



# Our Curriculum

## Key Stage 3

### 2016/17

together  
resilient  
ambitious  
caring



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# Year 7

## Art

In Year 7 Art lessons students complete two units of work covering 'Portraiture' and The Environment. The two units cover a broad range of different skills including drawing, painting, printmaking collage and clay work. Both units look at a variety of artists from different disciplines.

## Computer Science

Students are introduced to our IT network: how it works, the different parts, how to save and where to find shared resources. They are also taught how to use email and access the internet safely. This e-safety message is embedded into all the units. The second unit is "What's under the bonnet!" and explores different hardware and software, used to build PC's and laptops. The last unit teaches how to write code to control a robot using a software package called Robomind.

## English

In year 7 we seek to build on the good work students have done in their primaries by further developing the skills they need for their next stage of learning. They will learn how to identify information, both explicit and implicit, analyse the impact of language and structure on the reader and develop their personal and critical responses to texts using the appropriate technical vocabulary. They will also practice writing in a range of different styles and for different purposes and audiences.

The units we cover are: "An introduction to Poetry", focusing particularly language analysis and developing an appropriate vocabulary for study. "Tales of Terror", in which students get to write their own horror stories, "Alice in Wonderland and Victorian Literature", which explores themes and ideas in a 19th Century text (a new requirement at GCSE), "The life and Plays of William Shakespeare" which gives students an insight into the language and stagecraft of our most famous playwright and a class reader, where students will read and study a whole novel. In each unit students will read a range of fiction and non-fiction texts.

## Humanities–Geography

Students are taught a variety of map skills following a baseline assessment in September. This ensures that students who arrive at Titus Salt School with wide ranging experiences of Geography from primary school are taught important foundation skills early on. Throughout the year students study a variety of places including the continent of Africa. Important geographical concepts such as weather and climate are also studied.

## Humanities–History

Students study several topics including; the Roman Era, the Battle of Hastings and why William of Normandy was ultimately successful, the lives of ordinary people during the Medieval period investigating their beliefs and the justice system at this time. They also look at the Tudor era and the English Civil War before finishing the year with a study of medicine through time.

## **Humanities–Religious Studies**

Students follow a diverse curriculum involving the exploration of philosophical ‘big questions.’ These include ‘What is belief?’, ‘How do people mark life events?’ and ‘What happens when we die?’ Students are encouraged to evaluate religious and non-religious responses to these questions and to consider their own views.

## **Mathematics**

Students study four areas of mathematics - Number and Ratio, Measures and Geometry, Algebra and Data Handling. We focus on improving understanding by challenging through depth within each topic, rather than new content.

This prepares students for study at GCSE by building a strong foundation in the fundamentals of mathematics. We are committed to a mastery curriculum to ensure progress for all. Students are assessed at the beginning and end of each half term and progress is closely monitored.

## **Modern Foreign Languages**

Students study the following topics areas in French, German and Spanish:

Personal Information, descriptions, where you live, family, television and the solar system. Students learn how to form the present tense, add connectives and time phrases. They also learn how to give and justify their opinions. There is also a focus on producing language spontaneously and translating.

## **Music**

Students will study a music course that combines 4 main areas of study: performance, composition, listening and appraising and music technology. This year they will complete the following units:

Unit 1: The Passenger (Performance of The Passenger)

Unit 2: Calypso Music (A study of music from the Caribbean)

Unit 3: Samba (A study of Music from Brazil)

Unit 4: And All Stations To (Performance of a vocal rhythmical piece based on train station names)

Unit 5: Britpop (Class performance of a Britpop song and music video)

## **Opening Minds**

Opening Minds is a varied and creative subject that aims to equip students with lifelong skills such as literacy and oracy. Students receive a single lesson which gives them the opportunity to work on extended project and group work including presentations, role play and media based work. Topics include ‘Me, Myself and I,’ ‘Being British,’ and ‘Going Global.’

## **PE**

Students will follow a varied program of activities designed to ensure that they: develop their competence in a range of activities, are physically active for sustained periods of time, lead healthy active lifestyles and engage in competitive sports and activities. Students should build on and embed skills learned in Key Stage 2. Students develop an understanding of the benefits of physical activity and are encouraged to get involved in the school’s Ludus program.

