

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                                |
| To be confirmed    | 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                               |
| To be confirmed    | 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, Y and Z 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><b>Main topics/areas studied this year.</b></p> <p>Theme:<br/>Mystery and Imagination.</p> | 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.  |
| <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>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>  |   |
| <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>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> <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)  |   |

| 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> |
|   | Resistant Materials   | <ul style="list-style-type: none"> <li>• <b>Mood Light</b> – An electronics project, introducing students to control. Students will solder their own light 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>• Physical Theatre</li> <li>• Hideaway and Status</li> </ul> |
|   | Spring  | <ul style="list-style-type: none"> <li>• The Island</li> <li>• Silent Movies</li> </ul>             |
|   | Summer  | <ul style="list-style-type: none"> <li>• Political Theatre</li> <li>• Bullying</li> </ul>           |
| Assessment Headlines                            | <p><u>Physical Theatre</u><br/>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><br/>Students will learn how to show the status of a character by using voice, levels, proxemics, physicality &amp; 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><br/>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><br/>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><br/>This term we will be exploring a style of theatre called ‘Epic Theatre’ and the practitioner Bertolt Brecht. 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><br/>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><a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a><br/> <a href="http://www.digitaltheatre.com/education">http://www.digitaltheatre.com/education</a><br/> <a href="https://www.unicorntheatre.com/">https://www.unicorntheatre.com/</a><br/> <a href="https://www.chickenshed.org.uk/">https://www.chickenshed.org.uk/</a><br/> <a href="http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUq0wodizoIEg">http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUq0wodizoIEg</a></p>  |   |
| What parents can do to support learning         | <p>Encourage students to watch Digital Theatre or Live theatre.<br/>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>   |   |
| Number of lessons per fortnight in this subject | 2 lessons per fortnight   |   |

|   |            |
|---|------------|
| <p>How much Home Learning is expected per week?</p> | <p>N/A</p> |
|---|------------|

| Subject   | English  |  |
|---|--|--|
| <p><b>Main topics/areas studied this year</b></p>             | Autumn   | Modern novel <i>Animal Farm</i> or <i>A Monster Calls</i><br>Shakespeare – <i>The Merchant of Venice</i> or <i>Twelfth Night</i> |
|   | Spring   | Argument writing<br>English Language – Analysing Fiction Extracts (War and Conflict)   |
|   | Summer   | Poetry – Text Worlds<br>Gothic Fiction   |
| <p><b>Assessment Headlines</b></p>                            | <p>Students have regular levelled assessments in: Speaking &amp; Listening, Reading &amp; Writing. Most levelled assessments take place in class time.<br/>                     Students also have a ‘key piece’ marked in direct preparation for an assessment.<br/>                     Additionally, students’ exercise books are reviewed regularly to take account of on-going classwork and homework.</p>          |  |
| <p><b>Useful websites or resources</b></p>                    | <p><a href="http://www.bbc.co.uk/skillswise/english/games?page=1">http://www.bbc.co.uk/skillswise/english/games?page=1</a><br/> <a href="http://eastoftheweb.com/games/">http://eastoftheweb.com/games/</a><br/> <a href="http://www.bbc.co.uk/bitesize/ks3/english/">http://www.bbc.co.uk/bitesize/ks3/english/</a></p>   |  |
| <p><b>What parents can do to support learning</b></p>         | <p>Discuss topical issues with students and ask students’ opinions.<br/>                     Ensure that students read regularly from a wide range of genres of fiction and non-fiction; reading lists are available on Fronter.<br/>                     Discuss ideas for writing with students and encourage them to develop these in detail.<br/>                     Ensure that students proof read their work</p> |  |
| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>6 lessons per fortnight, including 1 library lesson and 1 ‘Let’s Think In English Lesson’.</p>  |  |
| <p><b>How much Home Learning is expected per week?</b></p>    | <p>4 pieces per fortnight, one of which will be an independent reading task.<br/>                     Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets.<br/>                     Each task should take approximately 30 minutes.</p>   |  |

