

# JCoSS Year 8 Curriculum Booklet 2016-17

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

## Key Dates for Year 8:

By end of November	Y8 First report sent home
23 <sup>rd</sup> March	Y8 Parents' evening (Subject conversation with teachers)
By end of March	Y8 Second report sent home
3rd May - 16th May	Y8 Assessment weeks
By end of July	Y8 Third report sent home

## I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?

No.	Question	Yes	No
1	Is the question to do with learning in a subject?	Go to Q2	Go to Q8
2	Is this the first time you have had to contact the school about this issue?	Go to Q3	Go to Q4
3	Write a note to the subject teacher in your child's link book and ask them to show it to the teacher in the next lesson.	If resolved Go to Q15	Not resolved Go to Q4
4	Is this a follow up question about a previous issue that you are happy to contact the subject teacher about?	Go to Q3	Go to Q5
5	Contact the Head of Faculty / Department for the subject.	If resolved Go to Q15	Not resolved Go to Q6
6	Are you happy to contact the Head of Faculty / Department again?	Go to Q5	Go to Q7
7	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(subject)'		
8	Write a note to your child's form tutor in the Link Book or send in a note.	Go to Q9	
9	Did this answer your question or solve the problem?	Go to Q15	Go to Q10
10	Do you feel happy talking to the form tutor again?	Go to Q8	Go to Q11
11	Contact the Year Learning Coordinator (YLC) for your child.	Go to Q12	
12	Did this answer your question or solve the problem?	Go to Q15	Go to Q13
13	Do you feel happy talking to the YLC again?	Go to Q11	Go to Q14
14	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(Year 8)'		
15	You do not have to do anything else, but you may wish to keep any correspondence for future reference.		

## Curriculum organisation for Y8 students:

Half year groups are called: **T** which is B, F, N and R Tutor groups **V** which is S, W and Y Tutor groups  
 Students are placed in sets for the following subjects: English, Geography, History (all linked with the same teaching groups), Mathematics, Science, French, Jewish Education and Ivrit.  
 Students are taught in mixed ability groups for the following subjects: Design & Technology, P.E. and Art, Drama, Music (all linked with the same teaching groups).  
 Students are taught in their tutor groups for Kvutzah.

Subject	Art	
<p><b>Main topics/areas studied this year.</b></p> <p>Theme: Mystery &amp; Imagination</p>	Autumn	<ul style="list-style-type: none"> <li>• Development of recording skills including line, tone, texture and form.</li> <li>• Recording and experimenting with the use of pencil, biro, fine liner and coloured pencil.</li> <li>• Research of relevant artists, linked to the theme.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Developing painting techniques such as the use of water colours and acrylic.</li> <li>• Developing students' use of colour, through a range of materials including mixed media.</li> <li>• Research of relevant artists, linked to the theme, such as Redmer Hoekstra, Marco Mazzoni and Magritte.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Development of skills and ideas from autumn and spring terms.</li> <li>• Understanding how to draw inspiration from artists around the world.</li> <li>• Development of student's knowledge of 3D forms.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Baseline Assessment – given in the first half term to establish a working level and end of year target level.</li> <li>• 2 further assessments over the course of the year. Each assessment will consolidate students' learning of that project.</li> <li>• Students' overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term.</li> </ul>	
<p><b>Useful Resources:</b></p>	<ul style="list-style-type: none"> <li>• Victoria &amp; Albert Museum</li> <li>• Tate (Modern &amp; Britain)</li> <li>• National Gallery</li> <li>• National History Museum</li> <li>• British Museum</li> <li>• Royal Academy Of Arts</li> <li>• Saatchi Gallery</li> <li>• Hunterian Museum</li> <li>• Ashmolean Museum</li> </ul>	<ul style="list-style-type: none"> <li>• Yorkshire Sculpture Park</li> <li>• Cass Sculpture Foundation</li> <li>• The British Library.</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.artsy.net/">https://www.artsy.net/</a></li> <li>• <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a></li> <li>• <a href="https://www.pinterest.com/">https://www.pinterest.com/</a></li> <li>• <a href="http://www.illustrationweb.com/">http://www.illustrationweb.com/</a></li> <li>• <a href="http://www.axisweb.org/">http://www.axisweb.org/</a></li> </ul>
<p><b>What parents can do to support learning:</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to consider what has worked well in their own work, and how they could improve it further, thinking about techniques, materials and processes.</li> <li>• Encourage the students to continue to explore different artists who look at natural environments.</li> <li>• Encourage students to develop thoughts and opinions about the styles and work of artists.</li> <li>• Encouraging students to visit galleries, exhibitions and museums to put art into context.</li> </ul>	
<p><b>Number of lessons in this subject:</b></p>	2 timetabled lessons per fortnight.	
<p><b>How much Home Learning is expected per week?</b></p>	Normally one piece of Home Learning each fortnight, taking 20-40 minutes on average. Some pieces may last over more than one Home Learning slot. (For example a mini project that can take 4 weeks)	

Lessons and project structure will be guided by each teacher, so there may be some variation in teaching content between classes.

