

GRADE 8/9

INTERNATIONAL SCHOOL OF BEARN

Parent Curriculum Guide



Parent Curriculum Guide

Grade 8/9

Contents

CONTENTS	Page
Contents page	1
Welcome to Grade 8/9	2
Homework	3
English	4
Mathematics	6
Science	9
History	12
Geography	13
Design and Technology (D&T)	14
ICT	16
Music	17
Art	18
French as a Foreign Language	19
French as a Mother Tongue	20
Spanish	21
English as a Second Language	22
Physical Education (PE)	23
Drama	24
Library	25

WELCOME TO GRADE 8/9

Dear Parents,

Your child is now entering Grade 8, the second year of Key Stage 3.

The National Curriculum in the UK defines the minimum educational requirements for students of compulsory school age (5-16 years). It is organised on the basis of five Key Stages. At the end of each Key Stage, students take assessments to determine the levels they have reached.

- ✓ *Foundation Stage (Early Years and Reception/3-5 year olds)*
- ✓ *Key Stage 1 (Grades 1-2/5-7 year olds) Primary School*
- ✓ *Key Stage 2 (Grades 3-6/7-11 year olds) - Primary School*
- ✓ *Key Stage 3 (Grades 7-9/11-14 year olds) - Secondary School*
- ✓ *Key Stage 4/IGCSE (Grades 10-11/14 – 16 year olds) - Secondary School*
- ✓ *International Baccalaureate Diploma (Grades 12-13/16 – 18 year olds) - Secondary School*

In this booklet, you will find an outline of the topics we will be covering through the year in each subject.

We hope this information will be useful for you to support your child at home.

Individual subject areas are named below alongside the teachers responsible for planning and delivering that part of the curriculum.

Subject	Person responsible
English	English / Humanities teacher
Mathematics	Science teacher
Science	Science teacher
History	English / Humanities teacher
Geography	English / Humanities teacher
Design and Technology	Science teacher
ICT	ICT teacher
Music	Music teacher
Art	Art teacher
French as a foreign language	FLE language teacher
French as a mother tongue	FLM language teacher
Spanish	Spanish language teacher
English as a second language	ESL language teacher
Physical Education	Class teacher or specialist instructors
Drama	Drama teacher

In mixed year groups, according to the best interests of the class, the range of work may be a composite programme.

If you want more information on the main subjects' schemes of work, go to www.standards.dfes.gov.uk/schemes3

HOMework

Homework is an integral part of our curriculum. The nature and amount of homework vary according to the age and individual needs of the pupil and activity being undertaken. The school sets four main aims for its homework policy:

1. to develop the very useful habit of regular unsupervised work;
2. to extend the amount of time available for study;
3. to enable the children to follow further interests they have developed in school;
4. to encourage greater parental awareness of and involvement in their child's learning.

Homework will only be most effective if all concerned understand the pattern and format of all activities. A home/school diary is given to record all work set and provide a means of communication between school and parents. This should be signed weekly as a record of completion. We are conscious of the fact that homework tasks need to be worthwhile and that at this age, children often have many outside interests which they and parents are keen for them to follow. We are very keen to get the right balance, both in the amount and the type of homework that children are given.

- **Homework: the teacher's role**

Homework assignments are an extension or reinforcement of activities carried out during class lessons. Tasks are set within the student's ability to enable them to work independently at home.

- **Homework: the role of parents at home**

Parents should be supportive and use the homework task as a means of positive involvement in their child's learning and participation in school activities.

If your child has been unable to do the homework, has not understood the work or spent too much time on it, a note of explanation should be written to the teacher involved.

- **If your child is absent from school due to sickness**

A parent who wishes to receive homework for his/her child must make a request to the teacher or the office. Parents must remember that homework is a consolidation of class activities and it is not always possible to set a task immediately.

- **If your child is absent from school for other reasons**

Any parent who insists on taking their child away for extra holidays during the term time must accept that no homework will be set and that their child may have to make up the work missed upon returning to school.

- **Extra homework given by the teachers**

The teachers have the right to ask a child to catch up with class work at home if he/she has noticed that the child has not worked sufficiently during class time. In that case, the teacher will write a note to the parents in the diary stating why the extra work has been given.

- **Homework Timetable**

At the beginning of each school year students will be issued with a homework timetable indicating which subjects will set homework on which day.

English

Aims and Purposes of English

At Key Stage 3 English seeks to:

- Provide pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- Enable all pupils to develop sophisticated literacy skills
- Promote continuity and progression between KS2 and KS3.
- Improve and consolidate pupils' knowledge, skills and understanding in English.

