

HULL COLLEGIATE SCHOOL



Key Stage 3 Curriculum

Subjects Studied in
Years 7, 8 and 9

The curriculum in Key Stage 3 is designed to offer all pupils a broad base on which to build their future studies. It also ensures that, whatever a pupil's past experience, all will end Year 7 in the same position.

In Year 7, all subjects are compulsory and the number of teaching periods allocated to the various areas of the curriculum is approximately that recommended by National Curriculum guidelines.

At this stage, Science is taught as a single subject by way of an introduction to scientific principles and methods.

All pupils begin their first Modern Foreign Language (Spanish).

We also offer to all Year 7 pupils an introductory course in Latin. This ensures that everyone is made familiar with the Classics and can make an informed choice in the latter part of the year about this less-known subject.

In Year 8, the broad-based curriculum continues, but with one change.

It is in this year that pupils begin to study their second foreign language. They will have made a choice between continuing their study of Latin, or beginning either German or French.

Advice will have been given before this free choice is made. In any event, they will all continue to pursue their course in French.

Throughout Key Stage 3, all pupils follow a structured course in Learning2Learn and throughout the academic year participate in whole school PSHCE days (Personal, Social, Health & Citizenship Education).

The curriculum for Year 9 is, in almost every respect, the same as for Year 8, in that all courses begun in the previous year will be followed throughout Year 9. However Science splits into the 3 separate sciences (Biology, Chemistry, Physics)

By the end of this year, all pupils will have followed a full basic course in ICT and will be given the opportunity to take a recognised qualification in this subject. They may, of course, also decide to pursue their ICT studies further, but all will have the basic qualification so necessary for all aspects of modern living.

During Year 9, decisions will be made as to the subjects to be studied to GCSE level. While there is the opportunity to make some significant choices, our system ensures that all our pupils continue to receive a balanced education and are able to proceed beyond GCSE into a wide range of further options. There will be plenty of opportunity during Year 9 for discussion and guidance on these important issues. A further curriculum handbook will also be issued giving full details.

YEAR 7

“Give a man a fish and he can feed his family for a day; but teach a man how to fish and he can feed his family for life” (Oxfam)

“To thrive in the twenty-first century, it is not enough to leave school with a clutch of examination certificates. You have to be tenacious and resourceful, imaginative and logical, self-disciplined and self aware, collaborative and inquisitive” (Guy Claxton—Building learning Power)

Today’s learners live in a changing world—we have to prepare them—as far as is possible—for the world they will inhabit.

The course is based around the following 3 modules:

- I Learner
- Team Learner
- 21st Century Learner

YEAR 8

I learner

- Who am I?
- How am I smart?
- How do I learn best?
- What has the brain got to do with learning?
- Living the Learning Lifestyle
- Setting my Learning Goals

This is a compulsory module which is currently followed in Activity sessions.

We have not embarked on 21st Century Learner module yet but plans are afoot so that these materials may also be utilised.

YEAR 9

Team Learner

- What makes a good team?
- What great teams are there?
- How can I be part of a great team?
- Working with others
- What are the qualities of great learners?
- Motivated to Learn?

This is also compulsory & followed in Activity sessions.

The course aims to develop the 5Rs

Resourcefulness
Responsibility
Reflectiveness
Resilience
Reasoning

YEAR 7

Very broad themes form the basis of each year of study at Key Stage 3. Pupils are introduced to observational work through using a variety of media. An appreciation of artists and designers is also cultivated through the set assignments.

Progress and understanding is aided by regular teacher demonstration, and art club opportunities are available on various days. In such clubs, pupils can seek extra advice over homework or indeed do other work.

As Year 7 progresses, an awareness of composition is gradually developed and an imaginative approach is encouraged. A number of fundamental concepts are taught which underpin the work produced, such as perspective and symmetry.

YEAR 8

There is a natural progression from Year 7 to Year 8. Use of media will remain varied with exciting activities extending to three-dimensional work, graphic design/ICT related work and/or oil painting on canvas.

An appreciation of the various formal elements that underpin art and design is integrated, such as colour and pattern. As well as sustained teacher demonstration, there is also the continual opportunity to refer to previous exemplar work by other pupils.

Homework, as in all years, will always relate to the on-going class activity and contribute towards assessment, whether it be a practical continuation or perhaps the necessity of collecting relevant source material.

Pupils' work is celebrated at every opportunity, particularly through internal school displays as well as the entering of local and national art competitions.

YEAR 9

In Year 9, pupils are particularly encouraged to adopt a 'personal' approach to their work. The availability of various media combined with a growing confidence might lead to work on a larger scale if desired.

Yet more advanced techniques are passed on through teacher demonstration, which ensures that every pupil can continue to progress and find excitement within the subject.

Analysis and connection to other artists' work is further stimulated, and the opportunity to experience other artists' work at first hand is also integrated into the programme of work.

Every level of ability is catered for within the Key Stage 3 Art programme. By the close of Year 9, all pupils will find themselves well equipped for progression onto the GCSE Art course if they so wish.

YEAR 7

The main aim of Design and Technology is to encourage pupils to be involved in their own learning. A project-based approach is used, with each project addressing a different area of technology, developing new skills and knowledge in an interesting and stimulating manner.

Projects - In Year 7, projects are designed to develop the pupils' foundation skills in the subject.

Moisture Sensor - The first project aims to improve graphical skills, by designing and making an electronic moisture sensor to test the water content of pot plants. Pupils assemble a simple electronic circuit, produce a plastic vacuum-formed case, and design and produce realistic packaging.