Subject	Design and Technology	
Main topics/areas studied this year	Food Technology	<ul style="list-style-type: none"> <li>• <b>Fill The Gap</b> – Designing and making a snack suitable for teenagers. Researching ingredients that provide slow releasing carbohydrates and fibre, incorporating these into a healthy snack product.</li> <li>• <b>Ready Steady Cook</b> – Based on the TV programme students are to design and make a savoury food dish using a selection of randomly chosen ingredients.</li> </ul>
	Graphics	<ul style="list-style-type: none"> <li>• <b>Light Fantastic</b> – Using everyday objects to inspire the creative and original designs for packaging. Design methods used in industry will be learnt during the project. The packaging will be made using a range of graphic materials, including the use of CAD/CAM.</li> </ul>
	Resistant Materials	<ul style="list-style-type: none"> <li>• <b>Speaker Dock</b> – An electronics project, introducing students to control. Students will solder their own speaker circuit and design and make the housing for this. They will choose a design movement and incorporate key features of this into the design and decoration of their housing.</li> </ul>
	Textiles	<ul style="list-style-type: none"> <li>• <b>Scrap Monster</b> – Looking at the 6 Rs and ways we can reduce our carbon footprint. Designing and making soft toy monster using a pattern and learning different types of hand stitching. The product will be made using old socks, materials etc. that would otherwise be thrown away.</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• <b>Research</b> – Investigations, Product Analysis, Questionnaire, Recipes</li> <li>• <b>Designing</b> – presentation of ideas, annotation/labelling</li> <li>• <b>Planning</b> – flow charts and time plans on diary sheets</li> <li>• <b>Making</b> – range of skills and equipment used, quality of finish</li> <li>• <b>Evaluating and Testing</b> – target user groups testing products, evaluating the success of the final product</li> </ul>	
Useful websites or resources	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p><a href="http://www.footprint.wwf.org.uk">www.footprint.wwf.org.uk</a></p> <p><a href="http://www.bbc.co.uk/food/recipes">http://www.bbc.co.uk/food/recipes</a></p>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Help students fully prepare for food practical lessons by ensuring a container and T Towel are supplied.</li> <li>• Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish.</li> <li>• Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind.</li> <li>• Encourage students to be independent learners.</li> </ul>	
Number of lessons per fortnight in this subject	3 lessons per fortnight	
How much Home Learning is expected per week?	30 minutes of Home Learning is expected per week in Design and Technology. At times students may be expected to complete 2 home learning tasks of approximately 20 minutes.	

Subject	Drama and Theatre Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Creating a Character</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Practitioners in performance</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Theatre Production</li> </ul>
Assessment Headlines	<p><u>Creating a Character: Dickensian</u> Students will have examined and created monologues, duologues and a group scene in response to a variety of themes.</p> <p><u>Practitioners in Performance: Bugsy Malone</u> Students will have applied the principals of Stanislavski, Brecht, Berkoff and Artaud through an exploration of Musical Theatre.</p> <p><u>Theatre Production: Bugsy Malone</u> Students will experiment with a range of dynamic theatre design elements which contribute to the magic of live performance .Set, lighting, mask, make-up, sound and costume design will connect with a range of characters.</p>	
Useful websites or resources	<p><a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a>  <a href="http://www.digitaltheatre.com/education">http://www.digitaltheatre.com/education</a>  <a href="https://www.unicorntheatre.com/">https://www.unicorntheatre.com/</a>  <a href="https://www.chickenshed.org.uk/">https://www.chickenshed.org.uk/</a>  <a href="http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg</a></p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have ‘booked’ rehearsal time in the theatre space when preparing their work for assessment.</p>	
Number of lessons per fortnight in this subject	1 lesson per fortnight	
How much Home Learning is expected per week?	<ul style="list-style-type: none"> <li>• Every lesson: learning lines, reading plays, writing plays, reviewing plays.</li> </ul>	

