

Once these aspects have been established, teach pupils to know and understand the following.

- Different file formats and access methods allow faster transmission speed and higher quality of response or display than others. Material may be organised or animated on a web page in a way that is attractive, informative, quick to download, and easy to navigate and exit from.
- The time taken to transmit information depends on file size, protocols used and bandwidth. Mail lists can speed up communication.
- Website tagging and hyperlinks can speed up searching by allowing users to move directly to new information or by offering choices more directly matched to their requirements.
- Contracts for joint projects with remote partners need to be agreed by both partners and should include, for example, completion dates, sample size, and format of data to be exchanged. Collection of data for a remote partner must meet the partner's deadline.
- Criteria for judging the effectiveness of a communication project, especially a joint project negotiated with distant partners, need to be established.
- There are risks involved in communicating information in different contexts, and these need to be identified.



- There are important, routine ways in which the security of data and information needs to be protected, such as by using virus control, firewalls and encryption.



## 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.

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### Assessment

Regular tests

### Resources

**Text Books:** Voila 1, 2, 3

**Use of ICT:** Educational websites in French.

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

### Extra-curricular opportunities

Each year the school aims to run a visit to 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.

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### 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](http://gut.languageskills.co.uk), [www.bbc.co.uk/languages/german](http://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 (EAL – English as an Additional Language)

### Assessment of English language level

When students first apply to PBS, they take an English entrance test. Based on the results of this test and information gathered from students or parents, the student is placed in a year group and the type of lessons that are appropriate to their level of English. If your child has studied in an English-based learning environment in the past and has attained the level needed for his or her age group or if they are an English native speaker, they will join the mainstream lessons straight away.

### English as an Additional Language – Forms of Support

English as an Additional Language (EAL) support is provided for students from different language backgrounds who have limited or no experience of using English as a means for learning. The aim of these EAL lessons is to allow students to develop their reading, writing, listening, speaking and study skills to levels which enable them to participate fully, and succeed within the mainstream curriculum. Support is also given for homework and class assessments across the different subject areas (specifically for history, science and geography – the most language-based subjects) along with assistance in preparation for quizzes, tests and exams.

Depending on the individual, EAL support can take the form of:

- ❖ an intensive immersion programme: **Full EAL**
- ❖ 4 English lessons per week that focus on language + 4 lessons in place of both foreign languages (French and German) offered at KS3: **EAL [8 lessons] + Mainstream**
- ❖ 4 English lessons per week that focus on language + 2 lessons in place of either French or German: **EAL [6 lessons] + Mainstream**
- ❖ 4 English lessons per week that focus on language: **EAL [4 lessons] + Mainstream**

If a student begins in Full EAL, we would expect that he or she would remain in this intensive programme for up to one year. All of the lessons taught are language-based. Besides English, students will study maths, science, art, music, PE, ICT, drama and geography. Students are tested in December, March and June. At this time, if the teachers and the test results indicate that the student has made enough progress he/she will move into mainstream lessons.

### Progression from Full EAL to Mainstream

When a student is ready to move, we provide gradual progression into full mainstream. When full mainstream students study English (4 times per week), EAL students are extracted for language-based lessons. This does not mean that EAL students do not come into contact with literature. Part of the EAL curriculum delves into literature but at a rate which is appropriate for the level of English of the students.



### Modern Foreign Languages and EAL Students

It is preferred that students focus on their English learning and therefore we provide support lessons in lieu of other foreign languages at first. French and German are available for all students in KS3 and therefore, when a student leaves Full EAL, he or she will continue English lessons in place of other foreign languages and then gradually take on one foreign language and then possibly a second. If a student joins our school in Year 9 with limited English and no previous experience of French or German, we do not recommend that the student begins these languages at this time. It is far better for the student to concentrate on English. All of the decisions regarding the number of languages a student studies are based on individual needs and concerns.

### Student Monitoring

Student progress is carefully monitored and reviewed regularly. Students are tested every December, March and June. Decisions concerning the continuation of support are made after consultation with teachers, students and parents as appropriate. IGCSE and IB options are important considerations in the decision-making process.

### Class Size

EAL groups are generally small and students are given many opportunities to improve their ability to communicate, to gain self-confidence and to develop their skills as independent learners. Our main goal is to help students feel comfortable in their use of English as soon as possible.

### 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 (for example, a vocabulary quiz, a class discussion or a written task). End of unit tests and written assignments consolidate learning overall.

All students from Years 7-9 are formally assessed at the end of each term.

Students are graded according to the MFL (Modern Foreign Languages) National Curriculum Levels.