Timber Memo Holder - The main focus of the second project is on working with resistant materials. This helps to develop the skills needed to cut and join materials with greater accuracy. Pupils produce a timber memo holder for a notepad and pencil.

YEAR 8

In Year 8, projects increase in complexity and aim to challenge the pupils further.

Novelty Coat Hook - The first project in Year 8 involves pupils designing and making a simple mechanical coat hook. Pupils produce a standard body by cutting, shaping, and glueing timber together. Then using graphical skills, they produce their own designs to create an individual and unique coat hook.

Art Deco Clocks - This project is intended to improve the quality of pupils' graphical work by incorporating the use of Computer Aided Design (CAD) software. The pupils produce a detailed design folder of ideas and go on to manufacture a high quality working clock.

Assessment - Throughout the Key Stage, work is assessed using National Curriculum targets and levels. Pupils complete a variety of assessment tasks, and specific targets are set by staff to raise overall achievement and attainment levels.

YEAR 9

Mechanical Toy for 'The Deep' - In this project the pupils are expected to design for a given 'client'. The aim is to design and develop a mechanical toy which could be sold at The Deep's gift shop. Pupils research different mechanisms and learn how they are used to control different types of motion. The main practical element involves the production of a timber stand and a crank-and-slider mechanism, which is then developed individually using ideas based on The Deep.

Air Jammer Dragsters - The challenge in this project is to produce the fastest, strongest and most durable dragster design. Pupils are given a uniform kit of materials and set a 'race day' deadline. They then have to design and manufacture a racing chassis to hold an air powered motor. The design of the chassis structure and the subsequent build quality is all important. This project helps pupils to understand structures and mechanisms in an active and fun way. They have to test and modify their designs in order to try to win the race.

YEAR 7

In Year 7, drama is 'serious fun', and we explore a variety of skills and theme-based units of work that are challenging yet enjoyable. During this year pupils are introduced to the basic vocal and physical skills needed to create effective drama. Pupils are given the opportunity to extend their creative imagination whilst approaching the work with discipline and concentration. Good group skills such as co-operation, negotiation and respect for others are fostered and pupils work alone, in pairs, in small groups and in whole groups.

A selection of practical skills explored in Year 7 includes:

- Characterisation
- Improvisation
- Basic devising
- In-role exploration
- Vocal: pitch / pace / tone / volume / accent / projection

YEAR 8

In Year 8 pupils build on the foundation skills learnt in Year 7 whilst adding a range of new skills and experiences to their drama knowledge. During Year 8, drama contributes to the pupils' social and moral development whilst allowing them to extend and develop their theatre techniques. Performance and rehearsal skills are introduced and pupils have the opportunity to create their own dramas as well as work from text. Pupils are encouraged to take responsibility for and ownership of their creative work, and group skills continue to be fostered and developed.

A selection of practical skills explored in Year 8 includes:

- Forum Theatre
- Performance skills
- Rehearsal skills
- Greek theatre
- Mask work

YEAR 9

In Year 9, drama is a natural progression from Years 7 and 8 whilst being the stepping stone to GCSE drama in Year 10. Pupils continue to build on skills learnt in the previous two years, and basic technical theatre skills are introduced and explored. Drama in Year 9 is challenging but also fun, and the emphasis is on learning through enjoyment as we develop pupils' skills, techniques and confidence whilst building a solid foundation of work in preparation for GCSE and A Level.

A selection of practical skills explored in Year 9 includes:

- Commedia dell'arte/ Pantomime
- Technical skills
- Devising
- Text analysis
- Interpretation of a script
- Spontaneous and prepared improvisation.

YEAR 7

Across Keystage 3 pupils will be taught using the Hull Collegiate English Programme. The HCEP covers all the new programmes of study from the National Curriculum and the APP document.

Each half term will focus on a different form of writing linked to the teaching of a full text. Year 7 these forms of writing are: Chronological Narrative, Poem, Formal Letter, Essay on Poetry, Theatre Script, Travel Writing

Each piece will be produced through the drafting process with the teachers providing guidance on how to get the very best from a piece of work. The teaching of grammar and spelling will be delivered as parts of these units. These units also provide the opportunity for Media, Speaking and Listening, and Drama.

Year 7 Modules: Seamus Heaney's poetry, Travel Writing, Romantic poetry, Michelle Paver's 'Wolfbrother', John O'Connor and Penelope Lively 'Ghost of Thomas Kempe', An Introduction to Rhetoric.

YEAR 8

The course in Year 8 builds on the skills acquired in Year 7 but expects the pupils to be able to handle texts of an increasing complexity.

Year 8 forms of writing are: Critical Review, Narrative Poetry, Essay on prose, Speech, Radio Script, Editorial

Increasingly, pupils are asked to identify and comment on the techniques used by a writer to convey their attitude to the subject matter and to evaluate the effectiveness of these techniques.

Pupils are encouraged to experiment with language and structure to make the end result more interesting. The need to write in correctly spelt, punctuated and paragraphed English remains a prime concern.

Year 8 Modules: William Shakespeare's 'Romeo and Juliet', Narrative poetry, Editorial, Susan Cooper's 'King of Shadows', Liam Hearn 'Across the Nightingale Floor', Berlie Doherty 'Street Child'

YEAR 9

English is a subject which recognises that maturity affects the ability of pupils to handle increasingly sophisticated concepts phrased in increasingly sophisticated language and the course in Year 9 builds on these maturing skills.

Year 9 forms of writing are: Non-chronological narrative, Essay on Drama, Report Writing, Sonnet, Screenplay, Essay on Poetry

These forms of writing focus on the skills pupils will need at GCSE .