Subject	English	
Main topics/areas studied this year	Autumn	Modern novel <i>Animal Farm</i> or <i>Holes</i> Fiction and non-fiction from the holocaust
	Spring	Argument writing, debate and advertising Shakespeare text – Merchant of Venice/Twelfth Night
	Summer	Gothic fiction Magazines
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Additionally, students’ exercise books are reviewed regularly to take account of on-going classwork and homework.	
Useful websites or resources	<a href="http://www.bbc.co.uk/skillswise/english/games?page=1">http://www.bbc.co.uk/skillswise/english/games?page=1</a> <a href="http://eastoftheweb.com/games/">http://eastoftheweb.com/games/</a> <a href="http://www.bbc.co.uk/bitesize/ks3/english/">http://www.bbc.co.uk/bitesize/ks3/english/</a>	
What parents can do to support learning	Discuss topical issues with students and ask students’ opinions. Ensure that students read regularly from a wide range of genres of fiction and non-fiction; reading lists are available on Fronter. Discuss ideas for writing with students and encourage them to develop these in detail. Ensure that students proof read their work	
Number of lessons per fortnight in this subject	7 lessons per fortnight, including 1 library lesson and 1 literacy lesson.	
How much Home Learning is expected per week?	4 pieces per fortnight, one of which will be an independent reading task. Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets. Each task should take approximately 30 minutes.	

Subject	Expressive Arts- Dance	
Main topics/areas studied this year	Autumn	Swansong
	Spring	Chance to Dance
	Summer	Cultural VS Contemporary
Assessment Headlines	<p><i>Composition, performance, appreciation- students will develop, perform and appreciate repertoire with sensitivity to the choreographic content. They will create innovative movement using various stimuli whilst developing technical and mental skills including co-ordination, focus, energy and accuracy. Students will learn how to evaluate and analyse repertoire and gain understanding of choreographic devices such as fragmentation, retrograde whilst developing their own motifs.</i></p>	
Useful websites or resources	<p> <a href="http://www.artsdepot.co.uk/">http://www.artsdepot.co.uk/</a>  <a href="http://www.radlettcentre.co.uk/">http://www.radlettcentre.co.uk/</a>  <a href="http://www.redbridgedramacentre.co.uk/">http://www.redbridgedramacentre.co.uk/</a>  <a href="http://www.hertsmereleisure.co.uk/wylllyotts+theatre/home">http://www.hertsmereleisure.co.uk/wylllyotts+theatre/home</a>  <a href="http://www.sadlerswells.com/">http://www.sadlerswells.com/</a>  <a href="http://www.incognitiotheatre.com">http://www.incognitiotheatre.com</a>  <a href="http://www.bbc.co.uk/arts">http://www.bbc.co.uk/arts</a> </p>	
What parents can do to support learning	<p>Visits to theatre and dance events. Encourage to participate in extra-curricular dance clubs in and outside of school. Appreciate and dance on T.V.</p>	
Number of lessons per fortnight in this subject	<p>2 lessons per fortnight</p>	
How much home learning is expected per week?	<p>No Home Learning is set in Y8.</p>	

