



**St Mark's West
Essex Catholic
School**

Key Stage 3 Curriculum

ART

A variety of painting and drawing techniques are taught, using a wide range of media. Pupils are required to use their sketchbook for developing their ideas, refining their work and evaluating it, so that progress can be made. Using appropriate vocabulary, pupils learn how to analyse works of art from different times and cultures, making connections with their own work. The creative process is encouraged by using observational studies, imagination and research to create further works in 2D and 3D. Levels are based upon skills and processes evident in two/three projects, produced over the year. These include both classwork and homework. Work in each year builds upon previous learning and skills, working towards greater control and individuality.

DESIGN AND TECHNOLOGY

Throughout Key Stage 3 the pupils complete 4 projects a year to include workshop skills, graphics, textiles and food.

Year 7

The pupils are encouraged to become confident in the safe use of hand held tools and to develop their design ability through the completion of tasks relevant to a healthy life style.

Year 8

The pupils develop their skills further and greater emphasis is placed upon the needs of the consumer through the completion of more complex contextual tasks. Recipes become more complicated and homemade versions of familiar foods are made. Resistant Materials projects begin to incorporate electronics and team work is encouraged.

Year 9

Pupils expand their initiative and their attention is drawn to the needs of the end user and the effect of their product on the environment. Textiles uses recycling in the design and make project and in Resistant materials pupils are introduced to CAD/CAM.

ENGLISH

Year 7

Pupils read a range of both fiction and non-fiction texts, exploring the effect of writers' language choices. These include Drama, Poetry and Prose, as well as Media texts and writing from other cultures. They are encouraged to develop their own writing, adapting their structure, style and tone to suit a variety of purposes. Speaking and listening skills are developed through structured classroom activities and contributions in class. Reading and writing is assessed through means of both formative and summative assessments.

Year 8

Pupils read a range of both fiction and non-fiction texts, exploring the effect of writers' language choices. These include drama, poetry and prose, as well as media texts and writing from other cultures. They are encouraged to develop their own writing, adapting their structure, style and tone to suit a variety of purposes. Speaking and listening skills are developed through structured classroom activities and contributions in class. Reading and writing is assessed through means of both formative and summative assessments.

Year 9

Pupils read a range of both fiction and non-fiction texts, exploring the effect of writers' language choices. These include drama, poetry and prose, as well as media texts and writing from other cultures. They are encouraged to develop their own writing, adapting their structure, style and tone to suit a variety of purposes. Speaking and listening skills are developed through structured formal assessment and contributions in class. Year 9 pupils follow a GCSE style course in order to prepare them for work in Year 10. Some of the pupils' work is assessed in controlled conditions within the classroom.

GEOGRAPHY

Year 7

Pupils should acquire a growing awareness of how the study of geography can help them understand places, patterns and processes in both the physical and human environment. Their geographical knowledge and understanding will be developed through the study of a range of topics that include: rivers and flooding; the Indian Ocean tsunami; weather and climate; living and

working in the UK and settlement geography. They should be able to demonstrate an understanding of geographical enquiry and competence in the use of a variety of geographical skills to collect, present and interpret and analyse both primary and secondary data.

Year 8

Pupils should be able to demonstrate an increasing knowledge and understanding of geomorphological processes and their effects on landscapes and people through the study of coastal and glacial environments. They should be able to describe and explain the causes and consequences of key global issues e.g. climate change; energy issue; endangered habitats and species; food problems - hunger and obesity; poverty and inequality; globalisation - fashion and football. They should be able to develop their own views and opinions about these global issues and identify and evaluate differing strategies for managing them. They should also be able to use an extended geographical vocabulary in their work and demonstrate further improvement in their geographical skills. Assessment of KS3 levels is based upon their attainment in key tests and assignments, plus their overall performance in classwork and homework assignments throughout the year.

Year 9

Pupils will be expected to demonstrate a growing awareness and understanding of tectonic processes and their effects on landscapes and people including: the global distribution of tectonic activity and its relationship with plate boundaries; the nature; causes and effects of earthquakes and volcanic activity; and an evaluation of the human responses to the hazards associated with these tectonic events. They should also be able to describe and explain the growth of leisure and tourist activities, and evaluate their social, economic and environmental impact. They should be able to demonstrate a high level of competence in the use of enquiry skills in an investigative topic. Assessment of KS3 Levels is based upon their attainment in Key Tests and Assignments, plus their overall performance in classwork and homework assignments throughout the year.