Throughout Keystage 3 we offer advice on books to read. As always advice and help are crucial to the advance of each pupil's skills in English and pupils are given the opportunity to discuss their progress with staff.

Year 9 Modules: Ted Hughes' poetry, Writing a Sonnet, William Shakespeare's 'A Midsummer Night's Dream', Michael Morpurgo 'Private Peaceful', Report writing, Thomas Hardy's 'Wessex Tales'

YEAR 7

Throughout the whole of Key Stage 3, the Food Technology course is designed to:

- Provide opportunities to develop culinary skills
- Combine designing and making skills with knowledge and understanding in order to produce quality products
- Promote the use of skills in communication, application of number and ICT

In Year 7, the importance of safe working and hygiene practices relevant to the Food Technology room are essential elements in the work undertaken. Pupils learn how to adapt recipes to improve colour, taste and texture, and also to achieve compliance with healthy eating guidelines. Practical work, for which pupils provide their own ingredients, is carried out on a regular basis.

Food Technology now encompasses the substantial use of ICT resources. Pupils will be able to analyse the nutrients in the product they make, and it will also be possible to carry out specific product research using the most informed contemporary resources.

YEAR 8

The Food Technology course in Year 8 will continue to encourage pupils to further extend and develop their culinary skills.

During the year, pupils will learn about the main nutrients the body requires, and why they are needed; the main sources of those nutrients; and what a deficiency can lead to.

In an age when time seems at a premium they will become more aware of the role convenience foods have in our diet, and how it is possible to integrate their use in the planning of meals to remain within healthy eating guidelines. Whilst looking at processed foods they will undertake work on additives and appreciate their role in food production.

Pupils will continue to make good use of the ICT resources especially provided for Food Technology, with a particular emphasis on the design and role of packaging in the retail food industry.

An important practical assignment will involve the opportunity to participate in the Sainsbury's "Active Kids Get Cooking" Award.

YEAR 9

Throughout Year 9 pupils will be looking at practical issues related to food. This will include organic foods, vegetarianism, genetic modification, animal welfare issues and special diets, for example the case of coeliacs.

The work undertaken will enable pupils to practise many skills, including product 'disassembly' and sensory analysis. Work of this nature will give pupils an insight into what happens in the food industry when products are developed or modified. Pupils will continue to make good use of ICT resources and, using their own research, will be expected to produce an informative leaflet on a given topic, for example obesity.

Assessment / Homework

Throughout Key Stage 3, work is assessed using National Curriculum levels of attainment. Pupils will complete a variety of assessments and will be set specific targets to raise their overall achievement and attainment levels. Homework is set on an occasional basis and is closely related to classroom activity.



YEAR 8

The course we use caters for beginners in the language as well as those with some prior knowledge. Pupils are taught the key skills of listening, speaking, reading and writing through carefully structured activities, which include language-learning games, video and ICT as well as more traditional textbook-based exercises.

Simple grammar explanations help pupils to understand the structure of the language, so that they can progress fairly rapidly from beginners' National Curriculum level 1 at the start of the course to levels 3-5 by the end of year 8.

Topics studied include themselves and their family, their house and home life, their hobbies and interests and their school day and routines.

Setting according to ability is introduced and this will be reviewed at the end of each academic year, following regular assessments in the 4 skills.

Pupils in Year 8 are also offered a week in France during their Summer half-term break. This is a fun-filled activity holiday with lots of opportunities to speak French and to try out new activities.

YEAR 9

Pupils continue to develop the 4 key language skills of listening, speaking, reading and writing in French. They will work to achieve National Curriculum levels 4 –7 and to gain a sound foundation of skills, vocabulary and grammar to enable them to embark with confidence on the Key Stage 4 course to GCSE French, should they choose to do so.

As in Year 8, homework has an important role to play in the progress pupils make in their language studies. There will be vocabulary to learn on a regular basis. The second homework is typically a reading comprehension task or a writing activity in French, which may also involve research and the use of ICT.

Topics studied include food and drink, holidays and travel, leisure activities and friends and family.

Pupils' work will be assessed using a combination of National Curriculum levels and an internal mark scheme which will be explained to the pupils at the start of the course so that they know exactly what they need to do to progress.

YEAR 7

Aims

In Year 7, Geography aims to provide pupils with an understanding of the environment in which they live, from a local to a national scale. Topics studied include exploring Britain, sustainable communities and coping with flooding amongst others.

Skills

As well as offering a broad knowledge base, the course enables the pupils to use a range of skills both specific to geography and relating to other subjects.

In Year 7, a wide range of map skills and atlas skills are introduced along with some fieldwork techniques.

Fieldwork

Fieldwork plays an important role in year 7 with pupils undertaking a trip to Dalby Forest, North Yorkshire.

Homework

30 minutes once per week.

YEAR 8

Aims

In Year 8, Geography helps pupils to understand the nature of the physical and human world around them and, importantly, how they are interconnected. Interesting topics include Brazil, coasts, weather and climate and global warming.

Skills

Map work is taken further in year 8 along with communication, numerical and graphical skills.

Primary data collection analysis and interpretation are encouraged throughout the year and through fieldwork.

Fieldwork

The "coastlines" unit of work is supported and enhanced by a fieldtrip to Flamborough Head and the Holderness coast.

Homework

30 minutes once per week.

YEAR 9

Aims

In Year 9, Geography pupils will gain an awareness of physical environments and resources, an understanding of the differences between places and the diversity of cultures on a global scale, with particular reference to France, tourism, plate tectonics, limestone landscapes and fairtrade.