Subject	French	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b>Au café:</b> Naming common items of food and drink; talking about meals; giving and understanding prices; understanding recipes; using –ER, -IR and –RE present tense verbs; using <i>boire</i> and <i>prendre</i> in the present tense</li> <li>• <b>Bon voyage!:</b> Methods of transport; booking a train ticket and getting around a train station; asking and answering questions; sequencing plans; telling the time; using the near future tense.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>La vie des autres:</b> Talking about daily routine; telling the time; learning about Francophone countries; making comparisons; using reflexive verbs in both the present and near future tenses.</li> <li>• <b>On s’amusait bien!:</b> Talking about the weather; talking about holiday activities; using the perfect tense with <i>avoir</i>; using the perfect tense with basic negatives; using some irregular past participles.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Tant de problèmes:</b> Reading and writing at length; time markers and sequencing; using the perfect tense with <i>être</i>; agreement of past participles; describing a holiday and writing a letter of complaint; describing a crime scene</li> <li>• <b>La santé:</b> Body parts and describing illness; going to the doctor, dentist and pharmacy; healthy living; using imperatives; using negatives; using <i>Il faut</i> + infinitive</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Four assessments throughout the year. Three skill areas will be assessed each half-term e.g. Reading, Writing, Translation, Speaking, Listening</li> <li>• Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (your child will have a username and password)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (a good online dictionary)</li> <li>• <a href="http://www.vocabexpress.com">www.vocabexpress.com</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to spend a good amount of time learning vocabulary for spelling tests.</li> <li>• Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings.</li> <li>• Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.</li> </ul>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Normally 1 piece each week, taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Geography	
<p><b>Main topics/areas studied this year</b></p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• <b>Asia</b> - This unit looks at the opposing ideological systems of countries within Asia such as China, North Korea and India. They will compare the economic, social and political facets of these nations and understand the impact these ideological systems have had on their populations.</li> <li>• <b>Cold Environments</b> – This unit looks at Antarctica and considers whether it should be developed for tourism. They will consider the physical processes behind some of the finest landscapes on planet Earth and finally investigate why these landscapes are under threat.</li> </ul>
	<p>Spring</p>	<ul style="list-style-type: none"> <li>• <b>Population and resources</b> – This unit looks at the growth of the world’s population and the reasons behind it; the impacts of this and how it might be managed or mitigated. There will also be a consideration of how to strike a balance between the Earth’s resources and its people. Issues including energy consumption, water, forests and food will be investigated. This will culminate in a UN debate regarding the future and sustainability of these issues.</li> </ul>
	<p>Summer</p>	<ul style="list-style-type: none"> <li>• <b>What’s with the weather?</b> -This unit looks at the difference between weather and climate. Students will study cultures living in extreme climates and develop report writing skills as they investigate changing temperatures at different latitudes. This will be followed by the study of extreme weather; flooding and hurricanes.</li> <li>• <b>Water conflict</b>- This unit examines the issues associated with water, looking at the environmental ;political, economic and geopolitical consequences of water conflict. Students will harness their debating skills as well as their decision making skills.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level.</li> <li>• Students’ geographical skills such as analysis, evaluation, extending writing and map skills will be assessed throughout the year.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<p><a href="http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en">http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en</a>  <a href="http://www.bbc.co.uk/news/science_and_environment/">http://www.bbc.co.uk/news/science_and_environment/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/">http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/</a></p>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to watch the news and look out for articles relating to both human and physical geography.</li> <li>• Buy an atlas for use at home.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>3 lessons per fortnight.</p>	



**How much Home Learning is expected per week?**

Normally 1 piece each week, taking 30 minutes on average. Some pieces may span more than 1 Home Learning slot and some may be longer, depending on assessments.

Subject	History	
<p><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>The Tudors &amp; The Stuarts: Henry VIII and the English Reformation, Elizabeth I, Why did the English kill their king?: James I, Charles I and causes of the civil war, key events, depth study on three key battles, the interregnum and restoration.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>Industrial Britain &amp; the British Empire: The expansion of the British economy and the social transformation of Britain. Why countries wanted an Empire. The impact of Empire on Britain and the colonies.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>Black Peoples of America: Triangular trade and slavery, plantation life, slave rebellions, Olaudah Equiano and the case for abolition, life after emancipation.</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with a level.</li> <li>Students’ overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li><a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></li> <li><a href="http://www.Johndclare.net">www.Johndclare.net</a></li> <li><a href="http://www.spartacus.schoolnet">www.spartacus.schoolnet</a></li> <li><a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>Encourage students to watch horrible histories or any relevant topical history documentaries.</li> <li>Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>3 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally one piece each week, taking 30 minutes on average. Some pieces may last over more than one Home Learning slot and may be longer, depending on assessments.</p>	

