

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 7:

By end of November	Y7 First report sent home
16th December 2018	Y7 Disco (Organised by JCoSS Parents' Association)
13th March 2019	Y7 Grandparents' Afternoon
By end of February	Y7 Second report sent home
By end of April	Y7 Third report sent home
7th May 2019	Y7 Parents meeting (Subject conversation with teachers)
13th May - 24th May 2019	Y7 Assessment Weeks
By end of July	Y7 Fourth report sent home

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

Nature of query	Whom to contact
Progress or behaviour in an individual subject	Subject teacher
Progress or behaviour in several subjects	Form tutor
Student's wellbeing or family circumstances	Form tutor
Incidents and issues outside lessons	Form tutor
Payments including School Trip payments	Finance Office
Examinations	Exams Office
Student absence	Student Services
JCoSS coaches	Transport Officer
All other enquiries (or where you are unsure)	Main Office

### Curriculum organisation for Y7 students:

Year 7 is Split into T and V half year groups, T half = B, F, N and R Tutor groups and V half = S, W, Y and Z Tutor groups

Students are set in: English (linked to Geography, History, French & Computer Science) into two accelerated sets, 7T1 and 7V1 with the rest of year 7 in mixed ability groupings, Maths (groups 1-4 on each half year group), Jewish Education (Beit midrash program is self-selecting (7V1, 7T1) and Ivrit (set in quarter years with 1 native speaking group). All other subjects are taught in mixed ability groups: Science, PE and Design & Technology, Art, Drama, Music (all linked with the same teaching groups).

### Language choices at end of Year 7

Students study **two** languages in Year 8 chosen from French, Spanish, Ivrit and Latin. They must continue with at least one of Ivrit or French – they cannot select 2 new languages.