Skills

Problem solving, thinking skills and decision making exercises form essential elements of the course.

Locational knowledge from a national to a global scale will be assessed at National Curriculum levels.

Fieldwork

Fieldwork continues to play an important role in Geography with an exciting fieldtrip in Year 9 to Ingleborough.

Homework

30 minutes once per week.



YEAR 8

German is spoken in Austria and parts of Switzerland as well as in Germany.

The course we follow is designed for complete beginners in the language. Pupils are taught the key skills of listening, speaking, reading and writing through carefully structured activities, which include language-learning games, video, ICT and drama as well as more traditional textbook-based exercises.

Simple grammar explanations help pupils to understand the structure of the language, so that they can progress fairly rapidly from beginners' National Curriculum level 1 at the start of the course to levels 3-5 by the end of year 8.

Topics studied in Year 8 include:

- You and your family
- Your house and home routine
- School life
- Your home town
- Your free time
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Pupils are encouraged to buy a German—English bilingual dictionary for their own use.

YEAR 9

Pupils continue to develop the 4 key language skills of listening, speaking, reading and writing in German. They will work to achieve National Curriculum levels 4 –7 and to gain a sound foundation of skills, vocabulary and grammar to enable them to embark with confidence on the Key Stage 4 course to GCSE German, should they choose to do so.

As in Year 8, homework has an important role to play in the progress pupils make in their language studies. It is normally set twice a week. There will be vocabulary to learn on a weekly basis. The second homework is typically a reading comprehension task or a writing activity in German, which may also involve research and the use of ICT.

Pupils' work will be assessed using a combination of National Curriculum levels and an internal mark scheme which will be explained to the pupils at the start of the course so that they know exactly what they need to do to progress.

YEAR 7

What is Graphic Design?

Cereal boxes, greeting cards, book and CD covers, street signs, advertisements, brochures, web pages - they have all been designed. Where images, words, abstract colours and shapes are brought together to communicate a message, a Graphic Designer has been hard at work.

At Key Stage 3 level, Graphic Design & Creative Textiles forms an exciting specification within the broad area of art and design.

Thematic work forms the basis of each year of study at Key Stage 3. Pupils are introduced to a number of fundamental concepts in the areas of Graphic Design & Creative Textiles, through using a variety of appropriate media. An appreciation of historical and contemporary designers is also promoted through the set assignments.

Progress and understanding is aided by regular teacher demonstration, and design club opportunities are available on various days in the art and design studios. In such clubs, pupils can seek extra advice over homework or indeed do other design-orientated work.

YEAR 8

There is a natural progression in Graphic Design from Year 7 to Year 8. Use of graphic design media will remain varied with exciting activities extending to more ICT related work and particular areas of Graphic Design such as Illustration. Such programs as Adobe Photoshop are straightforward to understand and manipulate.

The most important element for a graphic designer is the successful communication of a message through the organisation of words and images. Pupils are increasingly made aware of this aim in their work. As well as sustained teacher demonstration, there is also the continual opportunity to refer to exemplar work by other pupils.

Homework, as in all years, will always relate to the on-going class activity and contributes towards assessment, whether it be a practical continuation or perhaps the necessity of collecting relevant source material.

Pupils' graphic design work is celebrated at every opportunity, particularly through internal school displays as well as the entering of competitions.

YEAR 9

In Year 9, pupils are particularly encouraged to adopt a very individual approach to their work, within the set tasks given. The availability of various media combined with a growing confidence and maturing design style may well lead to very advanced work within a yet wider range of media.

More advanced techniques are passed on through teacher demonstration, which ensures that every pupil can continue to progress and find excitement within the subject.

Analysis and connection to other designers' work is stimulated, and the opportunity to experience other designers' work at first hand is also integrated into the programme of work.

Every level of ability is catered for within the Key Stage 3 Graphic Design programme. By the close of Year 9, all pupils will find themselves well equipped for progression to the GCSE Graphic Design course if they so wish.

YEAR 7

History in **Year 7** builds factual knowledge, awareness of historical concepts and chronological understanding. History develops research and communication skills and, by discussing evidence, pupils discover how historians interpret events and practise simple but realistic research.

Year 7 opens with the **Norman Conquest** and its impact on **medieval England**. Pupils examine how monarchs exercised political power and find out about social, economic and religious perspectives in the lives of ordinary people. Pupils experience field work 'as a medieval villager'.

In the summer term Year 7 pupils extend their learning to a World Study of either **The Plains Indians of North America** or **Islamic Civilisations** which introduces them to civilisations with different ideas from our own.

Resources from Year 7 upwards include written and visual sources, film and the internet. Work is presented orally, in writing and ICT. **Assessment** at Key Stage 3 is through homework, termly assignments and examinations testing knowledge, understanding and skills.

YEAR 8

Year 8 focuses on England from 1500. The **Tudors** and **Stuarts** provide opportunities for more extended research and writing and the development of higher analytical skills.

Study of **religious change** in England illustrates the challenges the Church faced with both political and social consequences. Women figure more prominently in Year 8 with Henry VIII's wives, Elizabeth I and Mary Queen of Scots. The **English Civil Wars** introduces pupils to the key struggle between king and parliament.

Portraits in this era provide historical evidence and clues. Evidence forms the basis of a study of **social life** and ideas, including advancing science. By Year 8 pupils are familiar with the **cross-curricular links** which so often occur in History.

A study of the **French Revolution** offers comparisons with England and exposure to a violent turning point in European history which shaped the future.

There is further opportunity to explore History in the field and through the great variety of resources available.