Subject	Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p><b>UNIT ONE: Introduction to the Synagogue</b></p> <ul style="list-style-type: none"> <li>• From Temple to Synagogue</li> <li>• What is a synagogue? An overview of the development of the synagogue</li> <li>• How does the synagogue relate to the concept of the Mishkan: is this Gods dwelling place?</li> <li>• Contrast/similarities with Temple. Where does God live? Is the space holy?</li> <li>• What meaning/significance does the synagogue have?</li> <li>• What is a shul; what goes on inside? Beit tefilla; Beit midrash; Beit kenaset,</li> <li>• Case study: Leo Beack Haifa</li> <li>• Must Jews pray in a shul or can they pray anywhere?</li> <li>• What do we call the shul? Temple, synagogue, what do these names reflect?</li> <li>• Sacred and profane: multi uses of the space, sharing space, can we have the supper quiz in a shul?</li> </ul> <p><b>UNIT TWO: JEWISH HISTORY I: Who are the Jewish People?</b></p> <p><b>Early Biblical</b></p> <ul style="list-style-type: none"> <li>• Who were the Israelite Nation in the Bible?</li> <li>• Introduction: Jacobs family going down to Egypt; the Israelite Nations wanderings in Sinai;</li> <li>• Ma’amad Har Sinai: People receiving the Torah</li> </ul> <p><b>Late Biblical Period</b></p> <ul style="list-style-type: none"> <li>• Book of Samuel: Saul the first King of Israel</li> <li>• King David chosen as King</li> <li>• King David unites the North/Southern Kingdoms; Jerusalem becomes the capital city</li> </ul> <p><b>First Commonwealth I</b></p> <ul style="list-style-type: none"> <li>• King Solomon</li> <li>• Centrality of the Temple to the life of the Nation: Pilgrim Festivals; Life at Robinsons Arch</li> </ul> <p><b>Destruction of the First Temple: Babylonian Exile</b></p> <ul style="list-style-type: none"> <li>• Prophet literature: Psalm 137; Ezekiel; Jeremiah</li> <li>• Yearning to be back in Jerusalem</li> </ul> <p><b>Post Temple Judaism: Two important developments</b></p> <ul style="list-style-type: none"> <li>• Development of the Jewish Calendar</li> <li>• Birth of the Mishna</li> </ul> <p><b>Return to Israel: Second Commonwealth</b></p> <ul style="list-style-type: none"> <li>• Herod builds the Second Temple</li> <li>• Jewish sects: Essenes; Saducees; Pharisees; Jesus</li> </ul> <p><b>Crisis in Jerusalem</b></p> <p><b>Destruction of the Second Temple: Roman Exile</b></p> <ul style="list-style-type: none"> <li>• Most of the Jewish community stayed in Israel: Creation of Yavneh</li> <li>• Bar Kochba Revolt</li> <li>• Rabbi Akiva</li> </ul> <p><b>Unit THREE: Jewish History II :The dispersion of Jewry</b></p>

		<p><b>Sephardi and Ashkenazi Jewry</b></p> <ul style="list-style-type: none"> <li>• Life in France: Rashi</li> <li>• Life in Spain: Rambam &amp; Sephardi communities</li> <li>• Spanish Inquisition</li> <li>• Crusades</li> <li>• What did Jewish society look like in the Middle Ages:</li> <li>• Ghetto Life</li> <li>• Prague: The Maharal</li> <li>• Out of the ghetto:</li> <li>• Enlightenment/Emancipation</li> </ul> <p><b>Enlightenment</b></p> <ul style="list-style-type: none"> <li>• French Revolution</li> <li>• Moses Mendelsohn</li> <li>• German Reform Movement</li> <li>• Reactions to the Emancipation</li> <li>• The birth of progressive Judaism – in Britain</li> <li>• Reaction by the Orthodox community</li> <li>• Birth of Chasidut: Baal Shem Tov</li> <li>• Responses to the rise of Chasidism: The Mitnagdim: Vilna Gaon</li> <li>• The origins of British Jewry</li> </ul> <p><b>British Jewry</b></p> <ul style="list-style-type: none"> <li>• Arrival of Jews to England</li> <li>• Norwich</li> <li>• York</li> <li>• Expulsion from England 1290</li> <li>• Return to England: Oliver Cromwell</li> </ul> <p><b>20<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>• Looking at the different Jewish businesses in the London East End</li> <li>• What does Jewish Society look like today?</li> <li>• Geographic locations of the Jewish Community today</li> </ul>
	Spring	<p><b>UNIT FOUR: The Creation of the Modern State of Israel</b></p> <ul style="list-style-type: none"> <li>• Why was Israel created?</li> <li>• What was Israel created for?</li> <li>• History of Israel: Ottoman Empire; Mandate Period; Balfour Declaration; Arab community living in Palestine</li> <li>• What are the origins of Zionism?</li> <li>• What is Zionism?</li> <li>• In what ways has Zionism been understood? Secular; religious; traditional sources; political; cultural; socialist; Reform;</li> <li>• The founding leaders of Zionism: Herzl; Ahad Ha'am; Rav Kook</li> <li>• What was the role of Herzl and how does Zionism fit with development of Nationalism in France/Europe</li> <li>• Who were the Jewish anti-Zionists, the Bund, Neturei Carta</li> <li>• Historical Context: A State is Born, Independence</li> </ul>
	Summer	<p><b>UNIT FIVE: Philanthropy, the act of giving</b></p> <ul style="list-style-type: none"> <li>• What is Philanthropy?</li> <li>• Is philanthropy important in the Jewish Community</li> <li>• First Give project</li> </ul>