HISTORY

Year 7

Pupils will recall and use period knowledge from history studied at Key Stage 2.

Make accurate use of chronological terms and organize knowledge about the past.

Find out information by asking relevant questions

Draw conclusions by combining information from sources. Show some awareness of the value and limitations of individual sources, such as reconstructions and photographs.

Topics include: Britain Pre-1066 – Celts, Romans, Anglo-Saxons and Vikings; 1066 and how the Normans kept power; Medieval Britain; Immigration in Britain.

Year 8

Pupils will build on their historical skills from Year 7.

Start to question sources on a more regular basis – including reliability and usefulness.

Extended writing skills.

Topics include: Tudor and Stuart England; The English Civil Wars; The French Revolution; Black Peoples of the Americas.

Year 9

Pupils will start preparing skills for GCSE, including considering the reasons historians interpret History in different ways.

Start to make more frequent use of sources in writing.

Topics include: Industrial Britain; World War One; Germany 1918-1939; World War Two; The Holocaust.

ICT / COMPUTING

Year 7

This is studied by all pupils in year 7 in small groups. The pupils are taught the skills necessary to handle a range of software packages and the lessons follow the new programmes of study set out in the Computing National Curriculum. During the course of the year pupils have become more confident and independent in their use of ICT, and have started to explore the wide

range of opportunities ICT offers in the way people work. ICT will be used to present ideas and adapt work for different audiences. Encouragement is given to use computers, at home and in school, to enhance work in all subject areas. The three strands are covered through Computer Science, IT and Digital Literacy.

Year 8

This course is designed to enable pupils to work with computers in a confident way. They are taught to be aware of the ways in which ICT tools and information sources can help them in their work and to understand the limitations of such tools. Pupils following a programme of study set out in the new National Curriculum. Through a variety of software packages pupils are shown how to communicate and handle information in an effective way. They are taught how to select appropriate ICT equipment to tackle a range of tasks and they are shown how to be systematic in their use of appropriate search methods to obtain accurate and relevant information from a range of sources. Pupils will have used a number of different programming languages at this stage to support the Computer Science element of the course

MATHEMATICS

Year 7

Pupils study a range of topics from each of the Attainment Targets. These include Statistics and Probability, Number and Algebra, Shape, Space and Measures as well as Using and Applying Mathematics in everyday life. They are encouraged to Problem Solve, use Mathematical vocabulary and present their work neatly. They are taught to show working out as this is vital in gaining marks in examinations. Pupils develop speaking and listening skills by offering answers and through their contribution to class discussions. Formal assessment takes place every three topics throughout year 7. All pupils take an End of Year assessment.

Year 8

Pupils study a range of topics from each of the attainment targets. These include statistics and probability, number and algebra, shape, space and measures as well as using and applying mathematics in everyday life. They are encouraged to problem solve, use mathematical vocabulary and present their work neatly. They are taught to show working out as this is vital in

gaining marks in examinations. Pupils develop speaking and listening skills by offering answers and through their contribution to class discussions. Formal assessment takes place every three topics throughout year 8. All pupils take an End of Year assessment.

MODERN LANGUAGES

GERMAN

Year 7

Pupils develop their linguistic skills and express their opinions on a range of topics. They are given every opportunity to expand their vocabulary and enhance their grammatical and cultural awareness through role-play, ICT and interactive activities.

Year 8

Pupils further develop their linguistic skills and express and justify their opinions on a wider range of topics. They are encouraged to use a variety of grammatical structures in their written and spoken language with an increased focus on accent and intonation.

Year 9

Pupils consolidate vocabulary and grammatical structures learned in previous years, with an emphasis on past, present and future tenses. Pupils are encouraged to become more creative with their written and spoken language through the study of music, film and literature.

FRENCH

Year 8

Pupils develop their linguistic skills and express their opinions on a range of topics. They are given every opportunity to expand their vocabulary and enhance their grammatical and cultural awareness through role-play, ICT and interactive activities.

Year 9

Pupils consolidate vocabulary and grammatical structures learned in Year 8, with an emphasis on past, present and future tenses. Pupils are encouraged

to become more creative with their written and spoken language through the study of music, film and literature.