| Subject   | Geography  |   |
|---|--|---|
| Main topics/areas studied this year             | Autumn   | <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 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.</li> </ul> |
|   | Spring   | <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>   |
|   | Summer   | <ul style="list-style-type: none"> <li>• <b>Seismic Hazards</b> – 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.</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>                         |
| 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                    | <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><br/> <a href="http://www.bbc.co.uk/news/science_and_environment/">http://www.bbc.co.uk/news/science_and_environment/</a><br/> <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/">http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/</a></p> |   |
| 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 | 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"> <li>• <b>Industrial Britain:</b> Economic changes, living and working conditions, crime &amp; punishment, social and cultural changes, the British Empire.</li> </ul>                               |
|   | Spring   | <ul style="list-style-type: none"> <li>• <b>Slavery:</b> Triangular trade and slavery, plantation life, slave rebellions, Olaudah Equiano and the case for abolition, life after emancipation.</li> </ul>                              |
|   | Summer   | <ul style="list-style-type: none"> <li>• <b>Britain at War:</b> 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</li> </ul> |
| Assessment Headlines                            | <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 an APS score.</li> <li>• Skills tasks – students will be set specific skills based tasks which they will receive feedback on throughout each unit of work</li> <li>• 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.</li> </ul> |  |
| Useful websites or resources                    | <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>   |  |
| What parents can do to support learning         | <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>   |  |
| 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><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>• Create your own synagogue</li> <li>• How does the synagogue relate to the concept of the Mishkan: is this Gods dwelling place?</li> <li>• What meaning/significance does the synagogue have?</li> <li>• Denominational differences- how and why are they different?</li> <li>• What is a shul; what goes on inside? Beit Tefilla; Beit Midrash; Beit Keneset.</li> <li>• Must Jews pray in a shul or can they pray anywhere?</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>• Becoming a Nation</li> <li>• Jacobs family going down to Egypt; the Israelite Nations wanderings in Sinai</li> <li>• Ma’amad Har Sinai: People receiving the Torah</li> <li>• What does it mean to be chosen people?</li> </ul> <p><b>Late Biblical Period</b></p> <ul style="list-style-type: none"> <li>• Book of Samuel: Choosing a King</li> <li>• 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>• Life in the temple</li> <li>• How did Judaism change after the temple?</li> </ul> |
|  | <p>Spring</p>    | <p><b>UNIT THREE: Jewish History II</b></p> <p><b>The dispersion of Jewry</b></p> <ul style="list-style-type: none"> <li>• Sephardi and Ashkenazi Jewry</li> <li>• The diaspora</li> <li>• Life in France: Rashi</li> <li>• Life in Spain: Rambam &amp; Sephardi communities</li> <li>• Spanish Inquisition</li> <li>• Crusades</li> <li>• Cliffords Tower</li> </ul> <p><b>What did Jewish society look like in the Middle Ages?</b></p> <ul style="list-style-type: none"> <li>• Shtetl Life</li> </ul> <p><b>Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Haskalah</li> <li>• The growth of the Chasidic movement</li> <li>• Chasidim vs. Mitnagdim</li> <li>• The growth of the Reform movement</li> </ul> <p><b>20th Century</b></p> <ul style="list-style-type: none"> <li>• Looking at the different Jewish businesses in the London East End</li> </ul>   |