Subject	Art	
<b>Main topics/areas studied this year.</b>  Theme: Natural Environments	Exploring the Theme through:	<ul style="list-style-type: none"> <li>Formal elements including line, tone, texture and form. Learning about colour.</li> <li>Recording and experimenting with different materials.</li> <li>Researching artists, linked to the theme.</li> </ul>
	Record	You will record and collect ideas, drawing from primary observations and by taking your own photos.
	Develop	You will work to develop and explore through designing and collecting your own ideas.
	Explore	You will be encouraged to experiment with a range of media including pencil, watercolour, printmaking and 3D media.
	Final Outcomes	You will produce final outcomes showing understanding of what you've learnt.
<b>Assessment Headlines</b>	<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>End of year assessment – given in the third term, to consolidate student's learning of the year.</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>	
<b>Useful Resources:</b>	<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>Somerset House</li> <li>British Museum</li> <li>Royal Academy Of Arts</li> <li>Saatchi Gallery</li> <li>Henry Moore Studios.</li> </ul>	<ul style="list-style-type: none"> <li>Yorkshire Sculpture Park</li> <li>Cass Sculpture Foundation</li> <li>The British Library.</li> </ul> <b>Websites:</b> <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>
<b>What parents can do to support learning:</b>	<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>	
<b>Number of lessons in this subject:</b>	2 timetabled lessons per fortnight.	
<b>How much Home Learning is expected per week?</b>	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>Let's Get Cooking!</b> – Healthy eating and making a range of savoury foods. Learning basic food preparation skills</li> <li>• <b>5 A Day</b> – Functions and sources of nutrients, ways to get your 5 portions of fruit and vegetables a day, healthy cooking methods</li> </ul>
	Graphics	<ul style="list-style-type: none"> <li>• <b>Logo Design</b> – Designing a logo for one of the Jewish Festivals celebrated during the school year</li> <li>• <b>Pop-Up Book</b> – Designing and making a pop-up book inspired by the designer Robert Sabuda. Learning paper engineering and developing literacy skills.</li> </ul>
	Resistant Materials	<ul style="list-style-type: none"> <li>• <b>Mobile Phone Holder Project</b> – looking at the properties of plastics and the processes used to shape different materials. Designing and making a mobile phone holder, inspired by nature suitable to be sold in a gift shop.</li> <li>• <b>CAD/CAM</b> – designing and making a product with the use of a CAD package and the laser cutter</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• <b>Research</b> – Investigations, Image Collages, Product Analysis, Recipes, what is a healthy diet</li> <li>• <b>Designing</b> – presentation of ideas, colour rendering, 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> <p>Formal Assessment will take place at the end of each unit/project in the form of a National Curriculum level. Students will also carry out peer and self-assessment during these projects.</p>	
Useful websites or resources	<a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a> <a href="http://www.bbc.co.uk/food/recipes">www.bbc.co.uk/food/recipes</a> <a href="http://www.thenhs.co.uk/livewell">www.thenhs.co.uk/livewell</a> <a href="http://www.goodtoknow.co.uk/recipes">www.goodtoknow.co.uk/recipes</a> <a href="http://www.robertsabuda.com">www.robertsabuda.com</a>	
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 two 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>• Darkwood Manor</li> <li>• Superheroes</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Commedia Dell'arte</li> <li>• Chocolate</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Radio Plays</li> <li>• Titanic</li> </ul>
Assessment Headlines	<p><u>Darkwood Manor</u> This unit is designed to introduce year seven students to basic Drama skills and vocabulary at the start of their KS3 Drama career. It provides students with the opportunity to develop team-work and creative thinking skills.</p> <p><u>Superheroes</u> This unit is designed to consolidate the skills they have been introduced to at the beginning of the term and introduce some further key drama skills. There is a focus here on monologues and duologues.</p> <p><u>Commedia Dell'arte</u> Students will gain knowledge of a dramatic genre. They will understand how traditions influence the theatre of today and experience how to create stock characters. They will understand drama terms such as: stimulus, devised scenarios, stock characters, audience awareness, and stage directions.</p> <p><u>Chocolate</u> This unit is focused on text and the story of Charlie and The Chocolate Factory. Students will use physical theatre to create a chocolate machine and will focus on new drama skills such as thought tracking and split scene to broaden their drama skills.</p> <p><u>Radio Plays</u> Students will work in groups to develop a radio play. They will demonstrate skills in script writing, storytelling and using sound effects. This unit will concentrate on vocal skills</p> <p><u>Titanic</u> Students will build upon the skills learnt this year such as: body language, facial expressions, still image, role play, levels and audience awareness. Students will be introduced to new explorative strategies to use in their performances, such as: Narration, Split scene and Thought tracking.</p>	
Useful websites or resources	<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=CIIn-sJT6w88CFUUq0wodizolEg">http://www.shakespearesglobe.com/?gclid=CIIn-sJT6w88CFUUq0wodizolEg</a>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre.</p> <p>Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history.</p>	

<b>Number of lessons per fortnight in this subject</b>	2 lessons per fortnight
<b>How much Home Learning is expected per week?</b>	Not applicable

