

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
13th December 2018	Y8 Parents’ evening (Subject conversation with teachers)
By end of February	Y8 Second report sent home
By end of April	Y8 Second report sent home
13th May to 24th May 2019	Y8 Assessment weeks
By end of July	Y8 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 Y8 students:

Half year groups are called: **T** which is usually students in B, F, N and R Tutor groups **V** which is usually students in 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, French, Jewish Education and Foreign Languages.

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 choices for Year 8 students going into Year 9

In Year 9 there are currently 3 blocks in the timetable in which students will study **either** 2 languages and 1 Expressive Arts & Technology subject **or** 2 Expressive Arts & Technology subjects and 1 Language.

- The languages offered are: French, Ivrit, Spanish and Latin
- The Expressive Arts & Technology subjects offered are: Art, Design & Technology, Food Technology, Music and Drama.

All students must study at least one Language and one Expressive Arts & Technology subject. Apart from this requirement, they may study any combination of subjects, except that if they study two languages only one can be brand new in Year 9.

Subject	Art	
<p>Main topics/areas studied this year.</p> <p>Theme: Mystery & Imagination</p>	Autumn	<ul style="list-style-type: none"> • Development of recording skills including line, tone, texture and form. • Recording and experimenting with the use of pencil, biro, fine liner and coloured pencil. • Research of relevant artists, linked to the theme.
	Spring	<ul style="list-style-type: none"> • Developing painting techniques such as the use of water colours and acrylic. • Developing students’ use of colour, through a range of materials including mixed media. • Research of relevant artists linked to the theme, such as Redmer Hoekstra, Marco Mazzoni and Magritte.
	Summer	<ul style="list-style-type: none"> • Development of skills and ideas from autumn and spring terms. • Understanding how to draw inspiration from artists around the world. • Development of student’s knowledge of 3D forms.
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Baseline Assessment – given in the first half term to establish a working level and end of year target level. • End of year assessment – given in the third term, to consolidate student’s learning of the year. • 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. 	
<p>Useful Resources:</p>	<ul style="list-style-type: none"> • Victoria & Albert Museum • Tate (Modern & Britain) • National Gallery • National History Museum • British Museum • Royal Academy Of Arts • Saatchi Gallery • Hunterian Museum • Ashmolean Museum 	<ul style="list-style-type: none"> • Yorkshire Sculpture Park • Cass Sculpture Foundation • The British Library. <p>Websites:</p> <ul style="list-style-type: none"> • https://www.artsy.net/ • http://www.artcyclopedia.com/ • https://www.pinterest.com/ • http://www.illustrationweb.com/ • http://www.axisweb.org/
<p>What parents can do to support learning:</p>	<ul style="list-style-type: none"> • 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. • Encourage the students to continue to explore different artists who look at natural environments. • Encourage students to develop thoughts and opinions about the styles and work of artists. • Encouraging students to visit galleries, exhibitions and museums to put art into context. 	
<p>Number of lessons in this subject:</p>	2 timetabled lessons per fortnight.	
<p>How much Home Learning is expected per week?</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"> • Fill The Gap – Designing and making a snack suitable for teenagers. Researching ingredients that provide slow releasing carbohydrates and fibre, incorporating these into a healthy snack product. • Ready Steady Cook – Based on the TV programme students are to design and make a savoury food dish using a selection of randomly chosen ingredients.
	Resistant Materials	<ul style="list-style-type: none"> • Speaker Dock – 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.
	Textiles	<ul style="list-style-type: none"> • Scrap Monster – 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.
Assessment Headlines	<ul style="list-style-type: none"> • Research – Investigations, Product Analysis, Questionnaire, Recipes • Designing – presentation of ideas, annotation/labelling • Planning – flow charts and time plans on diary sheets • Making – range of skills and equipment used, quality of finish • Evaluating and Testing – target user groups testing products, evaluating the success of the final product 	
Useful websites or resources	<p>www.technologystudent.com www.footprint.wwf.org.uk http://www.bbc.co.uk/food/recipes</p>	
What parents can do to support learning	<ul style="list-style-type: none"> • Help students fully prepare for food practical lessons by ensuring a container and T Towel are supplied. • Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish. • Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind. • Encourage students to be independent learners. 	
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"> • Physical Theatre • Hideaway and Status
	Spring	<ul style="list-style-type: none"> • The Island • Silent Movies
	Summer	<ul style="list-style-type: none"> • Political Theatre • Bullying
Assessment Headlines	<p><u>Physical Theatre</u> Students will learn how to use their bodies to create the set, props and atmosphere of the play. They will be exploring transitions using slow motion and also cannon, mirroring and unison techniques. Students will be creating a Physical Theatre piece.</p> <p><u>Hideaway and Status</u> Students will learn how to show the status of a character by using voice, levels, proxemics, physicality & movement. They will work on symbolism and explore the stories of Anne Frank, Prince Johnny and The Cuban Boys. Students will create a performance piece based on one of the three stories they have studied in this unit of work.</p> <p><u>The Island</u> Students will experiment with a range of dynamic theatre design elements which contribute to the magic of live performance.</p> <p><u>Silent Movies</u> Student will be studying the elements that make up Melodrama and Silent Movies as Genres. Using pictures as a stimulus for a piece of drama and learning how to physicalize characters effectively as they are unable to speak to communicate. Students will be using mime and physicalisation skills to communicate within their drama.</p> <p><u>Political Theatre</u> This term we will be exploring a style of theatre called ‘Epic Theatre’. This style often looks at political and social issues in a comical way. Students will be developing their devising skills.</p> <p><u>Bullying</u> Students will be focusing on the topic of bullying and will be studying the play Sparkleshark bringing text to life.</p>	
Useful websites or resources	<p>http://www.digitaltheatre.com/ http://www.digitaltheatre.com/education https://www.unicorntheatre.com/ https://www.chickenshed.org.uk/ http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUuq0wodizoIEg</p>	