## **PSHE - Lifetracks**

During Lifetracks in Year 7, students will benefit from opportunities to develop thinking, planning, teamwork and literacy skills by means of our transition lessons and Partner Reading strategy. Other themes covered during the year include e-safety, anti-bullying, healthy eating, children and work, managing money, values and relationships.

## **Science**

During this year your son/daughter will undertake a Science course where he/she has had the opportunity to develop his/her scientific knowledge and understanding in addition to his/her understanding of "How Science Works" skills. Your son/daughter will be assessed through a number of end of unit tests and through skills based tasks.

## **Technology**

In Technology students study Food Technology, Textiles and Product Design. Students are introduced to a range of tools and equipment throughout the year, they then use this knowledge to produce a range of practical outcomes that have been designed by themselves. Students are encouraged to work independently across the three technology subjects, which then prepares them for Year 8 where they can further develop the skills they have learnt.

# **Year 8**

## **Art**

In Year 8 art lessons students complete two units of work covering 'Storytelling' and 'Objects and Viewpoints'. The two units cover a broad range of different skills including drawing, painting, collage and mixed media. Both units look at a variety of artists and crafts people from different disciplines.

## **Computer Science**

The Year 8 curriculum has students participating in a number of units which build on the knowledge gained in Year 7; bridging ICT with traditional Computer Science. The units include data representation, web authoring, and networks and communication. Students delve into further key aspects of hardware and software; using this knowledge to specify a computer system in response to a given scenario. Algorithms and programming are further explored through the use of specialist software packages, Small Basic and Scratch. Students also learn web design skills, enabling them to create a website on computer components. This year sees students continuing their Computer Science journey, becoming more competent users of technology, and understanding the building blocks which underpin it.

## **English**

In year 8 students continue to develop their inference and understanding of more challenging texts. They further develop their analytical and critical writing and learn new terms and vocabulary to express their ideas and understanding clearly. They further develop their writing, experimenting with different styles.

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**English cont/....**The units covered in year 8 are: "Poetry from other Cultures", an exploration of a range of poems taken from around the world, "Victorian Literature and Creative writing" where students study a range of fiction and non-fiction taken from the Nineteenth Century and use this as a basis for their own writing, "Biography and Diversity" where students explore a range of biographies and autobiographies, comparing styles, language and ideas, "The Tempest", where students study the whole of Shakespeare's play about magic, power and revenge, and "Grammar for writing", an in-depth study of the technicalities of writing effectively, learning about, and experimenting with different grammatical constructions.

### **Humanities–Geography**

Students study a range of issues throughout the course of Year 8. These include the physical geography themes of earthquakes and volcanoes, rivers, flooding, glaciation and climate change as well as more contemporary issues such as sustainable tourism, global epidemics, the geography of crime using GIS and the geography of poverty. These themes combine to provide our students with a wide variety of topics that aim to open their eyes to the world around them.

### **Humanities–History**

Students study three topics. Firstly, students investigate the 18th and 19th centuries, looking at how Britain was shaped by the Industrial Revolution. They follow this with a study of women's suffrage. Students move onto examine the British Empire and following this the fight for civil rights in America before ending the year with a thematic study of crime and punishment through time.

### **Humanities - Religious Studies**

Students follow a diverse curriculum involving the exploration of philosophical 'big questions.' These include 'How did we get here?', 'Does God exist?' and 'What does it mean to be human?' Students are encouraged to evaluate religious and non-religious responses to these questions and to consider their own views.

### **Mathematics**

Students study four areas of mathematics - Number and Ratio, Measures and Geometry, Algebra and Data Handling. We focus on improving understanding by challenging through depth within each topic, rather than new content. This prepares students for study at GCSE by building a strong foundation in the fundamentals of mathematics. We are committed to a mastery curriculum to ensure progress for all. Students are assessed at the beginning and end of each half term and progress is closely monitored.

### **Modern Foreign Languages**

Students build upon the knowledge and skills of their first language taught in Year 7. They continue to work on producing language spontaneously and translating. They will be introduced to the past and future tenses, too. Topics taught in Year 8 include: hobbies, authentic literature, food and drink, fashion, holidays and tourism.