The Key Stage 3 framework for teaching English is structured as follows:

- **Writing**

Grade 8/9 Expectations

By the end of grade 8/9 most pupils should be able, independently, to:

- ✓ write a coherent, well-organised, continuous text (of at least 300 words) of descriptive/explanatory, informative or persuasive writing
- ✓ link ideas in sentences, showing more complex connections
- ✓ use correctly a range of punctuation marks

Grade 8/9 Writing Objectives

- ✓ organise facts/ideas/information in an appropriate sequence
- ✓ group sentences into paragraphs that are clearly focused and well developed
- ✓ link ideas and paragraphs into continuous text which is organised and coherent
- ✓ show relationships between ideas by links which show purpose, (*in order to, so that*) and reservations (*although, unless, if*)
- ✓ use punctuation correctly (*full stops, commas, dashes, brackets, bullet points, colons*) to extend and clarify sentences

- **Speaking and Listening**

Grade 8/9 Expectations

By the end of grade 8/9 most pupils should be able, independently, to:

- ✓ use more speculative types of questions which show engagement with subject concepts (including any misconceptions)
- ✓ explain the process and/or findings of investigations, research, etc, using subject terminology and concepts
- ✓ listen, evaluate and comment fully on the main points of what they have heard
- ✓ contribute in different ways to sustained group work to carry out and report on a task

Grade 8/9 Speaking and Listening Objectives

- ✓ discuss and question what they are learning and how it is relevant in other contexts or when using different variables
- ✓ describe and evaluate how the work was undertaken and what led to the conclusions
- ✓ listen for a specific purpose, note the main points and consider their relevance and validity
- ✓ discuss and respond to initial ideas and information, carry out the task and then review and refine ideas

- **Reading**

Grade 8/9 Expectations

By the end of grade 8/9 most pupils should be able, independently, to:

- ✓ read with understanding an information text of at least 12 paragraphs written in continuous prose and grasp the key messages, both implicit and explicit
- ✓ synthesise information and ideas from different sources, when reading for specific purposes
- ✓ evaluate the usefulness and appropriateness of information and texts
- ✓ select and use appropriate strategies to read for identified subject purposes

Grade 8 Reading Objectives

- ✓ understand information which is not explicitly stated or that the reader is assumed to understand
- ✓ select relevant information and link to other information, from a range of sources
- ✓ distinguish facts from hypotheses/theories/opinions and how far the information is complete and helpful
- ✓ undertake independent research using knowledge of how texts, databases, etc are organised and of appropriate reading strategies

- **Vocabulary and Spelling**

Grades 7, 8 and 9 Vocabulary and Spelling Objectives

- ✓ read and use accurately vocabulary which relates to key concepts in the subject
- ✓ distinguish between everyday uses of words and their subject-specific use
- ✓ recognise links between words related by word families and roots
- ✓ understand and use correctly terms of qualification (*fully, slightly, similarly, mostly*) and comparison (*less, fewer, more, most, ...er/est*)
- ✓ learn and spell subject-specific key words correctly
- ✓ use their knowledge of spelling patterns and sentence grammar to avoid errors and confusions
- ✓ use strategies to attempt, find and check spellings

In grade 8/9, we will work on all aspects of the Key Stage 3 English framework using a range of texts chosen from the following areas:

- Recent and contemporary fiction
- Literary non-fiction (diaries, biographies, autobiographies)
- Classic literature
- Information and reference texts
- Media texts (editorials, leaflets, adverts)
- Poetry – classic and contemporary
- Playscripts

The Mathematics Curriculum.

Mathematics in grades 7, 8 and 9 follows the National Curriculum framework as set out by the DfES. The teaching programmes continue and extend the progression and expectations in the Primary Framework seeking to ensure that all students have the skills and understanding they will need in everyday life, whilst also encouraging their ability to think both logically and creatively.

The yearly teaching programmes for grades 7 to 9 are organised in six strands linked to the National Curriculum programmes of study.

The six strands and the topics they cover are:

Using and Applying Mathematics to Solve Problems

- Problem solving and applications in a variety of contexts to develop reasoning, thinking and communication skills

Numbers and the Number System

- Place value, ordering and rounding
- Integers, powers and roots
- Fractions decimals, percentages, ratio and proportion

Calculations

- Number operations and the relations between them
- Mental methods and rapid recall of number facts
- Written methods
- Calculator methods
- Checking results

Algebra

- Equation, formula and identities
- Sequences, functions and graphs

Shape, Space and Measures

- geometrical reasoning: lines, angles and shapes
- transformations
- coordinates
- construction and loci
- measures and mensuration

Handling Data

- Specifying a problem, planning and collecting data
- Processing and representing data
- Interpreting and discussing results
- Probability

Overview of Grade 8/9

Resources

The main text book used in the teaching of maths in Grade 8/9 is 'Maths Connect 2' published by Heinemann and which is specifically written around the National Curriculum Framework. There are three books in the series for each year group which take into consideration all levels of ability. All three are used to support and extend students as well as provide the core curriculum. Various other texts and resources are used as well as work written and produced by subject teachers to suit a group's specific needs.