<p>What parents can do to support learning</p>	<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.</p>
<p>Number of lessons per fortnight in this subject</p>	<p>2 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Not applicable</p>

Subject	English	
Main topics/areas studied this year	Autumn	Modern novel <i>Animal Farm</i> or <i>A Monster Calls</i> Shakespeare – <i>The Merchant of Venice</i> or <i>Twelfth Night</i>
	Spring	Argument writing English Language – Analysing Fiction Extracts (War and Conflict)
	Summer	Poetry – Text Worlds Gothic Fiction
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Students also have a ‘key piece’ marked in direct preparation for an assessment. Additionally, students’ exercise books are reviewed regularly to take account of on-going classwork and homework.	
Useful websites or resources	http://www.bbc.co.uk/skillswise/english/games?page=1 http://eastoftheweb.com/games/ http://www.bbc.co.uk/bitesize/ks3/english/	
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	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"> • Au café: 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 • Bon voyage!: 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.
	Spring	<ul style="list-style-type: none"> • La vie des autres: Talking about daily routine; telling the time; learning about Francophone countries; making comparisons; using reflexive verbs in both the present and near future tenses. • On s’amusait bien!: 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.
	Summer	<ul style="list-style-type: none"> • Tant de problèmes: 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 • La santé: Body parts and describing illness; going to the doctor, dentist and pharmacy; healthy living; using imperatives; using negatives; using <i>Il faut</i> + infinitive
Assessment Headlines	<ul style="list-style-type: none"> • Four assessments throughout the year. Three skill areas will be assessed each half-term e.g. Reading, Writing, Translation, Speaking, Listening • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.vocabexpress.com 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. • 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. 	
Number of lessons per fortnight in this subject	4 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	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Asia - 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. • Cold Environments – This unit looks at Antarctica and consider s 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.
	Spring	<ul style="list-style-type: none"> • Population and resources – 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.
	Summer	<ul style="list-style-type: none"> • Seismic Hazards – This topic is an introduction to idea of plate tectonics and the natural hazards associated with these. Students investigate what factors make a country vulnerable to seismic hazards and how countries have adapted to survive in a hazardous environment. • Water conflict- 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.
Assessment Headlines	<ul style="list-style-type: none"> • Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level. • Students’ geographical skills such as analysis, evaluation, extending writing and map skills will be assessed throughout the year. 	
Useful websites or resources	<p>http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en http://www.bbc.co.uk/news/science_and_environment/ http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/</p>	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to watch the news and look out for articles relating to both human and physical geography. • Buy an atlas for use at home. 	
Number of lessons per fortnight in this subject	2 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	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Industrial Britain: Economic changes, living and working conditions, crime & punishment, social and cultural changes, the British Empire.
	Spring	<ul style="list-style-type: none"> • Slavery: Triangular trade and slavery, plantation life, slave rebellions, Olaudah Equiano and the case for abolition, life after emancipation.
	Summer	<ul style="list-style-type: none"> • Britain at War: the causes of WW1, Recruitment, Trench warfare, the end of the War and the Treaty of Versailles, an overview of key battles of WW2, Dunkirk, The Home Front
Assessment Headlines	<ul style="list-style-type: none"> • 3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with an APS score. • Skills tasks – students will be set specific skills based tasks which they will receive feedback on throughout each unit of work • Students’ overall term levels are a mixture of the APS score in the assessment and their overall contribution in class and in their books during the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.schoolhistory.co.uk • www.Johndclare.net • www.spartacus.schoolnet • www.bbc.co.uk/history 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to watch horrible histories or any relevant topical history documentaries. • Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books. 	
Number of lessons per fortnight in this subject	3 lessons per fortnight	
How much Home Learning is expected per week?	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	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>UNIT ONE: Introduction to the Synagogue</p> <ul style="list-style-type: none"> • From Temple to Synagogue • What is a synagogue? An overview of the development of the synagogue • Create your own synagogue • How does the synagogue relate to the concept of the Mishkan: is this Gods dwelling place? • What meaning/significance does the synagogue have? • Denominational differences- how and why are they different? • What is a shul; what goes on inside? Beit Tefilla; Beit Midrash; Beit Keneset. • Must Jews pray in a shul or can they pray anywhere? • Sacred and profane: multi uses of the space, sharing space, can we have the supper quiz in a shul? <p>UNIT TWO: JEWISH HISTORY I: Who are the Jewish People?</p> <p>Early Biblical</p> <ul style="list-style-type: none"> • Becoming a Nation • Jacobs family going down to Egypt; the Israelite Nations wanderings in Sinai • Ma’amad Har Sinai: People receiving the Torah • What does it mean to be chosen people? <p>Late Biblical Period</p> <ul style="list-style-type: none"> • Book of Samuel: Choosing a King • Saul the first King of Israel • King David chosen as King • King David unites the North/Southern Kingdoms; Jerusalem becomes the capital city <p>First Commonwealth I</p> <ul style="list-style-type: none"> • King Solomon • Life in the temple • How did Judaism change after the temple?
	<p>Spring</p>	<p>UNIT THREE: Jewish History II</p> <p>The dispersion of Jewry</p> <ul style="list-style-type: none"> • Sephardi and Ashkenazi Jewry • The diaspora • Life in France: Rashi • Life in Spain: Rambam & Sephardi communities • Spanish Inquisition • Crusades • Cliffords Tower <p>What did Jewish society look like in the Middle Ages?</p> <ul style="list-style-type: none"> • Shtetl Life <p>Enlightenment</p> <ul style="list-style-type: none"> • Haskalah • The growth of the Chasidic movement • Chasidim vs. Mitnagdim • The growth of the Reform movement <p>20th Century</p>