Students will also follow a second language covering the same topics that are taught in their first language in Year 7.

## **Music**

Students in Year 8 study a music course that combines 4 main areas of study: performance, composition, listening and appraising and music technology.

This year they will complete the following units:

Unit 1: Rock 'n' Roll (Performance of Hound Dog)

Unit 2: Baroque Meets Pop (A study of music from the Baroque period)

Unit 3 Blues (The origins of blues and jazz music)

Unit 4: Indian Music (Composition based on the 3 elements of Indian music)

Unit 5: Atmospheric Music (Performance and composition of music to describe moods or pictures)

Unit 6: Gamelan (A study of music from Indonesia)

## **PE**

Year 8 students follow a varied program of activities designed to ensure that they: develop their competence in a range of activities, are physically active for sustained periods of time, lead healthy active lifestyles and engage in competitive sports and activities. Students should build on and embed skills learned in Key Stage 2. Students develop an understanding of the benefits of physical activity and are encouraged to get involved in the school's Ludus program.

## **Performing Arts**

As a continuation of the Opening Minds programme studied in Year 7, students in Year 8 have a weekly lesson in Performing Arts. Performing Arts is taught through 4 different disciplines: Art, Dance, Drama and Music. Each class has rotated around each discipline, focusing on different skills connected to the Performing Arts, culminating in a showcase at the end of each term. Throughout the year students are encouraged to take part and build their confidence in performance, this is done with a particular focus on the Personal, Learning and Thinking Skills. All skills are taught through a number of topics including: 'The Street', 'Musicals' and 'Africa'

## **PSHE - Lifetracks**

During Lifetracks, students will benefit from opportunities to develop their skills in reflective thinking and enquiry in the contexts of personal and economic wellbeing and citizenship. Themes include e-safety and cyber-bullying, work and wages, the effects of drugs and alcohol, rights, responsibilities and values and school democracy.

## **Science**

During this your son/daughter will undertake a Science course where he/she has had the opportunity to develop his/her scientific knowledge and understanding in addition to his/her understanding of "How Science Works" skills. Your son/daughter will be assessed through a number of end of unit tests and through skills based tasks.

## **Technology**

In Technology students study Food Technology, Textiles and Product Design. Students are introduced to a range of tools and equipment throughout the year, they then use this knowledge to produce a range of practical outcomes that have been designed by themselves. Students are encouraged to work independently across the three technology subjects, which then prepares them for Year 9 where they can further develop the skills they have learnt.

# Year 9

## **Art**

Students complete two units of work in art. The first unit 'Changing Styles' incorporates critical studies work from a range of different art movements and differing approaches to art. The second 'Cultures' unit, looks at art from a wide range of different cultural influences and backgrounds. Students produce observational drawings, critical studies and development pieces of work throughout both units and cover a broad range of different art skills during the year.

## **Computer Science**

Students explore more of the fundamentals of Computing, by developing an understanding of some of the history behind the technology often taken for granted today. Year 9 students are taught about von Neumann architecture and Moore's Law; learning why computers are getting smaller yet more powerful at the same time. Binary and hexadecimal are also investigated in the first term, as students learn how images and text are represented and stored in a computer. The mysteries of search engines are also uncovered through an investigation of how they work; looking at web crawlers, indexes and the dark web.

## **Drama**

In Drama students engage with topics in a practical way which both developing creativity and challenges them to work with peers in familiar and unfamiliar groupings.

Students are encouraged to take part and build their confidence in performance. This is done through the learning of various skills including characterisation, improvisation and the study of scripts. Students are given the opportunity to share their work and reflect upon their performances through self-evaluation which nurtures critical thinking skills.

## **English**

In Year 7 and 8, students will have practised the analytical and expressive skills they need across a range of texts; Year 9 is about applying those skills to more challenging texts and situations and developing the maturity and depth of their responses, in preparation for their GCSE's. The texts we use are chosen to stretch and challenge the students and to reflect the kind of work they will need to do in Years 10 and 11.