|  |               |  |
|--|---------------|--|
|  | <p>Summer</p> | <p><b><u>UNIT FOUR: ZIONISM AND BIRTH OF A STATE</u></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;</li> <li>• socialist; Reform;</li> <li>• The founding leaders of Zionism: Herzl; Ahad Ha'am; Rav Kook</li> <li>• Hagunah and Irgun</li> </ul> <p>Declaration of Independence</p> <p><b><u>UNIT FIVE: WORLD FAITHS: SIKHISM AND IS RELIGION BAD?</u></b></p> <p><b><u>RELIGION:SIKHISM</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Sikhism</li> <li>• Who was Guru Nanak?</li> <li>• Gurus and Martyrs</li> <li>• The 5 K's</li> <li>• The Gudwara</li> <li>• The Guru Granth Sahib</li> <li>• Langar</li> <li>• Khalsa</li> </ul> <p><b><u>THEMATIC STUDY: IS RELIGION BAD?</u></b></p> <ul style="list-style-type: none"> <li>• The dangers of religion</li> <li>• Terrorism</li> <li>• Conflict resolution</li> <li>• How can god let suffering happen?</li> </ul> |
| <p><b>Assessment Headlines</b></p>         |               | <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>Extended writing piece on the synagogue- Why is it important?</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 biblical texts and will be assessed on interpreting and analysing the meaning from these texts</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 will showcase their understanding of Zionism in both written and oral presentations</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>   |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/religion/religions/sikhism/">http://www.bbc.co.uk/religion/religions/sikhism/</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/atheism/">http://www.bbc.co.uk/religion/religions/atheism/</a></li> <li>• <a href="http://understandinghumanism.org.uk/what-is-humanism/">http://understandinghumanism.org.uk/what-is-humanism/</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>• 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</li> <li>• Support the ethos of the school</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                             | <b>Jewish Education Beit Midrash</b> |  |
|-------------------------------------|--------------------------------------|--|
| Main topics/areas studied this year | Autumn                               | <p><b><u>UNIT ONE: THE HISTORICAL BOOKS: JUDGES AND SAMUEL</u></b></p> <ul style="list-style-type: none"> <li>• Introducing the others parts of The Tanakh.</li> <li>• Coping with large chunks of text.</li> <li>• Deborah the Judge.</li> <li>• Hannah’s prayer.</li> <li>• Samuel grows up.</li> <li>• Choosing a King.</li> <li>• Saul proves himself.</li> <li>• Saul’s downfall.</li> <li>• Meeting David.</li> <li>• David and Goliath.</li> <li>• The death of Saul.</li> <li>• David and Bathsheba.</li> </ul>  |
|                                     | Spring                               | <p><b><u>UNIT TWO: PROPHETIC TEXTS: JONAH</u></b></p> <ul style="list-style-type: none"> <li>• Studying a complete book.</li> <li>• Obedience and defiance.</li> <li>• Repentance and forgiveness.</li> <li>• Identifying themes within the text.</li> <li>• Creating Jonah the musical.</li> </ul> <p><b><u>UNIT THREE: BIBLICAL NARRATIVES: RUTH AND ESTHER.</u></b></p> <ul style="list-style-type: none"> <li>• Learning the details of the Ruth story.</li> <li>• Discovering details of day to day life in Ancient Israel.</li> <li>• Considering the moral implications of a text.</li> <li>• Looking at themes of religious faith; charitable obligation, conversion and mixed faith marriage and sexual harassment.</li> <li>• Vashti and text versus tradition.</li> <li>• Esther is taken</li> <li>• Haman’s fight with Mordechai.</li> <li>• Esther finds out.</li> <li>• Haman’s emotional turmoil.</li> <li>• Achashverosh’s bad night.</li> <li>• Esther takes control and the grand reveal.</li> <li>• The victory of the Jews.</li> </ul> |

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|  | <p>Summer</p> | <p><b><u>UNIT FOUR: WORLD FAITHS: SIKHISM AND IS RELIGION BAD?</u></b></p> <p><b><u>RELIGION:SIKHISM</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Sikhism</li> <li>• Who was Guru Nanak?</li> <li>• Gurus and Martyrs</li> <li>• The 5 K's</li> <li>• The Gudwara</li> <li>• The Guru Granth Sahib</li> <li>• Langar</li> <li>• Khalsa</li> </ul> <p><b><u>THEMATIC STUDY: IS RELIGION BAD?</u></b></p> <ul style="list-style-type: none"> <li>• The dangers of religion</li> <li>• Terrorism</li> <li>• Conflict resolution</li> <li>• How can god let suffering happen?</li> </ul>   |
| <p>Assessment Headlines</p>                    |               | <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 read and work with large sections of text.</li> <li>• Students will be able to link different parts of text within a book.</li> <li>• students will be able to understand biblical imagery.</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 be able to consider the moral implications of a text.</li> <li>• Students will be able to take moral questions from the text and apply them to modern society.</li> <li>• students will be able to develop techniques of considering different points of view learned in year 7.</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 will be able to explain the structures and history of the Sikh Religion.</li> <li>• Students will be able to consider the moral value of religion.</li> </ul> |
| <p>Useful websites or resources</p>            |               | <ul style="list-style-type: none"> <li>• <a href="http://www.sefaria.org">www.sefaria.org</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://jewishvirtuallibrary.org">jewishvirtuallibrary.org</a></li> </ul>  |
| <p>What parents can do to support learning</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>• 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> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Facilitate debates with their children on the topics we are studying</li> <li>• Support the ethos of the school</li> </ul> |
| <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 1 piece each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>                                     |