		<ul style="list-style-type: none"> Looking at the different Jewish businesses in the London East End <p>UNIT FOUR: ZIONISM AND BIRTH OF A STATE</p> <ul style="list-style-type: none"> Why was Israel created? What was Israel created for? History of Israel: Ottoman Empire; Mandate Period; Balfour Declaration; Arab community living in Palestine What are the origins of Zionism? What is Zionism? In what ways has Zionism been understood? Secular; religious; traditional sources; political; cultural; socialist; Reform; The founding leaders of Zionism: Herzl; Ahad Ha'am; Rav Kook Hagunah and Irgun <p>Declaration of Independence</p> <p>UNIT FIVE: WORLD FAITHS: SIKHISM AND IS RELIGION BAD?</p> <p>Summer</p> <p>RELIGION:SIKHISM</p> <ul style="list-style-type: none"> Introduction to Sikhism Who was Guru Nanak? Gurus and Martyrs The 5 K's The Gudwara The Guru Granth Sahib Langar Khalsa <p>THEMATIC STUDY: IS RELIGION BAD?</p> <ul style="list-style-type: none"> The dangers of religion Terrorism Conflict resolution How can god let suffering happen?
<p>Assessment Headlines</p>		<p>Autumn Term:</p> <ul style="list-style-type: none"> Complete key words test on important vocabulary used in that topic Extended writing piece on the synagogue- Why is it important? <p>Spring Term:</p> <ul style="list-style-type: none"> Complete key words test on important vocabulary used in that topic Students will have studied biblical texts and will be assessed on interpreting and analysing the meaning from these texts <p>Summer Term:</p> <ul style="list-style-type: none"> Complete key words test on important vocabulary used in that topic Students will showcase their understanding of Zionism in both written and oral presentations
<p>Useful websites or resources</p>		<ul style="list-style-type: none"> jewishvirtuallibrary.org jewfaq.org/index.htm maven.co.il g-dcast.com tali-virtualmidrash.org.il www.chabad.org/