MUSIC

Key Stage 3

Pupils explore a variety of musical concepts and performance skills through the process of listening to music from various cultures and traditions, composition tasks and individual and ensemble performance. They use a variety of classroom instruments, voice and personal instruments of choice and where appropriate explore the use of different forms of notation, including software and sequencing packages.

Skills, performance and understanding are developed through self-evaluation, contributions in class and teacher assessment. All of the work contains clear links to GCSE work where performance lessons become more demanding for all pupils and the level of composition and appraising quickly builds on basic skills and concepts continually developed at Key Stage 3.

The curriculum is split into half termly units. All projects focus on aspects of performance, composition and appraising. All projects place music in historical and social context and explore elements of citizenship. For example, Unit 1: use of sound, industry and creativity; Unit 9: music of different cultures; or Unit 14: song writing and the homeless.

PE

Pupils are timetabled to take part in two 60 minute lessons of PE per week, where they partake in sports of all kinds. Lessons for both boys and girls include a wide range of sporting activities, from football, rugby, cricket and basketball to dance, netball, gymnastics and trampolining.

We seek to promote lifelong participation for all pupils, irrespective of their ability, gender or ethnicity. We hope to raise pupil's self-esteem not only as a competitive performer but also for their personal development. Pupils will have the opportunity to develop their leadership skills in sport with St Mark's working closely with the West Essex School Sports Partnership.

Our pupils compete in a variety of competitions; district, country and National.

PSHCE

PSHCE is a developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. Through our whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. During the academic year, pupils will focus on three main areas as outlined by the PSHCE association:

- Health and Wellbeing
- Relationships
- Living in the wider world

PSHCE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of our whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

RE

Year 7

Central to the Religious Studies programme throughout Year 7 is an exploration of Christian and in particular Roman Catholic beliefs, experiences and practices. The programme looks at questions about fundamental aspects of Christian life, which are addressed and explored in the light of Christian faith and the Church: the way the faith is celebrated, lived and prayed through the sacraments and the liturgical year. Pupils study ideas about initiation and belonging to the Church community. The focus is on Baptism, Christian discipleship, the Mass, and important feasts in the liturgical year. Pupils also study some aspects of Hinduism.

Year 8

Central to the religious studies programme throughout Year 8 is an exploration of Christian and in particular Roman Catholic beliefs, experiences and practices. The programme looks at questions about the fundamental aspects of Christian life, which are addressed and explored in the light of Christian faith and the church: the ways faith is celebrated, lived and prayed through the sacraments and the liturgical year. Pupils study aspects of Church history, the church as the people of God, the sacrament of Reconciliation, aspects of prayer, Judaism at the time of Jesus and the significance of the Passover for both Jews and Christians.

Year 9

Central to the religious studies programme throughout Year 9 is an exploration of Christianity and in particular Roman Catholic beliefs, experiences and practices. Pupils study the importance of Pilgrimage, Christian Leadership inspired by Jesus' example in the New Testament, and the meaning and purpose of the Ten Commandments in contemporary society. Other components include aspects of Church history; the Great Schism and Reformation and the affects this has had upon the Christian family, as well as the Ecumenical movement of the 20th & 21st Century. Pupils will also study aspects of Islam. In the summer term Year 9 pupils begin GCSE work from the Catholic Christianity paper.

SCIENCE

Year 7

In Year 7 pupils develop their scientific enquiry skills through a range of practical work. They learn how to light a Bunsen burner and how to use a range of equipment safely. They also complete the work in the following units; life processes, cells, reproduction, food & digestion, acids & alkalis, solids, liquids & gases, solutions, electrical circuits, forces & their effects, space and energy resources.

Year 8

In Year 8 pupils continue to develop their scientific enquiry skills via planning, completing and writing up experiments. They also complete work in the following units; environment, respiration, genetics & evolution, plants & photosynthesis, atoms, elements & compounds, periodic table, simple chemical reactions, earth & atmosphere, energy changes & transfers, waves, magnetism and speed, pressure & moments

Year 9

In Year 9 pupils are taught by specialist teachers and start the GCSE AQA single science courses in Biology, Chemistry and Physics. They continue to develop their scientific enquiry skills via planning, completing and writing up experiments as well as learning some of the basic fundamental concepts for each subject.