Subject	English	
Main topics/areas studied this year	Autumn	Autobiography writing Studying a novel: <i>Apple and Rain</i>
	Spring	Introduction to Shakespeare English Language – Analysing fiction from different cultures
	Summer	<i>War Horse</i> Narrative poetry
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Students will have 'key pieces' marked in direct preparation for assessments. 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 Moodle. Discuss ideas for writing with students. Ensure that students proof read their work.	
Number of lessons per fortnight in this subject	6 lessons per fortnight, including 1 library lesson and 1 'Let's think in English' 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	French	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b>Introducing myself:</b> Saying hello and telling people how you are; counting to 100; giving and understanding dates and birthdays; naming classroom objects; talking about where you live.</li> <li>• <b>Ma famille et ma maison:</b> Talking about your family; giving opinions and reasons using “<i>parce que</i>”; an introduction to adjectives; the present tense of “<i>avoir</i>” and “<i>être</i>”; talking about rooms and furniture; using prepositions.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Mes animaux et mes amis:</b> Talking about pets ; naming colours; describing clothes and physical appearance; describing personality; adjectival agreements; negatives; asking questions.</li> <li>• <b>Ce que j’aime faire:</b> Talking about the weather; sports and hobbies; the accurate use of regular –<i>er</i> verbs in the present tense; giving and justifying opinions</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>En ville:</b> Naming places in a town; using the verb <i>aller</i> (to go) in the present tense; giving and understanding directions; using <i>au / à la / à l’ / aux</i> to say “to the”; using prepositions</li> <li>• <b>Au college:</b> Naming school subjects and talking about school life in France; telling the time; using the verb <i>faire</i> in the present tense; using –<i>IR</i> verbs in the present tense</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. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home.</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	4 lessons per fortnight	
How much Home Learning is expected per week?	Normally one 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 a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Geography	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b>Map skills</b> -This unit introduces students to the geographical skills underpinning the discipline. Students will harness map skills including scale, direction, grid references and contour lines. Students will also learn about and create a variety of different maps.</li> <li>• <b>The Geography of Crime</b>-This unit looks at crime at different scales and in different places. It encourages students to think like geographers to solve problems. They are introduced to geographical technology (GIS) and cover crime from both a human and environmental perspective.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Rivers</b>- This unit looks at the physical processes and landforms created by rivers. Students will examine the impact of flooding on its environment and society.</li> <li>• <b>Multicultural Britain</b>-This unit will look at the diverse and multicultural Britain. It will explore the role of migration and globalisation in creating a multicultural society. Students will examine data and maps to ascertain the trends of multicultural Britain.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>World Biomes</b>-This unit looks at different ecosystems around the world (Rainforest, Hot &amp; Cold deserts).</li> <li>• <b>Sustainable Festivals</b>- This unit looks at the sustainability of festivals in the context of the environment. The students will use their knowledge to locate and design their own 'sustainable festival' reviewing a range of geographical skills along the way.</li> </ul>
Assessment Headlines	<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>	
Useful websites or resources	<a href="http://news.nationalgeographic.com/">http://news.nationalgeographic.com/</a> <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.ordnancesurvey.co.uk/oswebsite/">http://www.ordnancesurvey.co.uk/oswebsite/</a> <a href="http://www.ons.gov.uk/ons/guide-method/census/2011/index.html?utm_source=twitterfeed&amp;utm_medium=twitter">http://www.ons.gov.uk/ons/guide-method/census/2011/index.html?utm_source=twitterfeed&amp;utm_medium=twitter</a>	
What parents can do to support learning	<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>	
Number of lessons per fortnight in this subject	3 lessons per fortnight.	
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	
<b>Main topics/areas studied this year</b>	Autumn	<ul style="list-style-type: none"> <li>• What is History? – Historical Skills</li> <li>• The Romans: The growth of the Empire, social and political changes, Roman Britain and Boudicca's rebellion.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• The Romans: The growth of the Empire, social and political changes, Roman Britain and Boudicca's rebellion.</li> <li>• Medieval Realms: Hastings and the Norman Conquest, medieval religion, politics and people, The Crusades and Wars of the Roses.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Medieval Realms: Hastings and the Norman Conquest, medieval religion, politics and people, The Crusades and Wars of the Roses.</li> </ul>
<b>Assessment Headlines</b>	<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>	
<b>Useful websites or resources</b>	<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.spartacus.schoolnet">www.spartacus.schoolnet</a></li> <li>• <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a></li> </ul>	
<b>What parents can do to support learning</b>	<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>	
<b>Number of lessons per fortnight in this subject</b>	3 lessons per fortnight	
<b>How much Home Learning is expected per week?</b>	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.	