AUTUMN TERM

a) Number / Algebra 1 : Integers, Powers and Roots

- ✓ Adding and subtracting integers
- ✓ Multiplying and dividing integers
- ✓ Powers and roots
- ✓ Sequences and patterns
- ✓ Generating sequences
- ✓ Describing sequences

b) Shape, Space and Measure 1: Angles and Shapes

- ✓ Angles
- ✓ Calculating angles
- ✓ Quadrilaterals
- ✓ Solving geometric problems
- ✓ Construction
- ✓ Perpendiculars

c) Number 2: Fractions, Decimals and Percentages

- ✓ Fractions and decimals
- ✓ Ordering fractions
- ✓ Adding and subtracting fractions
- ✓ Multiplying and dividing fractions
- ✓ Percentages
- ✓ Percentage increase and decrease

d) Handling Data 1: Probability

- ✓ Probability
- ✓ Diagrams and tables
- ✓ Tree diagrams
- ✓ Estimating probability
- ✓ Comparing probabilities

e) Algebra 2: Equations and Formula

- ✓ Index notation
- ✓ Simplifying expressions
- ✓ Using algebraic expressions
- ✓ Substitution
- ✓ Solving problems involving brackets
- ✓ Using algebra to solve problems

f) Shape, Space and Measure 2: Measures

- ✓ Metric measures
- ✓ Imperial measures
- ✓ Triangles
- ✓ Parallelograms and trapeziums
- ✓ Volumes of cuboids
- ✓ Surface area

SPRING TERM

a) Number 3: Place, Value and Calculation

- ✓ Tests for divisibility
- ✓ Multiplying and dividing by 0.1 and 0.01
- ✓ Ordering decimals
- ✓ Rounding
- ✓ Prime factors
- ✓ LCMs and HCFs
- ✓ Square roots

b) Algebra 3: Diagrams and Graphs

- ✓ Mappings
- ✓ Drawing graphs
- ✓ Investigating the gradient
- ✓ Finding the coordinates
- ✓ Distance-time graphs

- c) **Shape, Space and Measures 3: Transformations**
- ✓ Combining transformations
 - ✓ Reflection and rotation symmetry
 - ✓ Enlargement
 - ✓ Scale factor and ratio
 - ✓ Ratio and proportion
 - ✓ Congruence

- d) **Algebra 4: Solving Equations**
- ✓ Solving equations
 - ✓ Solving complex equations
 - ✓ Solving equations with divisors
 - ✓ Substitution into formula
 - ✓ Constructing formulae

- e) **Handling data 2: Analysing Statistics**
- ✓ Two-way tables
 - ✓ Calculating statistics
 - ✓ Scatter graphs
 - ✓ Calculating the mean
 - ✓ Drawing diagrams
 - ✓ Interpreting data

- f) **Number 4: Calculations**
- ✓ Inverse operations
 - ✓ Brackets
 - ✓ Multiplication
 - ✓ Division
 - ✓ Mental calculations

SUMMER TERM

- a) **Algebra 5: Equations and Graphs**
- ✓ More simplifying
 - ✓ More indices
 - ✓ Simplifying
 - ✓ Using algebra to solve problems 2
 - ✓ Finding the function
 - ✓ Conversion graphs
 - ✓ Interpreting graphs
 - ✓ Graphs from real life

- b) **Number 5: Ratio, Proportion and Solving Problems**
- ✓ Direct proportion
 - ✓ Simplifying ratio
 - ✓ Multi step problems

- c) **Space, Shape and Measure 4: Constructions**
- ✓ Plans and elevations
 - ✓ Drawing shapes
 - ✓ Scale drawings
 - ✓ Mid-points
 - ✓ Bearings
 - ✓ Loci
 - ✓ Shapes and paths

- d) **Handling Data 3: Collecting, Displaying and Analysing Data**
- ✓ Comparing two distributions
 - ✓ Line graphs
 - ✓ Planning and investigation
 - ✓ Collecting data
 - ✓ Displaying data
 - ✓ Communicating results

Assessment

Opportunities for assessment are built into each unit of work. Students are assessed continually through the marking of classwork, project work and homework. At the end of each unit students are given a formal test which is pitched at an appropriate level for the group. The outcomes are used to review individual progress and check whether students are ready to move onto the next activity or require additional support and challenge. Near the end of the year a final examination is taken to assess students' progress over the whole year. This mathematics test is based on optional National Curriculum tests set by the QCA.

The Science Curriculum

Science in grades 7, 8, and 9 follows the National Curriculum Framework as set out by the DfeS. It builds on the knowledge, understanding and skills pupils have developed in Key Stage 2 in grades 3, 4, 5 and 6. Within the schemes of work, students study 12 units as set out in the programme of study each year. An investigative approach through experiment and scientific enquiry is used throughout each unit of work. The schemes of work are designed to develop an interest in science, an enquiring mind and investigative skills necessary to appreciate the position of science in the world we live in.

Aims and Purposes of Science

Our aim in Science is to offer children the opportunity to:

- *build on their scientific knowledge and understanding from key stage 2 and make connections between different areas of science;*
- *use scientific ideas and models to explain phenomena and events;*
- *understand a range of familiar applications of science;*
- *think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;*
- *carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;*
- *communicate what they did and its significance;*
- *learn how scientists work and the importance of experimental evidence in supporting scientific ideas.*

Content of Science at Key Stage 3

In the programme of study for science, the content is set out in a sequence of statements covering:

- **Scientific Enquiry (Sc1)**

Scientific enquiry has a central place in science because it helps students to understand how scientific ideas are developed and because the skills and processes of scientific enquiry are useful in many everyday applications.