<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• How important is the synagogue?</li> <li>• Jewish History text assessment</li> <li>• Why did people become Zionists?</li> <li>• Why should we give to a specific charity?</li> </ul>
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> <li>• <a href="http://jewfaq.org/index.htm">jewfaq.org/index.htm</a></li> <li>• <a href="http://maven.co.il">maven.co.il</a></li> <li>• <a href="http://g-dcast.com">g-dcast.com</a></li> <li>• <a href="http://tali-virtualmidrash.org.il">tali-virtualmidrash.org.il</a></li> <li>• <a href="http://www.chabad.org/">www.chabad.org/</a></li> <li>• <a href="http://www.masorti.org.uk/">www.masorti.org.uk/</a></li> <li>• <a href="http://www.reformjudaism.org/">www.reformjudaism.org/</a></li> <li>• <a href="http://www.theus.org/">www.theus.org/</a></li> <li>• <a href="http://www.firstgive.co.uk">www.firstgive.co.uk</a></li> </ul>
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community.</li> <li>• Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available.</li> </ul>
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>5 lessons per fortnight</p>
<p><b>How much Home Learning is expected per week?</b></p>	<p>Normally 2 pieces each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
<p style="text-align: center;"><b>Main topics/areas studied this year</b></p>	Autumn	<ul style="list-style-type: none"> <li>• Aspirations</li> <li>• Target-Setting</li> <li>• Mental Health</li> <li>• Peer Pressure</li> <li>• Culture</li> <li>• Appearance</li> <li>• Media and Celebrity Influence</li> <li>• Safety in Public and Online</li> <li>• Being Sensible with Phones</li> <li>• Sex Education (Puberty, Sex, HIV and AIDS, Relationships)</li> <li>• Relationship Education – Family and Friends</li> <li>• Changing Bodies</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Elections</li> <li>• Justice</li> <li>• Rights and Responsibilities</li> <li>• Eating Disorders</li> <li>• Drugs</li> <li>• Tobacco</li> <li>• Alcohol</li> <li>• Physical Health</li> <li>• Bullying</li> </ul>
<p><b>Assessment Headlines</b></p>	<ul style="list-style-type: none"> <li>• Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum.</li> <li>• Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time.</li> </ul>	
<p><b>Useful websites or resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.pshe-association.org.uk/">http://www.pshe-association.org.uk/</a></li> <li>• <a href="http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe">http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe</a></li> <li>• <a href="http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance">http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance</a></li> <li>• <a href="http://www.sexeducationforum.org.uk/">http://www.sexeducationforum.org.uk/</a></li> <li>• <a href="http://www.brainpop.co.uk/psheandcitizenship/seeall/">http://www.brainpop.co.uk/psheandcitizenship/seeall/</a></li> <li>• <a href="http://news.sky.com/">http://news.sky.com/</a></li> <li>• <a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></li> </ul>	
<p><b>What parents can do to support learning</b></p>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE.</li> <li>• There may be questions or issues that students may only feel comfortable asking parents about or that they may wish to discuss in greater detail.</li> <li>• Encourage students to engage with current affairs – watch Newsround or access Sky News.</li> </ul>	
<p><b>Number of lessons per fortnight in this subject</b></p>	<p>2 lessons per fortnight</p>	
<p><b>How much Home Learning is expected per week?</b></p>	<p>Not applicable</p>	

Subject	Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Integers, powers and roots (HCF and LCM)</li> <li>• Sequences</li> <li>• Construction and Loci</li> <li>• Pythagoras' theorem</li> <li>• Probability</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Algebraic Expressions</li> <li>• Area of Triangles and Parallelograms</li> <li>• Circumference and Area of Circles</li> <li>• Fractions, Decimals and Percentages (Equivalence)</li> <li>• Linear Equations (including simultaneous equations)</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• 2D/3D shapes - Elevations</li> <li>• Volume</li> <li>• Formulae</li> <li>• Summer Project</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Mini assessments are set after each topic; this will be either in the form of a class test, Home Learning or activity in class.</li> <li>• Students will a mid- year assessment in February, and an end of year exam combining all topics in June. The exam is in two parts a non-calculator paper and a calculator paper.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a></li> <li>• <a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a></li> <li>• <a href="http://www.bbc.co.uk/bitesize/ks3/maths/">http://www.bbc.co.uk/bitesize/ks3/maths/</a></li> <li>• <a href="http://www.cimt.plymouth.ac.uk/projects/mepres/book8/book8int.htm">http://www.cimt.plymouth.ac.uk/projects/mepres/book8/book8int.htm</a></li> <li>• <a href="http://emaths.co.uk/KS3SAT.htm">http://emaths.co.uk/KS3SAT.htm</a></li> <li>• <a href="http://nrich.maths.org/secondary-lower">http://nrich.maths.org/secondary-lower</a></li> <li>• <a href="http://www.ukmt-resources.org.uk/index-tr.html">http://www.ukmt-resources.org.uk/index-tr.html</a></li> <li>• <a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage students to complete Home Learning on the day it is set, to use notes provided, Moodle or the websites above to support learning.</li> <li>• When it comes to revision in the summer, print off past papers (emaths website above) and work through at home under timed conditions.</li> </ul>	
Number of lessons per fortnight in this subject	7 lessons per fortnight	
How much Home Learning is expected per week?	One 40 minute Home Learning will be set a week.	