YEAR 9

Year 9 completes the study of **Britain up to 1900**, exploring the reasons for industrial and social change, emphasising key concepts such as enterprise and reform. Pupils investigate topics as diverse as cotton mills, the slave trade, workhouses and the Suffragettes.

Year 9 continues with a study of the **defining moments of the twentieth century**. The two world wars and other important aspects of the 20th century such as, the holocaust, Apartheid and the Arab Israeli conflict.

By now pupils have a clear understanding of political, economic, social and cultural factors in History. They are able to conduct independent research and produce extended writing. By the end of Year 9 Pupils are equipped with the necessary skills to study History at GCSE.

Key Stage 3 learning in History is designed **to inform, to teach transferable skills and to stimulate a lasting enjoyment of History**.

YEAR 7

Information and Communication Technology

is taught as a subject in its own right throughout Key Stage 3, in order to reflect its increasing relevance in modern society.

Year 7 Course Content:

Basics of ICT Systems

(hardware and software, networks and logging on and off)

Using ICT to Analyse and Present Data

(basic work on spreadsheet operations)

Control and Logo (computer control, writing simple programs)

Address Books (creating simple databases)

Making Software Presentations

(using suitable software to produce slide shows)

The main aim in ICT is to ensure that pupils are presented with work and opportunities which are challenging and stimulating. ICT has the power and potential to appeal in many different ways - on creative as well as intellectual levels - and work is directed towards exploiting the variety of learning approaches that the technology can bring.

YEAR 8

The course in Year 8 follows the pattern established in Year 7, with work being set in a particular context in order to enhance its credibility and relevance.

Projects are as follows:

Using ICT for Publishing -

Pupils produce a complete, illustrated guide to a particular topic - for example, how to use a particular piece of software, or an explanation of networking basics.

Information; Reliability,

Validity and Bias - Using the Internet to research a given topic. Pupils produce an 'article' to explain the topic, having considered the 'worth' of information in terms of source, opinion, fact and assertion.

Publishing on the Web -

An opportunity for pupils to put previous learning to good use in designing and producing their own 'web' pages and 'website'.

Assessment: Throughout the Key Stage, work is assessed using a common system of assessment and recording. Overall pupil progress and performance is measured against National Curriculum levels and Attainment Targets.

YEAR 9

The project topics in Year 9 are as follows:

Information Systems, Hardware and Software

This work extends pupils' knowledge of hardware and software. It involves the production of a booklet about the meaning of 'specifications' in information systems.

Producing an ICT Presentation for a Specific Topic

Using previously acquired skills to develop a fully 'multi-media' presentation on a defined topic.

Integrating Applications to Produce a Practical Solution

The production of an 'Activity Book' for early teens. This involves the combined use of word processing, desk top publishing, databases and spreadsheets in order to produce a logical and coherent outcome.

Homework: Homework is pre-planned, and is paper or worksheet based, with the option of using home ICT resources where these are available. Additional reading and research are also set and used as an adjunct to work in class.

YEAR 7

Why Latin? and how?

Pupils are not expected to have studied Latin before year 7. Latin is compulsory at this stage because not all families have experience of an ancient language and because Latin involves the study of Roman culture – the origins of Western civilisation. Children often find that Latin helps them with English and French.

Course Content

No more “amo,amas,amat...” or Caesar’s “Gallic Wars”. We use the Cambridge Latin Course, which is a new and pupil-friendly text book designed to introduce the rigours of the language gently via entertaining stories.

Each chapter focuses in Latin on the lives and adventures of real people who lived in Pompeii in the 1st century A.D. and ends with a study in English of a Civilisation topic e.g. Roman houses, theatre, gladiators, baths, politics and volcanoes! The Cambridge course is beautifully illustrated with photographs and plans; it provides drama-scripts in Latin too!

YEAR 8

Latin or a Modern Language?

At the end of year 7 pupils are invited to choose between Latin, Spanish or German as a second language. Children generally succeed if they are studying a subject which they like.

Pupils new to the school should preferably have prior knowledge of the subject, if starting Latin in year 8. However, a child with a proven record of ability in languages should not ignore Latin. A keen pupil will learn fast.

Book 2 of the course focuses on Roman Britain and Roman Egypt. The stories are full of tales of love, war, murder and revenge but they also introduce irregular verbs, infinitives, relative clauses and adjectival agreement. As an inflected language Latin continues to excite the linguist. It also fascinates the historian. We study farms in Britain, Boudicca’s rebellion, Roman architecture in Britain, Alexandria, its buildings, science, medicine, astrology and astronomy. Latin’s charm is the variety of its content. It isn’t just a language!

YEAR 9

The reading course in year 9 focuses on Quintus’ adventures in Bath and Fishbourne and introduces two very comical characters struggling in the Roman army. As civilisation topics we study Roman baths, magic and curses, sacrifices, the legionary fortress and its soldiers. The stories entertain, but also provide opportunities for discussion and a bit of acting!

The language obviously becomes gradually more difficult, and our range of experiences of empire more varied. We will meet subjunctives and Roman legions in book 3 – daunting tasks! However, pupils often enjoy the challenge!

Assessment

Your child’s progress in this subject is assessed in Key Stage 3 via regular tests on vocabulary and exercises which test grammar. One written homework is usually set in the week—often a passage of Latin for translation, or an assignment based on a civilisation topic. A longer test is given to pupils at certain stages of the work.