Subject	Jewish Education	
Main topics/areas studied this year	Autumn	<p><b><u>UNIT ONE: ABRAHAM- AN INTRODUCTION TO THE JEWISH CANON</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Jewish Education</li> <li>• T'Fillat Limmud- The Learning Prayer</li> <li>• Navigating the Jewish Canon: Tenach, Torah, Oral Law.</li> <li>• How to find a piece of text</li> <li>• Create your own nation</li> <li>• Meet Abraham</li> <li>• Abraham (the midrash)</li> <li>• Birth of Ishmael</li> <li>• Circumcision</li> <li>• Hachnasat Orchim- Why is it important to welcome guests?</li> <li>• Sodom and Gemora</li> <li>• Birth of Isaac</li> <li>• What would you sacrifice?</li> </ul> <p><b><u>UNIT TWO: THE JEWISH HOME AND FESTIVALS</u></b></p> <ul style="list-style-type: none"> <li>• How do symbols and objects make a home Jewish?</li> <li>• A comparison of different styles of mezuzot.</li> <li>• What else makes a home Jewish? Objects, people or history?</li> <li>• Blessing of the home</li> <li>• How doing Jewish rituals in the home, for example kashrut make a home Jewish?</li> <li>• How does the Jewish calendar work?</li> <li>• Festivals- who, what, why, when , how</li> <li>• Pesach- welcome to the JCoSS Seder</li> <li>• Celebrating Purim</li> <li>• Time for Reflection- Rosh Hashanah and Yom Kippur</li> </ul>
	Spring	<p><b><u>UNIT THREE: FAMILY AND SIBLING RIVALRY</u></b></p> <ul style="list-style-type: none"> <li>• Why have children? First mitzvah in the Torah.</li> <li>• What are the responsibilities a parent has to a child?</li> <li>• What does it mean to be a good parent?</li> <li>• What are the five/six obligations a father has to his children? Masechet Kiddushin 29b</li> <li>• Women in Judaism</li> <li>• What are the responsibilities of the child to the parent?</li> <li>• Kibud and Yirah</li> <li>• How can we be a good sibling and how can we deal with difficult sibling relationships?</li> <li>• Cain and Hevel: the first fratricide.</li> <li>• What causes sibling rivalry? Human Issues.</li> <li>• Joseph and his brothers- a story of anger and forgiveness</li> </ul>

	Summer	<p><b><u>UNIT FOUR: TIKUN OLAM</u></b></p> <ul style="list-style-type: none"> <li>• Is there a distinctive way of Jews doing good in the world?</li> <li>• What is Tikun Olam?</li> <li>• Putting Tikun Olam into practice- the project</li> <li>• Chesed</li> <li>• Bikur Cholim</li> <li>• Love your neighbour as yourself</li> <li>• Love the Stranger- weren't we once strangers?</li> <li>• The Kindertransport</li> <li>• Music that changed the world</li> <li>• Janus Korczak</li> <li>• Tzedakah and World Religions</li> </ul> <p><b><u>UNIT FIVE: WORLD FAITHS-CHRISTIANITY AND JUSTICE</u></b></p> <p><b><u>RELIGION-CHRISTIANITY</u></b></p> <ul style="list-style-type: none"> <li>• Who was Jesus?</li> <li>• The New Testament</li> <li>• Was Jesus the Messiah?</li> <li>• Jesus in Art</li> <li>• The Gospels</li> </ul> <p><b><u>THEMATIC STUDY- CHRISTIANITY AND JUSTICE</u></b></p> <ul style="list-style-type: none"> <li>• Who was Maria Gomez?</li> <li>• What is Justice?</li> <li>• Jesus's justice</li> <li>• Desmond Tutu</li> <li>• Being a good Samaritan</li> <li>• How can we help?</li> </ul>
Assessment Headlines	<p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will be able to navigate around the Tenakh whilst analysing text and looking at it from a critical point of view.</li> <li>• Students question what makes a home Jewish as well as how Jewish festivals are celebrated across the world.</li> </ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students will have studied the relationship between parents and children and utilise text to explain how parents should treat their children.</li> <li>• Students will grapple with notions surrounding sibling rivalry through two biblical stories and think about ways that jealousy and anger can be avoided.</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Complete key words test on important vocabulary used in that topic</li> <li>• Students undertake a project on Tikun Olam, with their interpretation on how to make the world a better place.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Will we ever live in a just world? Students apply their knowledge of Christianity to answer this old age question</li> </ul>
Useful websites or resources	<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://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://Quizlet.com">Quizlet.com</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a></li> </ul>
What parents can do to support learning	<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>• Get to grips with Quizlet- the interactive website where students can test themselves on the key words for each topic</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> <li>• Facilitate debates with their children on the topics we are studying             <ul style="list-style-type: none"> <li>• Support the ethos of the school</li> </ul> </li> </ul>
Number of lessons per fortnight in this subject	4 lessons per fortnight; plus 1 Informal Jewish Education lesson
How much Home Learning is expected per week?	Normally 1 piece each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.