Students need the experience of scientific investigation so that they can:

- ✓ Test out ideas experimentally
- ✓ Develop practical skills
- ✓ Carry out investigative field work
- ✓ Use collaborative approaches to solving problems
- ✓ Appreciate the importance of experimental evidence.

The different types of scientific enquiry can include:

- ✓ Pattern seeking
- ✓ Use of first-hand secondary sources of information
- ✓ Identification and classification
- ✓ Fair tests and control of variables
- ✓ Use of experimental models to explore an explanation.

- **Life Processes and Living Things (Sc2)**

- **Materials and their Properties (Sc3)**

- **Physical Processes (Sc4)**

Overview of Grade 8/9

Resources

The main text book used for grade 8/9 is Science Scheme 2 published by Heinemann which is specifically written around the National Curriculum Framework. This is further supplemented by other materials gathered from a variety of sources including text books CD ROMS, the internet and good practice gained from experienced teachers over a number of years. The course also provides opportunities for ICT, numeracy and literacy in keeping with NC guidelines.

The topics covered in Grade 8/9

Students follow a balanced science course. This comprises of 12 units of work which focus on the practical and study skills necessary for the students to develop into competent scientists. Biology (Sc2), Chemistry (Sc3) and Physics (Sc4) topics make up the twelve units of work with the Scientific Enquiry skills (Sc1) taught across all units.

- **Sc 2 Biology**

8/9A Food and Digestion	8/9B Respiration	8/9C Microbes and Disease	8/9D Ecological Relationships
Different food combinations for balanced diets	Supply of materials needed for respiration	Characteristics of micro-organisms	Identification of organisms and population comparisons
Breakdown of food by digestion	How animals and plants release energy	Growing micro-organisms to make products	Feeding relationship models
Food for energy growth and repair	The process of respiration is similar in all cells	The role of micro-organisms in infectious diseases	How living things in the community affect each other
		The body's defence system	Effect of the environment on living things
		How immunisation can protect against microbial infections	

- **Sc 3 Chemistry**

8/9E Atoms	8/9F Compounds and Mixtures	8/9G Rocks and Weathering	8/9H The Rock Cycle
That a huge range of materials are made from a small number of elements	Distinguish between elements and compounds	Rock texture as a key characteristic of rock types	The major rock forming processes
Each element is composed of one sort of element only	Symbol and formula representation	Model rock texture	How rock forming processes are linked by the rock cycle
The characteristics of some elements	Chemical changes as a process in which atoms join together	The processes of weathering, erosion, transportation and sedimentation	Key characteristics of igneous, sedimentary and metamorphic rocks
Use of the particle model to describe what happens when elements combine	Distinguish between chemical reactions in which new compounds are formed	Relate rock formation to processes observed in other contexts	Model rock forming processes
		Processes operating on different timescales	Relate other processes like crystallisation in the rock cycle

- **Sc 4 Physics**

8/9I Heating and Cooling	8/9J Magnets and	8/9K Light	8/9L Sound and Hearing
---------------------------------	-------------------------	-------------------	-------------------------------

	Electromagnets		
The need for a temperature scale	Identify magnetic materials, make a magnet and test its strength	Build on experiences of light and its effects	Build on experiences of sound and hearing
Distinguish between heat and temperature	Use concept of magnetic field of a permanent and electromagnet	How we see objects	Sound travelling through media
Mechanisms of heat transfer, conduction convection and radiation	Factors affecting the strength of an electromagnet	Represent light as a ray and explain reflection and refraction	How the ear works and the harmful effects of loud noise
Expansion and change of state in solids, liquids and gases	Explain the workings of a number of devices that use magnets	The origin of coloured light, the affects of filters and coloured objects	
Using the particle model to explain conduction, convection, changes of state			

Assessment.

Opportunities for assessing students' progress are built into each unit. They are assessed continuously through the marking of classwork, investigation work and homework. At the end of each unit the students sit a formal test which is pitched at an appropriate level for each year group. The outcomes are used to review individual progress and check whether students are ready to move on to the next activity or require more support or challenge. They also provide a framework for giving feedback to students. Near the end of the academic year a final examination is taken to monitor the students' progress over the whole year.

History

Aims and Purposes of History

Our aim in History is to offer children the opportunity to:

- *learn about the past in Britain and the wider world;*
- *consider how the past influences the present;*
- *find out about what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions;*
- *develop a chronological framework;*
- *see the diversity of human experience and understand more about themselves as individuals and members of society;*
- *reflect on their personal choices, attitudes and values;*
- *use evidence, weigh it up and reach their own conclusions;*
- *research, sift through evidence and argue a point of view.*

During key stage 3 pupils learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

In Grade 8/9 we will cover the following units:

- **Black Peoples of the Americas**

The programme covers the history of slavery in the British Empire and reasons for its abolition. Students also learn about black peoples within American society. They are encouraged to consider the changing experiences of the black community, as well as changes within America as a whole, as black peoples moved from slavery to freedom, and towards equality. There are opportunities to examine the varied part played by black peoples in American life and culture, and to reflect upon the nature of 'freedom' in America.