| Subject  | <b>Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)</b>   |  |
|--|---|--|
| <b>Main topics/areas studied this year</b>             | Autumn  | <p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>• Money, Foreign Exchange and Decision Making</li> <li>• Credit, Debt, Saving and Bank Accounts</li> <li>• Money Habits and Budgeting</li> </ul> <p><b>Personal and Internet Safety</b></p> <ul style="list-style-type: none"> <li>• Internet Safety – Catfishing</li> <li>• Grooming and Coercion</li> <li>• Knife Crime and Role of Police</li> <li>• Run, Hide, Tell</li> </ul> |
|  | Spring  | <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Intro to Consent</li> <li>• Consent and Being Ready</li> <li>• Pornography and Sexual Images</li> <li>• FGM, Harassment and Upskirting</li> </ul>   |
|  | Summer  | <p><b>Substance Misuse</b></p> <ul style="list-style-type: none"> <li>• Drugs and Peer Pressure</li> <li>• Alcohol</li> <li>• Smoking, Shisha and Vaping</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• Self-Esteem</li> <li>• Body Image</li> <li>• Impact of Social Media</li> </ul>  |
| <b>Assessment Headlines</b>                            | <ul style="list-style-type: none"> <li>• Kvutzah (PSHCE) is delivered by a team of PSHCE specialist teachers and they will be evaluating the impact of learning over time. Teachers regularly monitor students and interventions are put in place for students that teachers have concerns about.</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.</li> </ul> |  |
| <b>Number of lessons per fortnight in this subject</b> | <p>1 lesson per fortnight. There will be a number of informal opportunities outside of lesson for students to take part in.</p>   |  |
| <b>How much Home Learning is expected per week?</b>    | <p>Home learning will be minimal however project work may be set.</p>   |  |



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

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| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>• Four assessments over the year testing three skills: Translation (Latin-English), Comprehension, Understanding of Grammar</li> <li>• Students’ overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term.</li> </ul>   |
| <p><b>Useful websites or resources</b></p>                    | <ul style="list-style-type: none"> <li>• <a href="http://www.cambridgescp.com">http://www.cambridgescp.com</a> (see esp the online vocab tester)</li> <li>• <a href="http://latinipadapps.com/">http://latinipadapps.com/</a></li> <li>• <a href="http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx">http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx</a></li> <li>• <a href="http://www.theclassicslibrary.com">http://www.theclassicslibrary.com</a></li> <li>• <a href="http://www.perseus.tufts.edu/hopper/">http://www.perseus.tufts.edu/hopper/</a></li> <li>• <a href="https://quizlet.com/">https://quizlet.com/</a></li> </ul> <p>Apps</p> <ul style="list-style-type: none"> <li>• Lexidum</li> <li>• Quizlet</li> <li>• Memrise_</li> </ul>  |
| <p><b>What parents can do to support learning</b></p>         | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |
| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>4 lessons per fortnight</p>   |
| <p><b>How much Home Learning is expected per week?</b></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 over night.</p>   |