Subject	<b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>	
<b>Main topics/areas studied this year</b>	Autumn	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Safety</li> <li>• E-Literacy</li> <li>• Autism Awareness</li> <li>• Online Safety</li> <li>• Phone Safety</li> <li>• Being Streetwise</li> <li>• Puberty</li> <li>• Personal Hygiene</li> <li>• Emotional Changes</li> <li>• Family Life</li> <li>• Body Image</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Rights and Responsibilities</li> <li>• Human Rights</li> <li>• Addiction</li> <li>• Alcohol</li> <li>• Smoking</li> <li>• Drugs</li> </ul>
<b>Assessment Headlines</b>	<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>	
<b>Useful websites or resources</b>	<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.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>	
<b>What parents can do to support learning</b>	<ul style="list-style-type: none"> <li>• Encourage students to discuss the issues that they have been learning about in Kvutzah (PSHCE). There may be questions that they may only feel comfortable asking parents or they may wish to discuss a particularly interesting topic.</li> <li>• Encourage students to engage with current affairs – watch Newsround or access Sky News.</li> </ul>	
<b>Number of lessons per fortnight in this subject</b>	1 lesson per fortnight	
<b>How much Home Learning is expected per week?</b>	Not applicable	

Subject	Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Graphs, tables and charts</li> <li>• Fractions and percentages</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Equations, inequalities and sequences</li> <li>• Angles</li> <li>• Averages and range</li> <li>• Perimeter area and volume</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Transformations</li> <li>• Ratio and proportion</li> </ul>
Assessment Headlines	<ul style="list-style-type: none"> <li>• Mini assessments are set after each topic; this will be in the form of a class test or home learning.</li> <li>• Students will sit a winter assessment towards the end of the first term, 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/book7/book7int.htm#unit6">http://www.cimt.plymouth.ac.uk/projects/mepres/book7/book7int.htm#unit6</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> </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	6 lessons per fortnight	
How much Home Learning is expected per week?	Two 20 minute Home Learnings a week will be set.	

Subject	Modern Hebrew (Ivrit)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> <li>• <b><u>Ivrit beginner level – Introduction to Ivrit</u></b>  <b>Writing:</b> Students will learn to write in script letters. The use of visual aids, video clips and differentiated resources will enable students to progress in their own pace. By the end of term, students will be expected to be able to copy simple words/symbols correctly and to write short sentences in Ivrit following a model.  <b>Listening:</b> Students will be able to understand simple statements and questions with help, repetition and/or gestures.  <b>Speaking:</b> Students will begin to communicate in Ivrit using single words/short set sentences e.g. greetings, introducing myself, asking questions.  <b>Reading:</b> Students will learn to recognise and read out a few familiar words and phrases in block letters.</li> <li>• <b><u>Ivrit intermediate/advanced level – Introducing myself</u></b>  Students will learn through the Yesh Va'Yesh programme. Topics in the Autumn term will include: introducing myself, asking questions, countries and cities, describing my family, likes and dislikes of school subjects and music / musical instrument. Students will be introduced to a range of authentic resources e.g. Israeli concert posters. Students will be expected to communicate through the use of classroom language in Ivrit.</li> <li>• <b><u>Ivrit accelerated level – Me, my family &amp; friends</u></b>  Students will be introduced to a range of topics taught in Target Language: Providing ID information, family/extended family, physical/character traits, qualities of a good friend, and relationships in the family.</li> <li>• <b><u>Stretch &amp; challenge:</u></b>  <b>Beginner level:</b> Teach a family member or a friend how to read/write in Ivrit.  <b>Intermediate/advanced level:</b> Create a video clip to introduce yourself/family members in Ivrit.  <b>Accelerated level:</b> Native Ivrit learners will be expected to read Ivrit magazines/newspapers/books to enrich their vocabulary.</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b><u>Ivrit beginner level – My school / My family</u></b>  Students will be introduced to two contexts: 'My school' and 'my family'. Students will continue to revise script and block letters.</li> <li>• <b><u>Ivrit intermediate/advanced level – Travelling in Tel Aviv</u></b>  Students will talk about Tel Aviv and compare it to their home town. They will be able to use a range of infinitives to describe what they like or dislike to do in Tel Aviv/home town and learn to give and follow directions.</li> <li>• <b><u>Ivrit accelerated level – Health</u></b>  Students will explore healthy and unhealthy lifestyles in Ivrit by drawing upon examples from their own lifestyles. Students will explore a range of Israeli websites that deal with the current topic. Students will also research about Israeli hospitals, emergency services (Magen David Adom) and Israeli charities.</li> </ul>