- **The French Revolution and the Rise and Fall of Napoleon**

In this unit students will learn about the main events of the French Revolution during its years of most dramatic change and how some of these events have been interpreted and represented in different ways. They will consider the nature and causes of the revolution. Students will then study the rise and fall of Napoleon Bonaparte and assess his impact on France and the rest of Europe.

- **The Russian Revolution – Research Project**

Students will conduct independent research into the causes, events and consequences of the Russian Revolution. Each student will be assigned a specific area to prepare including Russia during the World War One and the two revolutions of 1917.

Assessment

Students will be assessed in a variety of ways throughout the year, which will together contribute to their final assessment grade. Homework and assessment tasks will be given during every unit of study. These

could take a variety of forms including investigations, presentations, essays, project work etc. Each piece of work that is assessed will be marked on one or more of the following points:

- Knowledge and Understanding
- Understanding and Application of Concepts
- Application of Skills
- Organization and Presentation

Geography

Aims and Purposes of Geography

Geography teaching offers opportunities to:

- *stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;*

- *foster pupils' sense of wonder at the beauty of the world around them;*
- *help pupils to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance pupils' sense of responsibility for the care of the earth and its people.*

In Grade 8/9, we will cover the following units

- **Coasts, Rivers and Flooding**

The focus of this unit is geomorphological patterns and processes. Students learn about the process of weathering and investigate the stages and processes of river and coastal landforms. They go on to investigate the environmental planning and management of rivers and coastal areas and consider the tensions between development and conservation. Students also consider the effects of flooding and how people deal with them. They look at the causes of river and coastal flooding and compare the impact of flooding in a UK location with the impact of a similar flood in Bangladesh.

- **Ecosystems**

In this unit students learn what an ecosystem is and some of the main types of ecosystem on earth. They then investigate the nature of rainforest ecosystems, focusing primarily on the Amazon rainforest. Students look at rainforest ecology; indigenous peoples of the rainforest and the threat posed to this ecosystem by economic activity. Finally, students complete a report on what should be done to protect the rainforest.

- **Focus on France**

In this unit students Look at the physical and human geography of France along with patterns of economic activity and their impact. Students will also complete a local study of the area around Pau.

Assessment

Students will be assessed in a variety of ways throughout the year, which will together contribute to their final assessment grade. Homework and assessment tasks will be given during every unit of study. These could take a variety of forms including investigations, presentations, essays, project work etc. Each piece of work that is assessed will be marked on one or more of the following points:

- Knowledge and Understanding
- Understanding and Application of Concepts
- Application of Skills
- Organization and Presentation

Design and Technology

The Design and Technology Curriculum

Design and Technology in grades 7, 8 and 9 uses the National Curriculum Framework as a basis only for the teaching programmes enabling the programmes of study to be written around the needs of the students, staff expertise, school facilities and the whole school integrated approach the school has developed to some extra-curricular activities. However the aims and purposes of design and technology remain the same as those of the National Curriculum.

Aims and Purposes of Design Technology

At Key Stage 3 design and technology offers opportunities for pupils to:

- Develop their design and making skills
- Develop an understanding of materials and components
- Develop an understanding of systems and control and structures
- Nurture creativity and innovation through designing and making
- Explore values about attitudes to the man made world and how we live
- Develop a critical understanding of processes, products and their contribution to our society
- Prepare for making a contribution to life and work in a technological society
- Relate and apply knowledge and understanding from across the curriculum

Content of Design and Technology at Key Stage 3:

In the programme of study for design and technology, students will learn to solve problems following a form of the ‘Design Process’. They will be encouraged to be creative and imaginative when formulating ideas and to develop practical skills using hand and simple machine processes.

The courses are a progression of learning modules usually based on design and make assignments (DMTs). Some will be predominantly skills based while others could be analytical or design based requiring an imaginative response. Each course can be broken down into the following elements:

Analytical skills	Research skills	Designing skills
Product analysis Research analysis Data analysis Systems analysis Problem analysis	<u>Primary research</u> Books/ magazines Reports/articles Internet/CD ROMs Existing products	Product specification Generation of ideas Developing solutions Computer aided design
Planning	<u>Secondary research</u> Client interviews Surveys/questionnaires Models/mock-ups	Manufacture
Production of working drawings Selection of materials Methods and procedures Production time scale	<u>Market surveys</u> Product testing	Measurement and marking out Cutting and shaping Combining Finishing and treating Assembling
Evaluating	Communication	
Evaluation of ideas Evaluation of end product Testing Modifying	Simple 2D sketching 3D drawings- isometric/oblique/perspective Orthographic drawings Written reports	Verbal presentations Data presentation Models and mock-ups Computer generated drawings/models

Overview of Grade 8/9

Modules of work for grade 8/9 will include some of the following depending on the previous experiences of the group.