YEAR 7

Pupils enter the Senior School in Year 7 having had different experiences with Maths at their various primary schoolsdespite the advent of the National Curriculum, so our aims are simple:-

- ◆ To review the basics such as Number Work (4 rules, decimals, fractions, patterns etc.) and Shape.
- ◆ To introduce and/or expand upon topics such as Algebra and Probability.
- ◆ To instigate, investigate and solve problems.
- ◆ To develop self-confidence in the pupils and confidence in their teachers.
- ◆ To get the pupils into the routine of setting out work clearly, showing working out and handing home-works in on time.
- ◆ ...and make Maths enjoyable as well as challenging!

The pupils will usually be taught in forms initially, tested regularly and put into sets later in the year.

All groups will be working through the Impact Maths 1R book which ties in directly to the GCSE course we currently follow.

YEAR 8

In Year 8 the pupils will be in sets according to the ability they have shown in class and in exams during Year 7. There WILL be movement between sets during the year as we are well aware that children switch on (...or off!) as they mature and/or put in the effort.

The top set(s) will use the Impact Maths 2R book which is designed to stretch and challenge the more able yet introduce new topics in language appropriate to their age.

The other sets will use the Impact Maths 2B book which works through similar topics but using smaller steps.

The progress of the pupils in all sets will be regularly monitored with end of chapter and end of term tests (linked to National Curriculum Levels), reviews of class and homework and Subject teacher meetings.

Parents WILL be notified of any movement between sets and/or concerns about pupils.

YEAR 9

By the time that pupils reach Year 9 we should have a pretty good idea as to their ability so there is little movement between sets.

If the top set demonstrate that they are up to the challenge, we may start the Higher Level GCSE course a year early and aim to do the external exam at the end of Year 10. The opportunities that this will give them for Year 11 and beyond will be made clear to pupils and parents nearer the time.

Again the Impact Maths series of books will be used (3R and 3B in this case). All the topics that parents used to dread such as Trigonometry and Simultaneous Equations rear their heads this year so the pupils will be getting down to some serious maths. This will certainly help us to sort out their level of entry and, therefore, which set each pupil should be in at the start of their GCSE course proper in Year 10.

Throughout KS3 and beyond the Maths Department will operate a CLINIC on lunchtimes to sort out individual problems!

YEAR 7

Beginning in Year 7 and continuing throughout Key Stage Three, the ultimate aim in music lessons is to equip pupils with many contrasting musical skills in order to increase their enjoyment and appreciation of music from various styles and musical cultures.

Music will be studied through active involvement in Composition, Performance and Listening/ Appraising. Pupils will work in groups, individually and will have the opportunity to play classroom instruments, keyboards and to use ICT as part of the performing and compositional process.

In Year 7 the main topic areas are – The Ingredients of Music – The Orchestra – Rhythm – Notes on the Stave - Pentatonic Compositions/Improvisation – Major and Minor – The Music of Java and Bali – Music for Social/Ritual Purposes.

Pupils will also have the opportunity to begin to learn a musical instrument or have singing lessons and there will also be many extra curricular musical activities in which they can take part.

YEAR 8

The three main areas of composition, performing and listening/ appraising will continue to be central to the teaching and learning in music in Year 8. Pupils will be in more of a position to make informed judgements about the music that they listen to and their compositions will become more refined.

In Year 8 the main areas of study will be – Ternary Form – Chords – Indian Music – Form and Structure in Music – Atmospheric Music - Hooks and Riffs along with a short introduction to Samba Music. Music theory will be studied alongside these main topics.

Those pupils that were having individual music lessons in Year 7 will, hopefully, continue and it is not too late for pupils to begin to learn an instrument or to join one of the extra curricular musical activities that take place each week.

YEAR 9

The skills that have been acquired throughout Years 7 and 8 will now be used to compose and perform more sophisticated pieces of music.

During this year fewer topics will be studied but they will be covered in more detail so that those pupils going onto GCSE music will have a suitable grounding. The main areas of study will be Variations – Blues Music – Rock and Roll – Music and Media (to encompass music for a Quiz Show, a Radio Advertisement and Music for Films. ICT will be used more widely in Y9 as part of the compositional process, but particularly at the end of the year when pupils will use the Music Technology programme 'Dance EJay' to compose their own pop songs.

A practical approach towards the topics will be the main route in Year 9 but the theoretical skills covered in Years 7 and 8 will be reviewed regularly. Pupils will also be encouraged to continue with their individual music lessons as this will support the work covered in class music.

YEAR 7

The sport Curriculum is all about:

- Individual and team achievement
- Enjoyment
- Participation
- Team Spirit
- Excitement

These objectives may be achieved during both lesson time and extra-curricular.

Physical Education in Year 7

All Physical Education lessons in year 7 will be skill based, the emphasis placed upon mastering the basic skills and learning new techniques and activities. The aim is that:

- To relate the knowledge learnt in HRF to different sports.
- To introduce the pupils to basic individual and team skills, with the emphasis on correct technique.
- To develop tactical awareness.
- To develop understanding of the basic rules of the game, leading to modified games.

At Hull Collegiate School we will focus on the individual and offer a

YEAR 8

The following sports will be covered during key stage 3:

- Basketball
- Health Related fitness (including cross-country running)
- Gymnastics
- Track and Field Athletics
- Swimming
- Hockey (for girls)/Rugby (for boys)
- Netball (for girls)/Football (for boys)
- Rounders (for girls)/Cricket (for boys)
- Tennis

Physical Education in Year 8

All Physical Education lessons in year 8 will be skill based, the emphasis placed upon consolidating skills learnt in the previous year and learning more complex techniques. The aim is that:

- To establish an independent warm-up prior to the game
- To extend the pupils' individual and team skills with the emphasis on correct technique.
- To further develop tactical awareness.
- To further develop under-

YEAR 9

All Physical Education lessons will have a greater emphasis on strategies and tactics, the emphasis placed upon the pupils taking the initiative and making decisions about what to do to improve performance. They start to identify the types of activity they prefer to be involved with, and to take a variety of roles such as leader and official. The aim is that:

- To revise and develop skills previously learnt.
- To lead a warm-up prior to activity.
- To develop their reading of game situations.
- Evaluating the strengths and weaknesses of others.
- To look at team situations - including team play and set moves.
- To develop a comprehensive knowledge of the rules and be able to officiate full games.