### Resources

**Text Books** : Full EAL – New Cutting Edge Pre-Intermediate or New Cutting Edge Intermediate / Year 7 – Matrix Pre-Intermediate or Cutting Edge Intermediate / Year 8 – Solutions Intermediate or New Streetwise Intermediate / Year 9 – Solutions Upper-Intermediate or New Streetwise Upper-Intermediate or New Cutting Edge Upper-Intermediate. Along with the main language textbooks, elements of literature will also be looked at (prose, poetry and drama texts to be determined by the teacher depending on the level of English of the student). We have many Oxford or Penguin graded readers as well as full-length novels.



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

**Equipment :** Exercise book and folder (for worksheets and texts). Pocket English dictionary (both an English-English dictionary and a translation dictionary are recommended) and thesaurus. Students should come equipped with pens, pencils, coloured pencils, ruler, glue, scissors, a dictionary and a text book.

### **Extra-curricular opportunities**

We encourage all EAL students to join as many extra-curricular activities as possible. These are perfect opportunities for students to use the language skills they have acquired in a natural and safe environment.



## DRAMA

Aims of the course: To introduce Drama to students and develop knowledge of theatrical skills, genres and techniques.

Students are required to explore, interpret, express and communicate themes, feelings and ideas by representing them in a variety of symbolic forms. They will learn to work with others, developing concentration, commitment and social skills. They learn to analyse and evaluate, to achieve understanding of themselves and others and develop visual literacy.

Students will examine Theatre as both a practical and theoretical discipline, which will include the study of theatrical practices across a range of cultures and time periods.

### Format:

Drama lessons will focus on the development of dramatic and theatrical skills. Students are introduced to different types of performance- script, (both published and students' own writing), improvisation, mime, movement, stage combat, theatrical genres such as Melodrama and Commedia dell' Arte. Students are introduced to design elements such as set design, costume, sound and lighting.

### Principles of Drama at key Stage 3

Drama lessons seek to develop skills in three areas: Process, Performance and Evaluation.

**Process:** The implementation and development of initial ideas, collaborative work with small and larger groups, the ability to revise and refine work and devising.

**Performance:** The skills and techniques used and knowledge displayed when enacting, presenting and producing drama. The development of characterisation and style.

**Evaluation:** Reflecting on work produced both in process and once complete. Students will identify techniques used and the effect of these in performance.

### Assessment

In Years 7, 8 and 9 students are assessed at the end of each unit (every 5-6 weeks). Students will be assessed using Arts council levels which range from 1-8 plus exceptional performance. Students will be assessed in three areas for each unit: Process, Performance and Evaluation.



## Music

### Year 7

Year 7 is a very important year because this is where we learn the basics! Activities are structured around the three inter-related disciplines of Composing, Performing and Listening. We learn about the elements of music, and learn to describe music that we listen to. Of course, we also make our own music and have a wide range of percussion instruments to experiment with. All students learn to read music, starting with rhythmic patterns and then progress on to pitched notation.

All Year 7 students begin recorder lessons in September and are required to practice regularly at home during the week. Many lessons are based around the 'Classroom Orchestra' and if students play other instruments they will be expected to bring those in. All year 7 students perform on their instruments for the first time in the Christmas Concert at the end of the first term!

In addition to a heavy emphasis on practical work the Year 7 includes modules on The Orchestra, Programme Music, Rondo Form and World Music (African, Indian, Indonesian and Chinese). The aim of the Year 7 curriculum is to create a solid foundation for years 8 and 9 whilst challenging those students who already have musical knowledge and experience. All students are encouraged to participate in at least one musical extra curricular activity.

### Year 8

In Year 8, students build on the skills that they learned in Year 7. In Module 1 we examine the materials that composers use to create their music (Scales and Modes) and Module 2 explores how these materials are structured and shaped.

A large part of the course is dedicated to improving performing skills, both as individuals and also as part of a duet or trio. All students continue to have keyboard lessons but those students who are learning other instruments are encouraged to bring them in for all this practical module.

The short Easter Term comprises several 'mini modules' which are one or two week projects on a particular style, instrument, composer or work. As in Year 7, the final module of the year is on World Music - this time Jamaica, Brazil and Japan those students who play other instruments are encouraged to bring them in for all practical lessons.



## Year 9

For many students this will be the final year of Music lessons whilst others will be preparing to progress to the IGCSE course. The tasks are designed to allow each student to achieve and demonstrate their potential by the end of Key Stage 3.

The topics in Year 9 are largely based on music from the 20th Century. We begin with by examining the origins of the Blues and subsequently composing, performing and recording Blues songs. In Module 2 we explore the new directions that Western composers pursued in the mid 20th century and question what 'Music' really is. Modules 3 and 4 are focused on the analysis, performance and composition of Film Music. The final term is spent preparing for the final Key Stage 3 written and practical assessments.



## **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, Cricket, Fitness (including fitness tests), Floorball, Football, Gymnastics, 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.



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**For further information regarding Key Stage 3 please contact:**

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