| Subject   | Maths  |   |  |  |
|---|--|---|--|--|
| <p><b>Main topics/areas studied this year</b></p>             |  | Core  | Core Plus  | Core Challenge   |
|   | Autumn   | Number properties and calculations<br>Shapes and measures in 3D<br>Statistic<br>Expressions and equations | Number<br>Area and Volume<br>Expressions and equations<br>Real-life graphs                   | Factors and powers<br>Working with powers<br>2D shapes and 3D solids<br>Real-life graphs |
|   | Spring   | Decimal calculations<br>Angles<br>Number properties   | Decimals and ratio<br>Lines and angles<br>Calculations with fractions                        | Transformations<br>Fractions, decimals and percentages<br>Constructions and loci         |
|   | Summer   | Sequences<br>Fractions and percentages<br>Probability   | Straight line graphs<br>Fractions, decimals and percentages<br>Statistics, graphs and charts | Probability<br>Scale drawings and measures<br>Graphs                                     |
| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>Students will sit a unit assessment at the end of every topic and an end of year assessment combining all topics in June. The end of year assessment consists of two parts - a non-calculator paper and a calculator paper.</li> </ul>  |   |  |  |
| <p><b>Useful websites or resources</b></p>                    | <ul style="list-style-type: none"> <li><a href="http://www.mymaths.co.uk">http://www.mymaths.co.uk</a> (login details are provided by JCoSS)</li> <li><a href="http://www.mathswatchvle.com">http://www.mathswatchvle.com</a> (login details are provided by JCoSS)</li> <li><a href="https://hegartymaths.com/">https://hegartymaths.com/</a> (login details are provided by JCoSS)</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://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="https://corbettmaths.com/">https://corbettmaths.com/</a></li> <li><a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a></li> <li><a href="https://www.piximaths.co.uk/ks2-ks3-ks4-resource-index">https://www.piximaths.co.uk/ks2-ks3-ks4-resource-index</a></li> <li><a href="https://www.emaths.co.uk/index.php/student-resources/past-papers/key-stage-3-ks3-sat-past-papers">https://www.emaths.co.uk/index.php/student-resources/past-papers/key-stage-3-ks3-sat-past-papers</a></li> </ul> |   |  |  |
| <p><b>What parents can do to support learning</b></p>         | <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 (Mathsgenie and Corbettmaths websites above) and work through at home under timed conditions.</li> </ul>  |   |  |  |
| <p><b>Number of lessons per fortnight in this subject</b></p> | Six lessons per fortnight  |   |  |  |
| <p><b>How much Home Learning is expected per week?</b></p>    | Two home-learning tasks per week will be set.  |   |  |  |

| 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 year, describing school, forming plural nouns, giving opinion about school subjects, discussing school system using impersonal sentences and understanding literary texts.</p> <p><b>Stretch &amp; challenge:</b> Create a presentation (with photographs) to describe your school to an Israeli teenager.</p> |
|   | Spring  | <p><b>Schools in Israel:</b> 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><b>Stretch &amp; challenge:</b> Create a model of your ideal school and prepare a description of it in Ivrit. Include your ideal school rules.</p>  |
|   | Summer  | <p><b>Food:</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 and planning a party.</p> <p><b>Stretch &amp; challenge:</b> 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"> <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>  |   |
| Useful websites or resources                    | <ul style="list-style-type: none"> <li>• Israeli newspaper for advanced/accelerated readers; 'Jpost'</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>   |   |
| 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   |   |

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| <p><b>How much Home Learning is expected per week?</b></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> |
|--|---|

| Subject   | Music  |  |
|---|--|--|
| Main topics/areas studied this year             | Autumn   | Minimalism – creating and manipulating musical ideas<br>Programme Music – composing music to tell a story        |
|   | Spring   | Blues – improvising using the 12 bar blues and blues scale<br>Folk – learning about the folk tradition           |
|   | Summer   | Film Music – creating music for a short film<br>Battle of the Bands – devising s 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 <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a><br>Music Theory <a href="https://www.teoria.com/">https://www.teoria.com/</a><br>Music Theory <a href="https://www.musictheory.net/">https://www.musictheory.net/</a><br>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.<br>Listen to a wide variety of music.<br>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   | Physical Education   |
|---|--|
| <p><b>Main topics/areas studied this year</b></p>             | <p>Sports</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Badminton</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Dance</li> <li>• Football</li> <li>• Gymnastics</li> <li>• Handball</li> <li>• Netball</li> <li>• Rounders</li> <li>• Table Tennis</li> </ul>  |
| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>• Students complete a theory test once a term</li> <li>• Students are assessed for each sport that they complete each half term.</li> <li>• Overall JCoSS grade is a combination of practical scores and theory test results.</li> </ul>  |
| <p><b>Useful websites or resources</b></p>                    | <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 PE Channel – <a href="http://www.youtube.com/channel/UCzrnTYnEFwPASrDObKXLc9g/featured">www.youtube.com/channel/UCzrnTYnEFwPASrDObKXLc9g/featured</a></li> <li>• Maccabi GB – <a href="http://www.maccabigb.org">www.maccabigb.org</a></li> <li>• BBC Bitesize – <a href="http://www.bbc.co.uk/bitesize/examspecs/zxbg39g">www.bbc.co.uk/bitesize/examspecs/zxbg39g</a></li> </ul> |
| <p><b>What parents can do to support learning</b></p>         | <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> <li>• Help revise theory tests on the JCoSS PE YouTube account</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>Home learning is expected prior to students completing the theory test. This will be set via insight</p>  |