	<ul style="list-style-type: none"> • www.masorti.org.uk/ • www.reformjudaism.org/ • www.theus.org/ • www.firstgive.co.uk • http://www.bbc.co.uk/religion/religions/sikhism/ • http://www.bbc.co.uk/religion/religions/atheism/ • http://understandinghumanism.org.uk/what-is-humanism/
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community. • Get to grips with Quizlet- the interactive website where students can test themselves on the key words for each topic • 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. • Facilitate debates with their children on the topics we are studying • Support the ethos of the school
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</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>Main topics/areas studied this year</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • Influence of the Media • Mental Health • Online Safety • Personal Safety • Puberty • Sex • HIV and AIDS • Relationships • Boundaries in Relationships
	<p>Spring</p>	<ul style="list-style-type: none"> • Democracy • Elections • Justice • Rights and Responsibilities • Gender Stereotypes • Human Rights • Eating Disorders • Drugs • Tobacco • Alcohol • Bullying
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum. • 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. 	
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • http://www.pshe-association.org.uk/ • http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe • http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance • http://www.sexeducationforum.org.uk/ • http://www.brainpop.co.uk/psheandcitizenship/seeall/ • http://news.sky.com/ • http://www.bbc.co.uk/newsround/ 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE. • 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. • Encourage students to engage with current affairs – watch Newsround or access Sky News. 	
<p>Number of lessons per fortnight in this subject</p>	<p>1 lesson per fortnight</p>	
<p>How much Home Learning is expected per week?</p>	<p>Not applicable</p>	

Subject	Latin	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>Cambridge Latin Course Book I: Stages 1-4</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Word order in sentences with ‘est’ • Word order in sentences without ‘est’ • Nominative and accusative singular • Sentence pattern: nominative + accusative + verb • Nominative and accusative of 1st, 2nd and 3rd declensions • 1st and 2nd person singular present, including sum, es. <p>Cultural background:</p> <ul style="list-style-type: none"> • Pompeii: Caecilius’ household, houses in Pompeii • Pompeii: daily life and food • Pompeii: town life and business • The forum at Pompeii; finance and the law courts
	<p>Spring</p>	<p>Cambridge Latin Course Book 1: Stage 5-8</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Nominative plural • 3rd person plural present • Imperfect and perfect (v-stems) in 3rd person singular and plural • ‘erat’ and ‘erant’ • Sentence pattern accusative + verb • Perfect tense (other than forms in ‘v’) • Accusative plural • Superlative <p>Cultural background:</p> <ul style="list-style-type: none"> • The theatre: actors and performances; pantomime, comedy • Slaves and freedmen • Roman beliefs about life and death • The amphitheatre and gladiatorial shows
	<p>Summer</p>	<p>Cambridge Latin Course Book I: Stage 9-12</p> <p>Main language features:</p> <ul style="list-style-type: none"> • dative singular and plural • 1st and 2nd person plural present including ‘esse’ • Comparative • Intransitive verbs with dative • Sentence pattern nominative + dative + verb • ‘placet’ • ‘nobis’ and ‘vobis’ • Different ways of asking questions • 1st and 2nd person (singular and plural) imperfect and perfect • 1st and 2nd person (singular and plural) imperfect of esse <ul style="list-style-type: none"> • The Roman baths • The Roman education system; books and writing • Pompeian government and elections • Eruption of Mount Vesuvius

<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Four assessments over the year testing three skills: Translation (Latin-English), Comprehension, Understanding of Grammar • Students’ overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • http://www.cambridgescp.com (see esp the online vocab tester) • http://latinipadapps.com/ • http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx • http://www.theclassicslibrary.com • http://www.perseus.tufts.edu/hopper/ • https://quizlet.com/ <p>Apps</p> <ul style="list-style-type: none"> • Lexidum • Quizlet • Memrise_
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary and word tables. ‘Little but often’ should be the mantra! Offer to test them on these. Make sure they spend their time on the words that they do not yet know (rather than going over ones which they are confident with). Flashcards enable them to do this very efficiently. • Work with students on using the dictionary at the back of their text books and their grammar notes, 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 inhibits their progress as it is precisely the process of translation – i.e. the steps involved in figuring out what the Latin means - that they need to learn.
<p>Number of lessons per fortnight in this subject</p>	<p>3 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally one piece each week, taking 20-30 minutes on average. Students will be given regular vocabulary tests - 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. Worksheets, grammar exercises or short passages for translation may be set for completion overnight.</p>