		<ul style="list-style-type: none"> <li><b><u>Stretch &amp; challenge:</u></b>  <b>Beginner level:</b> Compare a school day in Israel and in England.  <b>Intermediate/advanced level:</b> Design a leaflet in Ivrit for a tourist destination in Tel Aviv. Include how to get there, prices and activities.  <b>Accelerated level:</b> Produce a leaflet to promote a healthy lifestyle.</li> </ul>
	Summer	<ul style="list-style-type: none"> <li><b><u>Ivrit beginner level – Daily routine</u></b>  Students will learn to describe what they do in each part of the day. Students will be introduced to a range of verbs, time phrases and connectives to enable them to create longer sentences.</li> <li><b><u>Ivrit intermediate/advanced level – Daily routine/leisure</u></b>  Students will learn to describe their daily routine and compare it to Israeli teenagers' daily routine. Students will provide opinions about sports and be able to include the past tense in their leisure time descriptions.</li> <li><b><u>Ivrit accelerated level – Leisure / free time</u></b>  Students will describe what they/their family members do in their free time. Students will create a survey about the leisure context and write a report about it in Ivrit. Students will compare afterschool activities in Israel and in England.</li> <li><b><u>Stretch &amp; challenge:</u></b>  Create a video clip/poster in Ivrit about your daily routine using the vocabulary learnt in class.</li> </ul>
<b>Assessment Headlines</b>		<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 assessments, overall contribution in class and book marking during the term.</li> </ul>
<b>Useful websites or resources</b>		<ul style="list-style-type: none"> <li>Israeli Newspapers for beginner readers such as; '<i>Bereshit</i>' &amp; '<i>Yanshuf</i>'</li> <li>Israeli newspaper for advanced/accelerated readers; '<i>Jpost</i>'</li> <li>Quizlet – vocabulary revision</li> <li>Rosetta Stone in Hebrew: <a href="http://www.rosettastone.co.uk">www.rosettastone.co.uk</a></li> </ul>
<b>What parents can do to support learning</b>		<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>
<b>Number of lessons per fortnight in this subject</b>		3 lessons per fortnight
<b>How much Home Learning is expected per week?</b>		1 piece each week taking approximately 30 minutes. 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	Rhythm & Metre –rhythmic notation, performing rhythmic music from around the world Melody and Scales- stave notation, composing using scales (major/minor/pentatonic)
	Spring	Harmony and Tonality – creating and working with chords, playing chords Folk – learning about the folk tradition
	Summer	Battle of the Bands – devising s group performance of a pop song Minimalism – creating and manipulating musical ideas
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	BBC Bitesize Music <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a> Music Theory <a href="https://www.teoria.com/">https://www.teoria.com/</a> Music Theory <a href="https://www.musictheory.net/">https://www.musictheory.net/</a> Score writing software <a href="https://musescore.org/en">https://musescore.org/en</a>	
What parents can do to support learning	Ensure that students regularly practice on their instrument and join a school ensemble. Listen to a wide variety of music. Students should 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>• Tag Rugby</li> <li>• Football/ Netball</li> <li>• Hockey</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• Gymnastics (Floor and Sequence/ Routines)</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>• Short Tennis</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> </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	3 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable.	



Subject	Science	
Main topics/areas studied this year	Autumn	Chemistry Fundamentals
	Spring	Energy, Cells
	Summer	Energy in Biomass, Solar System
Assessment Headlines	Students are expected to know each unit's Core Questions by the end of the unit. Students are assessed against the Core Questions continuously throughout the course of KS3. There will be a mini-quiz on them every three lessons and end of unit assessments will draw heavily on them.	
Useful websites or resources	<p><b>Quizlet:</b> <a href="https://quizlet.com/JCoSSKS3Sci">https://quizlet.com/JCoSSKS3Sci</a></p> <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>Help their children achieve fluency in core scientific principles by using the Core Questions on Quizlet.</b></p> <p>The flashcards option on Quizlet will allow parents to verbally test their children on the Core Questions.</p>	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	1 or 2 home learning tasks are set each week taking about 20 - 30 minutes each.	