Subject	Modern Hebrew (Ivrit)	
Main topics/areas studied this year	Autumn	<p><b>The Past tense:</b> Learning how to conjugate verbs in the Past tense and describing how we spent our summer holiday using the past tense verbs &amp; time expressions.</p> <p><b>Going back to school:</b> Talking about our new academic and social expectations for the new school year, describing school, forming plural nouns, giving opinion about school subjects, discussing school system using impersonal sentences and understanding literary texts.</p>
	Spring	<p><b>Schools in Israel:</b> Finding facts about schools in Israel and learning how to form questions.</p> <p>Comparing primary school to secondary school using the past tense and the infinitive forms.</p> <p>Giving and justifying opinions about school uniform &amp; system. Discussing and planning our Ideal school.</p>
	Summer	<p><b>Foods:</b> Talking about an Israeli breakfast, ordering foods from a restaurant, discussing eating habits, writing recipes, reading &amp; writing poems using authentic literary texts.</p> <p><b>Good friends:</b> Friends &amp; family, making plans with friends, free time activities, planning a party and learning about different youth movements in Israel.</p>
Assessment Headlines	<ul style="list-style-type: none"> <li>• 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking &amp; Writing.</li> <li>• Students' overall term levels including levels in assessments, overall contribution in class and book marking during the term.</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• Israeli Newspapers for beginners such as; 'Bereshit' &amp; 'Yanshuf'</li> <li>• Rosetta Stone in Hebrew: <a href="http://www.rosettastone.co.uk">http://www.rosettastone.co.uk</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage pupils to revise new words, grammatical structure and topics learnt in class.</li> <li>• Encourage students to extend their Hebrew reading and speaking outside of the classroom.</li> <li>• Develop students' interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel.</li> </ul>	
Number of lessons per fortnight in this subject	4 lessons per fortnight	
How much Home Learning is expected per week?	1 piece each week taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and students should use the little and often approach to learning. Sometimes extended learning pieces will be set but these will never be due in for the next day.	



Subject	Music	
Main topics/areas studied this year	Autumn	Minimalism – creating and manipulating musical ideas Programme Music – composing music to tell a story
	Spring	Blues – improvising using the 12 bar blues and blues scale Jazz – performing and improvising, understanding the development of Jazz
	Summer	Fanfares – composing for specific instruments, creating a fanfare Ukulele – performing and composing songs using chords
Assessment Headlines	End of each project. Students will be assessed on performing, composing, listening and appraising skills over the course of the year.	
Useful websites or resources	<a href="http://audacity.sourceforge.net">http://audacity.sourceforge.net</a> <a href="http://musescore.org">http://musescore.org</a> <a href="http://www.imslp.org">http://www.imslp.org</a> <a href="http://www.echalk.co.uk/music/music.html">http://www.echalk.co.uk/music/music.html</a> <a href="http://note-attack.en.softonic.com">http://note-attack.en.softonic.com</a> <a href="http://www.musictheory.net/">http://www.musictheory.net/</a> <a href="http://www.skskids.org">http://www.skskids.org</a>	
What parents can do to support learning	Encourage students to explore the music quizzes and free software, and listen to as many different types of music as possible. Students should also be encouraged to attend as many concerts and performances as possible.	
Number of lessons per fortnight in this subject	2 lessons per fortnight	
How much Home Learning is expected per week?	N/A per week.	