| Subject   | Science   |   |
|---|---|---|
| Main topics/areas studied this year             | Autumn  | Mixtures & Separation techniques, Adaptation & Evolution, |
|   | Spring  | Electricity, Detailed particle model                      |
|   | Summer  | Human reproduction, Forces & Pressure                     |
| 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><br/> <a href="http://www.bbc.co.uk/bitesize/ks3/science/">http://www.bbc.co.uk/bitesize/ks3/science/</a><br/> <a href="http://www.freezeray.com/">http://www.freezeray.com/</a><br/> <a href="http://www.echalk.co.uk/">http://www.echalk.co.uk/</a><br/> <a href="http://www.planet-science.com/">http://www.planet-science.com/</a><br/> <a href="http://www.schoolscience.co.uk/">http://www.schoolscience.co.uk/</a><br/> <a href="http://www.arkive.org/">http://www.arkive.org/</a><br/> <a href="http://royalsociety.org/">http://royalsociety.org/</a><br/> <a href="http://scienceteachinglibrary.wordpress.com/">http://scienceteachinglibrary.wordpress.com/</a><br/> <a href="http://www.csiro.au/resources/DIYScience">http://www.csiro.au/resources/DIYScience</a><br/> <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 | 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.   |   |



| Subject                                    | Spanish       |  |
|--|---------------|--|
| <p>Main topics/areas studied this year</p> | <p>Autumn</p> | <p><b>Mi vida</b></p> <ul style="list-style-type: none"> <li>• Introduction to spanish culture – geography, history, cuisine, language etc.</li> <li>• Getting used to Spanish pronunciation and the alphabet</li> <li>• Introducing yourself <b>to include expressing your name, age, birthday</b></li> <li>• Using numbers</li> <li>• Talking about age, family members and pets and introducing basic opinions</li> <li>• Talking about your personality using ser and tener</li> <li>• Describing others</li> <li>• Using possessive adjectives</li> <li>• Describing your hair and eye colour</li> <li>• Saying what other people look like</li> <li>• Writing a text for a time capsule and adding a variety to your writing</li> <li>•</li> </ul> <p><b>Module 2 (Mi tiempo libre)</b></p> <ul style="list-style-type: none"> <li>• Saying what you like to do</li> <li>• Consolidating giving opinions</li> <li>• Saying what you do (and did ) in your spare time</li> <li>• Using <i>-ar</i> verbs in the present tense</li> <li>• Talking about the weather - Using <i>cuando</i> (when)</li> <li>• Saying what sports you do (and did) and expressing opinions</li> <li>• Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</li> <li>• Reading about someone’s favourite things</li> <li>• Understanding more challenging texts</li> <li>• Taking part in a longer conversation</li> </ul> |
|  | <p>Spring</p> | <p><b>Viva 1 Module 3 (Mi insti)</b></p> <ul style="list-style-type: none"> <li>• Saying what subjects you study</li> <li>• Consolidation of <i>-ar</i> verbs to say what ‘we’ do</li> <li>• Consolidation of giving opinions about school subjects</li> <li>• Consolidation of using <i>me gusta(n) + infinitive</i></li> <li>• Describing your school using ‘qualifiers, adjectives, connectives, negatives opinions and time phrases</li> <li>• Using the words for ‘a’, ‘some’ and ‘the’</li> <li>• Talking about break time and what you do normally</li> <li>• Using <i>-er</i> and <i>-ir</i> verbs’</li> <li>• Telling the time</li> <li>• Writing a longer text about your school</li> <li>• Checking your written work is accurate</li> <li>• Reading about the right to education</li> </ul> <p><b>Viva 1 Module 4 (Unit 4 – Cómo es tu casa) and Module 5 (Mi ciudad) – to be able to describe town/house and use the future tense</b></p> <ul style="list-style-type: none"> <li>• Describing your house or flat (Module 4, viva 1)</li> <li>• Using the verb <i>estar</i> (to be) and introducing how it differs from Ser.</li> <li>• Describing your town or village and what you can do in your town</li> </ul>  |