The units we cover are "Macbeth", an in-depth study of William Shakespeare's famous play about ambition and corruption, "Dystopian Narratives", a study of texts that deal with dystopian futures, leading to students producing their own creative writing, "Contentious Issues", an exploration of contemporary issues in society with students developing their own personal opinions and voice, "Victorian Literature", where students learn how to study a nineteenth Century novel in preparation for their GCSE, and their GCSE Spoken Language in which students give a presentation on a topic of their choice.



## **Humanities–Geography**

Students continue to build on their geographical knowledge and study contemporary issues such as immigration. The geographical aspect of significant events in history such as the Holocaust are also studied alongside country studies of China and Australia, whilst a look at issues closer to home, including UK coastal erosion and the management of it is also investigated. Many of the geographical skills required at GCSE level are introduced this year to help students prepare for Year 10 Geography and the final term is focused on introducing students to the higher level skills and subject content that they will encounter at GCSE.

## **Humanities - History**

In Year 9 students focus on modern world history. They cover four topics, first examining the world at war, including the Holocaust and subsequent genocides. Students follow this with an investigation into the assassination of JFK. They end the year with a study of terrorism through time.

## **Humanities - Religious Studies**

Students follow a diverse curriculum involving the exploration of philosophical and ethical issues, and also an in depth examination of what it means to be a Muslim and what it means to be a Christian in a contemporary world. Philosophy and Ethics based topics include 'Crime and Punishment,' 'Religion and the Media,' and 'Immortality.' Students are encouraged to examine and critique both religious and non religious outlooks within these topics.

## **Mathematics**

Students build on the knowledge and skills acquired and developed in Years 7 and 8. The focus on GCSE examinations is increased and we start talking about topics and skills in terms of GCSE grades. Assessment methods include half termly assessments as in Years 7 and 8.

We increasingly focus on working towards GCSE examinations, with specific mock examination practice and preparation in Year 11.

In Years 10 and 11 higher attaining pupils are given the opportunity to work towards level 2 certificate in further mathematics in addition to mathematics. This provides a relevant interesting and useful foundation for study at A level.

## **Modern Foreign Languages**

In Year 9, students study the following topics: school, family, cinema, health, local environment and culture. They concentrate on using three tenses accurately as well as translation and spontaneous speech.

In their second language, students study the topics of free time, food and drink, fashion, holidays and film.

## **Music**

The Music course combines 4 main areas of study: performance, composition, listening and appraising and music technology. This year they will complete the following units:

Unit 1: Songwriter (composition of popular songs)

Unit 2: Minimalism (composing in a minimalist style)

Unit 3: Film Music (composition of a piece of music to fit with a scene from a film)

Unit 4: Dragon's Den (research and presentation task based on the work of a record label)

## **PE**

Students cover a range of activities that allow them to build on, select and apply the skills they have acquired in Years 7 and 8. Some new activities are introduced and students are expected to work more independently, particularly in more familiar activities, showing that they can lead a small group. They are encouraged to recognise and employ effective tactics and strategies and develop a more solid understanding of rules. They should show understanding of the contribution fitness makes to a successful performance, and be able to identify strengths and weaknesses in themselves and others more readily.

## **PSHE - Lifetracks**

In Year 9, students develop their knowledge and understanding of the following themes, identity, stereotypes, values, being British, children and work, relationships and sex, healthy eating. They also receive guidance and support with choosing courses for Year 10 as well as future career pathways.

## **Science**

In Year 9, students will begin studying for their Science GCSE qualifications. All students will cover the first units of Biology, Chemistry & Physics from the AQA Combined Sciences GCSE "Trilogy" specification, which also covers the first units for each of the AQA GCSE Triple Science subjects. By the end of Year 9, students will decide whether or not to opt to study GCSE Triple Sciences or Combined Sciences. All students will be assessed through mid-topic and end of topic tests, as well as longer written tasks and the completion of required practical tasks in order to prepare students as fully as possible for GCSE examinations at the end of Year 11

## **Technology**

Students develop their knowledge to produce a range of practical outcomes that they have designed. Students are encouraged to work independently across the three Technology subjects. In product design, students design and make music festival materials, a buggy/car and a wooden picture frame. In food technology, students respond creatively to a design brief based on a 'music festival'; they will focus on the function and the sensory attributes of ingredients. In textiles, students design and make their own style beanie hat to be sold on a stall at a music festival.