Subject	Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Right-angles triangles • Probability • Multiplicative reasoning • Construction, loci and bearings
	Spring	<ul style="list-style-type: none"> • Quadratic equations and graphs • Perimeter, area and volume 2 • Fractions, indices and standard form
	Summer	<ul style="list-style-type: none"> • Congruence, similarity and vectors • Algebra
Assessment Headlines	<ul style="list-style-type: none"> • Mini assessments are set after each topic; this will be in the form of a class test or home learning. • Students will sit a winter assessment at 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. 	
Useful websites or resources	<ul style="list-style-type: none"> • http://www.mymaths.co.uk • http://www.mathswatchvle.com • http://www.bbc.co.uk/bitesize/ks3/maths/ • http://www.cimt.plymouth.ac.uk/projects/mepres/book8/book8int.htm • http://emaths.co.uk/KS3SAT.htm • http://nrich.maths.org/secondary-lower • http://www.ukmt-resources.org.uk/index-tr.html • http://www.mymaths.co.uk 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to complete Home Learning on the day it is set, to use notes provided, Moodle or the websites above to support learning. • When it comes to revision in the summer, print off past papers (emaths website above) and work through at home under timed conditions. 	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	Two 30 minute Home Learnings will be set a week.	

Subject	Modern Hebrew (Ivrit)	
Main topics/areas studied this year	Autumn	<p>The Past tense: Learning how to conjugate verbs in the past tense and describing how we spent our summer holiday using the past tense verbs & time expressions.</p> <p>Going back to school: Talking about our new academic year, describing school, forming plural nouns, giving opinion about school subjects, discussing school system using impersonal sentences and understanding literary texts.</p> <p>Stretch & challenge: Create a presentation (with photographs) to describe your school to an Israeli teenager.</p>
	Spring	<p>Schools in Israel: Finding facts about schools in Israel and learning how to form questions. Comparing primary school to secondary school using the past tense and the infinitive forms. Giving and justifying opinions about school uniform and system. Discussing and planning our Ideal school.</p> <p>Stretch & challenge: Create a model of your ideal school and prepare a description of it in Ivrit. Include your ideal school rules.</p>
	Summer	<p>Food: Talking about an Israeli breakfast, ordering foods from a restaurant, discussing eating habits, writing recipes, reading & writing poems using authentic literary texts.</p> <p>Good friends: Friends & family, making plans with friends, free time activities and planning a party.</p> <p>Stretch & challenge: Create a vocabulary booklet for tourists to use when going to restaurants in Israel. Only include the most useful words/phrases.</p>
Assessment Headlines	<ul style="list-style-type: none"> • 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking & Writing. • Students' overall term levels including assessments, overall contribution in class and book marking during the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • Israeli newspaper for advanced/accelerated readers; 'Ipost' • Quizlet – vocabulary revision • Rosetta Stone in Hebrew: www.rosettastone.co.uk 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage pupils to revise new words, grammatical structure and topics learnt in class. • Encourage students to extend their Hebrew reading and speaking outside of the classroom. • Develop students' interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel. 	
Number of lessons per fortnight in this subject	4 lessons per fortnight	

<p>How much Home Learning is expected per week?</p>	<p>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.</p>
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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 Folk – learning about the folk tradition
	Summer	Film Music – creating music for a short film Battle of the Bands – devising a group performance of a pop song
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 http://www.bbc.co.uk/education/subjects/zpf3cdm Music Theory https://www.teoria.com/ Music Theory https://www.musictheory.net/ Score writing software https://musescore.org/en	
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?	Not applicable	



Subject	Science	
Main topics/areas studied this year	Autumn	Energy, Chemistry Fundamentals
	Spring	Cells, Energy in Biomass
	Summer	Solar System, Reproduction
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 esources	<p>Quizlet: https://quizlet.com/JCoSSKS3Sci</p> <p>Kerboodle: Students can access electronic textbooks and other resources. They have been issued usernames and passwords. http://www.kerboodle.com</p> <p>SAM Learning: 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. https://www.samlearning.com/</p> <p>Other useful websites: http://www.bbc.co.uk/bitesize/ks3/science/ http://www.freezeray.com/ http://www.echalk.co.uk/ http://www.planet-science.com/ http://www.schoolscience.co.uk/ http://www.arkive.org/ http://royalsociety.org/ http://scienceteachinglibrary.wordpress.com/ http://www.csiro.au/resources/DIYScience http://www.exploratorium.edu/who/parents/</p>	
What parents can do to support learning	<p>Help their children achieve fluency in core scientific principles by using the Core Questions on Quizlet.</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 30 - 40 minutes each.	