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|---|--|--|
|   |  | <ul style="list-style-type: none"> <li>Using ‘a’, ‘some’ and ‘many’ in Spanish</li> <li>Using the verb <i>ir</i> (to go) in the present</li> <li>Saying what you are going to do at the weekend – introduce using the <b>near future tense</b></li> </ul>  |
|   | Summer   | <p><b>Viva 2 Module 3 (A comer)</b></p> <ul style="list-style-type: none"> <li>Ordering in a café</li> <li>Using the verb <i>querer</i> (to want)</li> <li>Saying what food you like and dislike and why</li> <li>Using a wider range of opinions - Consolidating negatives</li> <li>Describing mealtimes – revisit time &amp; cultural differences</li> <li>Ordering a meal</li> <li>Using <i>usted / ustedes</i></li> <li>Aim to Introduce preterite – describe a recent party / festival</li> <li>Consolidating the near future – by discussing ideas for a party</li> <li>Using three tenses together</li> <li>Grammar consolidation from what has been taught during the year to prepare for year 9.</li> </ul> |
| Assessment Headlines                            | <ul style="list-style-type: none"> <li>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.</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.languagesonline.org">www.languagesonline.org</a></li> <li><a href="http://www.activeteachonline.com">www.activeteachonline.com</a> (your child will have a username and password)</li> <li>Spanish guide provide free of charge for home revision and support in lessons</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 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.  |  |

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|  | <p>Spring</p> | <p><b>Viva 1 Module 3 (Mi insti)</b></p> <ul style="list-style-type: none"> <li>• Saying what subjects you study</li> <li>• Consolidation of <i>-ar</i> verbs to say what ‘we’ do</li> <li>• Consolidation of giving opinions about school subjects</li> <li>• Consolidation of using <i>me gusta(n) + infinitive</i></li> <li>• Describing your school using ‘qualifiers, adjectives, connectives, negatives opinions and time phrases</li> <li>• Using the words for ‘a’, ‘some’ and ‘the’</li> <li>• Talking about break time and what you do normally</li> <li>• Using <i>-er</i> and <i>-ir</i> verbs’</li> <li>• Telling the time</li> <li>• Writing a longer text about your school</li> <li>• Checking your written work is accurate</li> <li>• Reading about the right to education</li> </ul> <p><b>Viva 1 Module 4 (Unit 4 – Cómo es tu casa) and Module 5 (Mi ciudad) – to be able to describe town/house and use the future tense</b></p> <ul style="list-style-type: none"> <li>• Describing your house or flat (Module 4, viva 1)</li> <li>• Using the verb <i>estar</i> (to be) and introducing how it differs from <i>Ser</i>.</li> <li>• Describing your town or village and what you can do in your town</li> <li>• Using ‘a’, ‘some’ and ‘many’ in Spanish</li> <li>• Using the verb <i>ir</i> (to go) in the present</li> </ul>  |

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| <p><b>Assessment Headlines</b></p>                            | <ul style="list-style-type: none"> <li>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.</li> <li>Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term.</li> </ul>  |  |
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| <p><b>Number of lessons per fortnight in this subject</b></p> | <p>4 lessons per fortnight</p>   |  |
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