- **Product analysis** Soft drinks can
- **Mechanisms** Gears and Motion Challenge
- **Clock Face** Based on a given theme
- **Business Stationery** Logo letterhead, business card
- **Electronic product** Electronic dice
- **Stage set design** School summer production

Modules will be improved or modified, added or discarded in an on-going review of course content, resources available and success of final outcome.

Assessment

Students will be encouraged to work individually and in groups with specific areas of responsibility. Their work will be assessed after each module is completed. Each module will have a slightly different emphasis and students will be made aware of their attainment level and how to improve on it.

At the end of each year students will be awarded a National Curriculum level of attainment. At Key Stage 3 the levels range from 1 to 8 with the great majority of students working within the 3-7 range. At the end of KS3 the subject teacher will assess the level each child has reached in accordance with the National Curriculum criteria with the majority of students expected to reach level 6.

ICT

The Information Communication Technology Curriculum

ICT in grades 7, 8 and 9 uses the Framework set out by the DfES National Strategy for Key Stage 3 as a basis for the ICT curriculum. During Key Stage 3 the aim is to enable students to become independent users of ICT tools and information sources. Where possible, students will be able to undertake tasks such as the production of the Programme and Publicity material for the School productions.

ICT offers opportunities for students to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;
- Develop initiative and independent learning skills;
- Acquire knowledge and understanding of the quality and reliability of information;
- Learn how to undertake a range of increasingly tasks using a variety of ICT tools;
- Understand how ICT can help their work in other subjects;
- Develop the ability to judge when and how to use ICT and where it has its limitations;
- Acquire an understanding of the application and use of ICT in the outside world.

The teaching objectives are:

Finding things out by	Develop ideas and make things	Exchange and share information
Using data and information sources Searching and selecting Organising and investigating	Analyse and automate processes Models and modelling Control and monitoring	Fitness for purpose Refine and present information Communicate

Grade 8/9

The units which may be undertaken in Grade 8/9 provide opportunities for work on web publishing, data handling and information searching, data protection and integrating applications. The units may include:

- Public Information Systems
- Publishing on the Web
- Information: Reliability, Validity and Bias
- Data: Use and Misuse
- Systems: integrating applications to find solutions

Assessment

There is no National Assessment of ICT at Key Stage 3 but internal school assessments will be used to identify progress of each student to enable support or further challenge to be given where appropriate. Assessment will be achieved by monitoring classwork, the marking of homework and the assessing of various assignments that are undertaken throughout the year, continuous assessment in effect.

Music

Aims and Purposes of Music

Our aim in Music is to offer children the opportunity to:

- *develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgements about music quality;*

- *acquire the knowledge, skills and understanding needed to make music, eg in community music making, and, where appropriate, to follow a music-related career;*
- *develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, eg listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.*

In Grade 8/9, we will cover the following units:

- **Swinging**

To learn about syncopation - duration, structure, strong/on beat and weak/off beat, to sing expressively “with a swing”.

- **Rhythm**

To develop the sense of rhythm using different rhythmical patterns, accents, to make links with visual art and syncopation, to identify music with strong syncopation, to compare music of different styles.

- **The American Influence**

To display the musical knowledge in class discussion, to control the singing through control of breathing, dynamics and expression, to demonstrate an understanding of style of the composition.

- **The Blues**

To improvise a rhythmic accompaniment, to sing the blues with expression and style, to learn about some of the characteristics of blues.

- **Rounds and Descants**

To identify the different singing voices, to perceive music in a number of different parts, to sing an independent part, a round structure.

- **Classical Music**

To listen and discuss sessions, to analyse the different styles in classical music.

Art

Aims and Purposes of Art and Design

Our aim in Art and Design is to offer children the opportunity to:

- *develop their creativity and imagination through visual, tactile and sensory experiences;*
- *develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings;*

- *learn to make value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments;*
- *explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design in the contemporary world and in different times and cultures.*

Content of Art and Design at Key Stage 3

In art and design, pupils develop skills and techniques in order to be able to:

- explore and develop ideas;
- investigate and make art, craft and design;
- evaluate and develop work.
- improve skills and study techniques
- develop on-going sketchbook work

They acquire and apply knowledge and understanding of:

- the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences;
- codes and conventions and how these are used to represent ideas, beliefs and values in works of art, craft and design;
- continuity and change in the purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world.

French as a Foreign Language

Aims and Purposes of a Foreign Language

Our aim in French is to offer children the opportunity to:

- *become increasingly familiar with the sounds, written form and grammar of a modern foreign language*
- *use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;*
- *develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of French;*
- *use French as the principal means of communication within the classroom, and outside school*

- *increase their cultural awareness by learning about French-speaking countries and their peoples, and by working with materials from those countries. The FLE Department would like to develop learners' interests, aspirations and attitudes by providing a breadth of experience in using the foreign language(s) in both spoken and written forms in a variety of situations.*

Courses are based on the 4 Attainment Targets of the National Curriculum:

- | | |
|--------------------|------------------|
| ✓ <i>Listening</i> | ✓ <i>Reading</i> |
| ✓ <i>Speaking</i> | ✓ <i>Writing</i> |

Resources

The main text book used for grade 8 is 'Métro 2' published by Heinemann which is specifically written around the National Curriculum Framework. This is further supplemented by various other sources gathered and compiled by the subject teacher. The course provides opportunities for ICT, numeracy and literacy in keeping with NC guidelines.