Subject	Spanish	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>Viva! 1 Módulo 1 Mi vida</p> <ul style="list-style-type: none"> • Getting used to Spanish pronunciation • Introducing yourself • Talking about your personality • Using adjectives that end in <i>-o/-a</i> • Talking about age, brothers and sisters • Using the verb <i>tener</i> (to have) • Saying when your birthday is • Using numbers and the alphabet • Talking about your pets • Making adjectives agree with nouns • Writing a text for a time capsule • Adding variety to your writing <p>Viva 1 Module 2 (Mi tiempo libre)</p> <ul style="list-style-type: none"> • Saying what you like to do • Giving opinions using <i>me gusta</i> + infinitive • Saying what you do in your spare time • Using <i>-ar</i> verbs in the present tense • Talking about the weather • Using <i>cuando</i> (when) • Saying what sports you do • Using <i>hacer</i> (to do) and <i>jugar</i> (to play) • Reading about someone's favourite things • Understanding more challenging texts • Taking part in a longer conversation • Using question words
	<p>Spring</p>	<p>Viva 1 Module 3 (Mi insti)</p> <ul style="list-style-type: none"> • Saying what subjects you study • Using <i>-ar</i> verbs to say what 'we' do • Giving opinions about school subjects • Using <i>me gusta(n) + el/la/los/las</i> • Describing your school • Using the words for 'a', 'some' and 'the' • Talking about break time • Using <i>-er</i> and <i>-ir</i> verbs' • Understanding details about schools • Using prediction as a listening strategy • Writing a longer text about your school • Checking your written work is accurate • Reading about the right to education <p>Viva 1 Module 4 (Mi familia y mis amigos)</p> <ul style="list-style-type: none"> • Describing your family • Using possessive adjectives • Describing your hair and eye colour • Using verbs <i>ser</i> and <i>tener</i> • Saying what other people look like • Using verbs in the third person • Describing where you live

		<ul style="list-style-type: none"> • Using the verb <i>estar</i> (to be) • Reading about the carnival in Cadiz • Looking up new Spanish words in a dictionary • Creating a video about yourself • Planning and giving a presentation • Describing a painting <p>Viva 1 Module 5 (Mi ciudad)</p> <ul style="list-style-type: none"> • Describing your town or village • Using 'a', 'some' and 'many' in Spanish • Telling the time • Using the verb <i>ir</i> (to go) • Ordering in a café • Using the verb <i>querer</i> (to want) • Saying what you are going to do at the weekend • Using the near future tense • Understanding people describing their town • Listening for detail • Writing a blog about your town and activities • Using two tenses together • Learning about Spanish festivals • Creating a brochure about a fiesta • Learning about <i>el Día de los Muertos</i>
	<p>Summer</p>	<p>Viva 2 Module 3 (A comer)</p> <ul style="list-style-type: none"> • Describing your family • Saying what food you like • Using a wider range of opinions • Describing mealtimes • Using negatives • Ordering a meal • Using <i>usted / ustedes</i> • Discussing what to buy for a party • Using the near future • Giving an account of a party • Using three tenses together • Using coping strategies when speaking • Responding to what people say • Learning about food in other countries • Using direct object pronouns <p>Viva 2 Module 4 (¿Qué hacemos?)</p> <ul style="list-style-type: none"> • Arranging to go out • Using <i>me gustaría</i> + infinitive • Making excuses • Using <i>querer</i> and <i>poder</i> • Saying what other people look like • Using verbs in the third person • Talking about clothes • Saying 'this/these' • Talking about sporting events • Using three tenses • Describing a fancy dress outfit • Using a dictionary

	<ul style="list-style-type: none"> • Learning about food in other countries • Using direct pronouns
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Students will be assessed in Speaking, Listening, Reading, Writing and Translation skills throughout the year. There will be 3 sets of assessments as well as End of Year assessments. • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.languagesonline.org • www.activeteachonline.com (your child will have a username and password) • Spanish guide provide free of charge for home revision and support in lessons
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • 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. • 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.
<p>Number of lessons per fortnight in this subject</p>	<p>3 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>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 a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p>