Extra-Curricular Sport

The school has a strong ethos and tradition of extra-curricular sport against local and regional schools on a friendly/league basis and nationally on a club basis. Any pupils selected to play for

YEAR 7

Throughout KS3 a programme of study has been devised, with four broad bands of study under the following headings:

Understanding yourself

Pupils will concentrate on developing self-knowledge and how to handle new situations and demands, as well developing strategies to handle time and money.

Health and Sex Education

This unit is designed to complement work on health education found in other areas of the curriculum. Pupils will focus on the changes and, in particular, the feelings that occur during puberty.

Developing relationships

In this strand of the course pupils will be able to develop their ability to handle close relationships and to show respect and responsibility in dealing with other people in the community.

Developing as a citizen

Pupils will explore moral issues and how to communicate ideas effectively.

They will learn about Britain's system of government and examine global issues, including resources, waste and recycling.

YEAR 8

Pupils will continue to build on the skills and experience acquired in Y7.

Understanding yourself

Pupils will focus on the importance of having good self-esteem and on ways of building up confidence.

Health and Sex Education

The topic of drug taking examines the myths about drugs. Pupils will be presented with information on specific drugs, alcohol, the law and related issues. Sexual relationships are considered within the unit on contraception and safer sex.

Developing relationships

Pupils focus on family relationships, considering divided families and how children feel when parents separate. They are made aware of other cultures and lifestyles along with the ethnic diversity of Britain

Developing as a citizen

In this unit pupils consider what influences their behaviour. They learn how to develop their opinions and to distinguish between fact and opinion. What it means to be in the European Union is studied, as well as the power and influence of advertising.

YEAR 9

Pupils will learn new skills to help them develop in their personal and social life.

Understanding yourself

Pupils will undertake self-assessment activities, focusing on decision making and what influences them when making decisions. They will explore their feelings, examining how to deal with loss, cope with grief, help the bereaved and handle rejection.

Health and Sex Education

'Adolescence' will be studied to enable pupils to become aware of their own identity and develop their values and beliefs. Pupils look closely at the dangers of drug taking and solvent abuse. Sex related issues are also studied.

Developing relationships

Pupils examine what causes conflicts between teenagers and parents, and they investigate the rights and responsibilities that young adults have.

Developing as a Citizen

Pupils consider human rights, focussing on the freedom of thought and expression. They look at crime and punishment and investigate why young people commit crimes.

YEAR 7

Religious Studies will introduce pupils to a stimulating and vibrant subject.

In support of the ethos of the school, roughly 50% of the course will deal with Christianity, the remaining time being allocated to other views of life, both religious and secular.

The department is mindful of the variety of experience that pupils have, and a religious faith is not a requirement to do well in this subject. What is most needed is an open and enquiring mind.

The emphasis is to learn about, and learn from religion. Pupils will study the use and importance of symbolism, through fables, religious stories and objects relevant to the world religions. Work on sacred writings related to Christianity, Judaism and Islam will be studied. There will also be an introduction to ethics and morality.

One of the most important key skills is the ability to think. Information processing, reasoning and enquiry are promoted across different areas, which include studying key events in religion.

YEAR 8

Pupils will be expected to build upon their previous experiences in order to deepen their understanding of the world around them. They will also learn to reflect upon their own views in relation to those of others.

Having considered aspects of Western religions, pupils will have the opportunity to investigate Eastern traditions.

Pupils will have opportunities to explore the nature of belief and religion and to reflect on the variety of religious expression that exists in the world.

The history of Christianity from the Dark Ages to the present day will form part of the study and Hinduism will be explored in greater depth.

Some of the topics covered in the Unit 'Expressions of Belief' will include Orthodox icons, Islam customs, Lent and Holy Week. The ability to ask questions, listen and evaluate the resulting information will be developed through discussion and group work.

YEAR 9

In this year pupils are preparing for their GCSE exam choices. Skills such as enquiry, creative thinking and evaluation are integral themes throughout this year. They are useful tools for any GCSE subject.

This year they will study religious and moral beliefs and values that underpin individual problem solving and decision making.

Pupils will consider how religious belief affects people's images of God and will be challenged to explain their own view of God. One unit will be devoted to issues of life, death and beyond with reference to the sanctity of life from the point of view of Humanist, Muslim and Christian perspectives. A further topic of study will consider why we suffer and how suffering affects belief in God.

Religious Studies includes learning about ourselves and others. The beliefs and values studied are the foundation of personal choice. Such study is personally challenging and is relevant to many aspects of learning and achievement throughout life.

YEAR 7 AND 8

This course is based on the revised 13+ Common Entrance Syllabus which broadly follows the national curriculum programme of study but is enhanced with extra subject material. It lasts for two years.

Course content

The emphasis in Year 7 is largely on developing our pupil's observational, cognitive and manipulative skills to enable them to work effectively in their future study. Throughout the year pupils learn to work safely in a laboratory using a variety of skills and techniques.