In Grade 8/9, we will cover the following units:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • <u>Block A</u>
Daily routine & leisure
Shops & shopping
Future plans: youth hostel, campsite, hotels
Travel plans to other countries
Geography
Means of transport | <ul style="list-style-type: none"> • <u>Block B</u>
School: description, means of travel
Daily routines
Giving opinions, expressing wishes
Talking about the past
Presents & souvenirs
Asking & answering questions | <ul style="list-style-type: none"> • <u>Block C</u>
Buying drinks & snacks
Meals in a restaurant
Travel plans & information
Different forms of travel
Buying tickets
A recent day out |
|--|---|---|

There will also be grammar reinforcement focussing on verbs, adjectives and tenses.

French as a Mother Tongue Français langue maternelle

En 5ème, votre enfant va pouvoir approfondir les connaissances acquises dans les classes précédentes et commencer à en acquérir de nouvelles qui seront consolidées en 4ème. Le but du Cycle Central est que les élèves maîtrisent les règles de syntaxe des discours, l'orthographe et le vocabulaire. C'est une progression réalisée sur les deux classes (5ème et 4ème). Il n'y a donc pas d'objectifs fixes pour la fin de la 5ème mais plutôt pour la fin du Cycle Central, avant le passage en 3ème. Ce contenu est donc repris aussi pour la classe de 4ème.

Contenu du Programme

- **Le discours**
Les temps verbaux, la ponctuation, les niveaux de langage

Approche des genres : de la Renaissance et l'Âge Classique, perfectionnement de la connaissances des genres narratifs (le roman, le récit bref, la nouvelle), poursuite de la découverte de nouveaux genres, initiation au théâtre, en relation avec le travail sur le dialogue, approche de textes poétiques.

Choix de textes et d'œuvres : littérature pour jeunesse (récits brefs et romans d'aventure privilégiés et choisis par le prof), textes du Moyen Âge au XVIIe siècle choisis pour leur intérêt culturel (intégral ou extraits). Exemple : un roman de chevalerie (Tristan, Lancelot...), farce ou comédie théâtrale, un texte de dérision critique du Moyen Âge ou du XVIe siècle (le roman de Renart, ou un extrait d'une œuvre de Rabelais), un récit de voyage qui pourra être mis en regard avec le travail effectué en cours d'histoire, texte documentaire.

Lecture de l'image : commenter une image dans son organisation spatiale, les choix de couleurs, la relier au texte éventuellement.

- **Texte**

Les pronoms personnels et indéfinis, les reprises nominales, ponctuation

Développer la maîtrise des différentes formes de discours et donc la capacité et le goût d'écrire par la rédaction de textes courts. En fin de cycle, les élèves doivent pouvoir écrire un texte de 2 à 3 pages.

Textes à écrire :

- pour soi : rédaction de ce qu'il retient lors d'un cours, d'une visite, réécrire son brouillon
- pour autrui : décrire un objet, une image, rédiger un récit complet, raconter une expérience personnelle ou une histoire inventée en rapport avec la période étudiée (Moyen Âge...), petites poésies

- **Phrase**

Phrase simple et complexe, apposition, compléments d'objet et d'agent, conjugaison indicatif, subjonctif, impératif, conditionnel, du 1er, 2ème et 3ème groupe

L'objectif de la 5ème est que votre enfant sache s'exprimer au moment opportun, écouter les autres et ainsi participer à une discussion ou à un débat de façon efficace et en utilisant le vocabulaire adapté.

Textes à dire, à écouter : la récitation, les dialogues, la narration, la description orale.

- **Orthographe**

Orthographe lexicale : Famille de mots, homonymes

Orthographe grammaticale : Genre et nombre

Dictées guidées ou préparées, exercices à trous, réécritures diverses, dictée de contrôle

Spanish

Aims and purposes of Spanish

Our aim in Spanish is to offer children the opportunity to:

- *become increasingly familiar with the sounds, written form and grammar of a modern foreign language;*
- *use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;*
- *develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of Spanish;*
- *use Spanish as the principal means of communication within the classroom, and beyond it where opportunities exist;*
- *increase their cultural awareness by learning about Spanish-speaking countries and their peoples, and by working with materials from those countries.*

In grade 8/9, we will cover the following areas:

- **Nos Presentamos**

In this unit, pupils learn to compare personal characteristics, to make simple introductions and to express thanks and appreciation. In order to do so, the pupils will use new language content such as, “poco”, “mucho”, regular comparative and superlative adjectives, formation of adverbs with –mente, and direct object pronouns with persons (le, la, les, las). Students also talk about school life, subjects and the school itself.