Subject	Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Multi-Skills and Fitness Testing</li> <li>• Rugby/ Tag Rugby</li> <li>• Football/ Netball</li> <li>• Hockey</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Gymnastics (Apparatus and Flight)</li> <li>• Basketball</li> <li>• Table Tennis</li> <li>• Badminton</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Rounders</li> <li>• Cricket</li> <li>• Orienteering</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Fitness testing – Cooper Test and Multi Stage Fitness Test – Cardiorespiratory and Cardiovascular endurance tests.</li> <li>• Skill Related and Health Related fitness testing (speed/ power/ flexibility/ reaction time/ co-ordination/balance/ strength).</li> <li>• Assessment opportunities in all sports studied</li> </ul>	
Useful websites or resources	<ul style="list-style-type: none"> <li>• BBC Sports Academy - <a href="http://news.bbc.co.uk/sport1/hi/academy/default.stm">http://news.bbc.co.uk/sport1/hi/academy/default.stm</a></li> <li>• Youth Sport Trust – <a href="http://www.youthsporttrust.org/">http://www.youthsporttrust.org/</a></li> <li>• JCoSS football results – <a href="http://www.football.mitoo.co.uk">www.football.mitoo.co.uk</a></li> <li>• Maccabi GB – <a href="http://www.maccabigb.org">www.maccabigb.org</a></li> <li>• Yahoo! Sport/ Eurosport <a href="http://uk.eurosport.yahoo.com/">http://uk.eurosport.yahoo.com/</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage pupils to participate in a range of sports (competitive and recreational) outside of School hours</li> <li>• Spectate at a sporting event</li> <li>• Encourage importance of healthy and active lifestyle</li> <li>• Watch sports on Television/ listen on radio to help develop child's awareness of sports</li> </ul>	
Number of lessons per fortnight in this subject	4 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable.	

Subject	Religious Studies	
Main topics/areas studied this year	Autumn	<b>UNIT ONE: HINDUISM</b> <ul style="list-style-type: none"> <li>• Introduction to Hinduism</li> <li>• Origins of Hinduism</li> <li>• Beliefs and Practices</li> <li>• Hindu Society</li> <li>• Ghandi</li> <li>• Diwalli</li> </ul>
	Spring	<b>UNIT TWO: BUDDHISM</b> <ul style="list-style-type: none"> <li>• Introduction to Buddhism</li> <li>• The life of the Buddha</li> <li>• Enlightenment</li> <li>• Eight Fold Path</li> <li>• The Four Noble Truths</li> <li>• The Middle Way</li> <li>• Theravada and Mahayana Buddhism</li> </ul>
Useful websites or resources	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/religion/religions/hinduism/">http://www.bbc.co.uk/religion/religions/hinduism/</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/buddhism/">http://www.bbc.co.uk/religion/religions/buddhism/</a></li> </ul>	
What parents can do to support learning	<ul style="list-style-type: none"> <li>• Encourage the students to read current affairs; especially in relation to religions.</li> <li>• Develop an open forum at home for discussion about other faiths and cultures.</li> <li>• Visit places of religious significance such as mosques and churches.</li> </ul>	
Number of lessons per fortnight in this subject	1 lessons per fortnight	
How much Home Learning is expected per week?	Normally 1 piece per fortnight, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.	



Subject	Science	
Main topics/areas studied this year	Autumn	Ecosystem processes Periodic Table Separation Techniques
	Spring	Space Forces and pressure in fluids Reproduction and adaptation
	Summer	Motion Metals
Assessment Headlines	<p>Students are assessed continuously throughout the course of KS3.</p> <p>Testing will typically take place at the end of each unit, and will also consist of teacher assessment of written, oral and demonstrative work.</p>	
Useful websites or resources	<p><b>Kerboodle:</b> Students can access electronic textbooks and other resources. They have been issued usernames and passwords. <a href="http://www.kerboodle.com">http://www.kerboodle.com</a></p> <p><b>SAM Learning:</b> Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></p> <p><b>Other useful websites:</b>  <a href="http://www.bbc.co.uk/bitesize/ks3/science/">http://www.bbc.co.uk/bitesize/ks3/science/</a>  <a href="http://www.freezeray.com/">http://www.freezeray.com/</a>  <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a>  <a href="http://www.planet-science.com/">http://www.planet-science.com/</a>  <a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a>  <a href="http://www.arkive.org/">http://www.arkive.org/</a>  <a href="http://royalsociety.org/">http://royalsociety.org/</a>  <a href="http://scienceteachinglibrary.wordpress.com/">http://scienceteachinglibrary.wordpress.com/</a>  <a href="http://www.csiro.au/resources/DIYScience">http://www.csiro.au/resources/DIYScience</a>  <a href="http://www.exploratorium.edu/who/parents/">http://www.exploratorium.edu/who/parents/</a></p>	
What parents can do to support learning	<p><b>Encourage students to write using the PEE strategy:</b>  <b>P</b> – Point – Make a point  <b>E</b> – Evidence – What evidence do you have to support your point?  <b>E</b> – Explanation – Explain your point and evidence using your scientific knowledge and understanding, expand your answer to include scientific detail, keywords and diagrams.</p>	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	1 or 2 home learning tasks are set each week taking about 30 - 40 minutes each.	