Through an extensive programme of practical work we hope to encourage our pupils to make accurate observations and measurements and learn how to draw conclusions from their data and write reports on their practical work. They are taught to check that their investigations are fair tests and that their results are reliable. By the end of this year our pupils should be familiar with scientific investigation from the planning stage through to evaluation, using routine laboratory equipment and will have encountered various methods of data presentation.

In Year 8 the emphasis on a practical approach to the sciences continues. As in Year 7, emphasis is placed on continuing to develop the pupil's observational skills and their ability to interpret and apply scientific data. In addition the acquisition of scientific knowledge is an important part of the approach to teaching.

Topics taught in Year 8 include:

Nutrition, Elements, Forces, Compounds and formulae, Health, Sound, Chemical changes, 'Burning' Skeletons and movement, Temperature and energy transfer, Releasing energy, Reactions, Microbiology.

Lessons involving 'thinking skills' and scientific reasoning are used throughout the two years of the course to reinforce the skills needed for future success in the sciences.

Assessment

The breadth of understanding is assessed week by week through regularly setting and marking homework. In addition to this, specific tasks will be set to assess a pupil's depth of understanding in a particular topic. These tasks might include model-making, producing a scientific poster or extended writing. Progress is assessed by means of written

tests. These tests, based on common entrance and KS3 SATS questions will enable progress to be measured against expected levels of attainment.

It is intended that pupils will be taught in ability sets from the start of Year 7. Movement between the ability sets will take place at the end of a term on the basis of attainment in tests, and the standard of class and homework.

Homework

Homework is set once a week. Each exercise is intended to develop a pupil's ability to study independently. Typical exercises will include writing up practical work, problem solving, and developing explanations or presentations based on current scientific topics.

YEAR 9

Year 9 marks the start of GCSE in sciences. Core Science is taken by pupils in Year 9 and is part of Edexcel's 360 Science syllabus.

Year 9 pupils will study their sciences at a level appropriate to their ability in one of the ability groups. There will be a number of opportunities for pupils to move between the ability groups during Year 9.

'Core Science' covers all three science subjects, Biology, Chemistry and Physics and these are taught as separate subjects and by specialist teachers. This means that our pupils are offered a broad course that emphasises the common nature of scientific practice whilst allowing them to study the three disciplines within science at school and at a level that is appropriate to their attainment and ability.

The attention of parents is drawn to the specific course content common to all of our GCSE science courses outlined under the separate science subjects of Biology, Chemistry and Physics.

The topics covered during Year 9 include;
The environment, natural selection, inherited diseases, gene modification and cloning, the nervous system, sense organs and the brain, hormones, reproduction, atomic structure, the periodic table, reactions of acids, soluble and insoluble salts, metal ores thermal decomposition, environmental chemistry, producing and measuring electricity, resistance, superconductors, renewable energy, motors, electrical power, ultrasound and seismic waves, X-rays and light.

Assessment

There are two tiers of assessment. Foundation (covering grades C—G) and Higher (grades A*—E)

All pupils whether they are working at Foundation or Higher Tier will be required to sit external GCSE examinations during Year 9. These consist of multiple choice tests in each of Biology, Chemistry and Physics. These tests are first taken in March, with resits available in June. The

final Core Science tests will be taken in November of Year 10. Each test accounts for 10% of the total marks, i.e. 60% overall

Internally assessment has replaced coursework and is a requirement for all pupils, regardless of whether they are working at Foundation or Higher tiers. These exercises are marked by teachers and account for 40% of the total marks. All of this is carried out and written up in school as part of normal lessons.

YEAR 7

The course we use in Year 7 caters for beginners in the language as well as for a wide range of ability, so there is no need to worry if your son or daughter has never studied Spanish before.

By the end of the school year pupils will have studied a variety of topics including:

- themselves and their family
- school
- home life
- their town
- free time activities.

They will also have begun to learn some basic grammar.

In addition to developing speaking and writing proficiency in Spanish, pupils will develop their understanding of the spoken and written word through reading tasks and listening exercises using recordings of native speakers on cassette and CD. Pupils will practise the 4 key language-learning skills through a variety of methods, including interactive games, video and ICT, as well as more traditional text-book-based activities.

YEAR 8

Pupils will continue to develop the 4 key language learning skills (or Attainment Targets) of listening, speaking, reading and writing in Spanish.

Having begun at National Curriculum Level 1 in Year 7, pupils will be given opportunities to progress fairly quickly in each skill, to achieve National Curriculum levels 3-6 by the end of the academic year.

Setting according to ability in the subject will be introduced and this will be reviewed at the end of each academic year, following regular assessments in the 4 skills. The course is differentiated, and pupils will follow the level of course which is most suited to their abilities.

Topics studied in Year 8 include:

- food and meal times
- shopping
- holidays
- social activities
- health issues

YEAR 9

This is a very important year for all pupils as they reach the end of Key Stage 3. They will continue to extend their knowledge and understanding of Spanish, using the methods already described, and aim to achieve National Curriculum levels 4–7.

They will work to gain a sound foundation of skills, vocabulary and grammar to enable them to embark with confidence on the Key Stage 4 course to GCSE.

Homework plays an important part throughout Years 7–9.

There will be vocabulary to learn on a regular basis, and we encourage parents to help with this whenever possible. Other homework is typically a reading comprehension activity or a writing task, but sometimes there will be a research or ICT activity to do.

Pupils' work will be assessed using a combination of National Curriculum levels and an internal mark scheme which will be explained to the pupils at the start of the course so that they know exactly what they need to do to progress.



Hull Collegiate School
The best in everyone™