- **El Tiempo Libre**

In this unit, pupils learn to discuss their likes, dislikes and preferences with regard to Hobbies and sports. The pupils will learn the expressions “tener hambre/ sed” and names of foods and drinks. In addition to that, they will learn about traditional eating and drinking habits and traditional food/drinks among Latin countries.

- **!Que Divertido!**

In this unit, pupils learn how to describe things they like to do during weekends. They use exclamations and adjectives ending in –ismo to do so. They will also learn about foods and drinks.

- **De Compras**

In this unit, pupils talk about clothes, describing them and giving opinions. They learn how to use “este”, “ese”, “esa” or “esta” and “aquel” in the singular and plural. In addition to that, they will learn new language content like, expressions of size, demonstrative adjectives and pronouns and use of interrogative ¿cual?...

- **El Turismo**

In this unit, pupils learn to use a range of tenses to talk and write about trips and holidays. They will learn about traditional holidays like “la semana santa”, “el dia de los muertos”, but also new language content such as preterit tense of the irregular verb ir, and the preterit tense of regular –ar verbs like “amar”. Students will also use the future tense to describe future events and things to do.

- **Qué Vacaciones**

In this unit pupils learn to talk and write about a variety of past events using the imperfect tense. They consolidate and extend their knowledge of the preterit tense. They will learn about means of transportation, hobbies, sports and leisure activities in Latin countries.

English as a Second language

The ESL programme aims at integrating non-English speaking children step by step into a new language and culture so that they can communicate and work effectively in all areas of school life.

Small groups and individual attention, a combination of withdrawal for special attention and mainstream support in regular classrooms, a friendly atmosphere and interaction between multi-cultural students all contribute to the academic growth of the child.

The skills of listening, speaking, reading and writing are combined in a meaningful total experience.

Listening and speaking are the initial stages of the learning process, reading and writing being the expression of these ideas in the more advanced stage. Oral expression is the first experience in the ESL classroom but the ultimate goal is to develop written English which is essential for later academic work in school.

Basic skills are usually acquired quite quickly, the courtesies and communication necessary for use in the classroom. This enables us to use role play, dialogues and plays.

Games, songs and poems all help the children lose their fear of speech, although for the older students written work is also extremely important to help them gain the confidence quickly in that area.

It is necessary for the ESL teachers to meet the parents of the children in the ESL groups at an early stage of their time in school so as to find out about the background and expectations.

There is no fixed entry or exit to the ESL programme, the main criteria being whether the child can function satisfactorily in the mainstream class. If the child is a complete beginner then the need is greater, especially for older children, and homework will be given to reinforce work done during lessons.

Drama

Aims and Purposes of Drama

Drama offers opportunities for pupils to participate in a wide range of drama activities and to evaluate their own and others' contributions. Pupils learn to:

- Use a variety of dramatic techniques to explore ideas, issues, texts and meanings;
- Use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays (for example through dialogue, movement and pace);
- Appreciate how the structure and organisation of scenes and plays contribute to dramatic effect;
- Evaluate critically the intentions and performance of dramas, which they have watched or in which they have taken part.

The range of drama activities includes:

1. improvising and working in role
2. devising, scripting and performing in plays
3. discussing and reviewing their own and others' performances

A summary of the range of work which may be covered in Year 8/9:

- Conveying meaning through the use of body and space to create tableaux or still images
- Using the voice only to convey meaning for example, in a radio broadcast
- Interpreting a play script from initial read through to casting, rehearsal and performance
- Considering the role of director in a piece of drama
- Improvisation and role play within specific themes
- Writing a play script (from a short story)
- Exploring in role a variety of situations

Library

The role of our school library is to give students varied positive experience of books, to help create confident, enthusiastic readers and to promote the skills necessary for them to become independent life-long learners as outlined in our school philosophy. Our library is an integral part of the learning environment. It is used to support all areas of the curriculum by providing the resources and information that both the students and the teacher need.

Our library is used to teach students how to use, handle and respect books and strives to provide students with positive reading experiences and support personal reading for pleasure.

Library skills, information and research skills

During their time in the library, students are:

- encouraged to become lovers of books and reading
- taught how to use the library

- encouraged to use information skills taught in the classroom

Using the library

All children are automatically members of the school library and are given a library pin number. They have the possibility to visit the library and borrow books at least once a week.

Book-borrowing possibilities:

- Reception 2 books
- Grade 1 2 books
- Grade 2 2 books
- Grade 3 3 books
- Grade 4 3 books
- Grade 5 3 books
- Grade 6 3 books
- Grade 7 4 books
- Grade 8/9 4 books

All children should use a plastic button-down folder for their library books and return them in the same state as they were borrowed. They may borrow books for up to 2 weeks.

Overdue books

- If books are not returned by the date that they are due, they become overdue
- Overdue lists are sent out regularly and are displayed in the classroom
- If a child's name is on the list, he/she should return the book(s) without delay
- After a reasonable period of time, any outstanding book is regarded as "lost" and patrons are requested to pay replacement costs
- A student is responsible for books in school as well as at home and "lost in school" is not an acceptable justification!
- Those rules are also available for text books that some children received at the beginning of the year, in French language for example.